

An Evaluation and Content Analysis
of
Nine Sexual Abuse Prevention Programs

by

Cheryl Fraehlich

A thesis
presented to the University of Manitoba
in fulfilment of the
thesis requirement of the degree of
Master of Science
in
Department of Family Studies

Winnipeg, Manitoba
(c) Cheryl Fraehlich, 1991



National Library
of Canada

Bibliothèque nationale
du Canada

Canadian Theses Service Service des thèses canadiennes

Ottawa, Canada
K1A 0N4

The author has granted an irrevocable non-exclusive licence allowing the National Library of Canada to reproduce, loan, distribute or sell copies of his/her thesis by any means and in any form or format, making this thesis available to interested persons.

The author retains ownership of the copyright in his/her thesis. Neither the thesis nor substantial extracts from it may be printed or otherwise reproduced without his/her permission.

L'auteur a accordé une licence irrévocable et non exclusive permettant à la Bibliothèque nationale du Canada de reproduire, prêter, distribuer ou vendre des copies de sa thèse de quelque manière et sous quelque forme que ce soit pour mettre des exemplaires de cette thèse à la disposition des personnes intéressées.

L'auteur conserve la propriété du droit d'auteur qui protège sa thèse. Ni la thèse ni des extraits substantiels de celle-ci ne doivent être imprimés ou autrement reproduits sans son autorisation.

ISBN 0-315-76879-7

Canada

**AN EVALUATION AND CONTENT ANALYSIS OF
NINE SEXUAL ABUSE PREVENTION PROGRAMS**

BY

CHERYL FRAEHLICH

A thesis submitted to the Faculty of Graduate Studies of
the University of Manitoba in partial fulfillment of the requirements
of the degree of

MASTER OF SCIENCE

© 1991

Permission has been granted to the LIBRARY OF THE UNIVER-
SITY OF MANITOBA to lend or sell copies of this thesis, to
the NATIONAL LIBRARY OF CANADA to microfilm this
thesis and to lend or sell copies of the film, and UNIVERSITY
MICROFILMS to publish an abstract of this thesis.

The author reserves other publication rights, and neither the
thesis nor extensive extracts from it may be printed or other-
wise reproduced without the author's written permission.

I hereby declare that I am the sole author of this thesis.

I authorize the University of Manitoba to lend this thesis to other institutions or individuals for the purpose of scholarly research.

Cheryl Fraehlich

I further authorize the University of Manitoba to reproduce this thesis by photocopying or by other means, in total or in part, at the request of other institutions or individuals for the purpose of scholarly research.

Cheryl Fraehlich

ABSTRACT

The high prevalence and negative consequences of child sexual abuse have prompted a number of responses to this problem. One such response has been the development of several educational child sexual abuse prevention programs. This study compared and evaluated nine sexual abuse prevention programs. The programs were systematically compared through a content analysis. Programs were then evaluated by the researcher, two coders, and four professionals in the Winnipeg community who were familiar with the programs. The results of this study indicated that the child sexual abuse prevention programs vary on a number of dimensions including length, presentation methods, training provided for presenters, subject content, terminology, parental involvement, and student assessment. These differences affect the overall quality of each program. The results of the content analysis and the evaluation led to a rank ordering of the programs in terms of their quality. Suggestions for future research which test the effects of various prevention strategies were made. This study has implications for future program implementers in that it has shown a process of systematic comparison and evaluation of programs which may be followed when choosing from the sexual abuse prevention programs currently available.

ACKNOWLEDGEMENTS

This thesis could not have materialized without the help and encouragement of many people. I wish to express my sincere gratitude to all those who supported me throughout this endeavour.

Dr. Dale Berg, my thesis advisor, has been unrelenting in his encouragement, support and help. The hours spent in offering advise, assistance, and criticism (even arguments) have led to the development of a friendship that goes far beyond the requirements of an advisor. Thank you. To my other committee members, Dr. Carol Harvey and Dr. Paul Madak, thank you for your time and interest in my research project. Your comments and input have immensely enriched the quality of my work.

Special thanks must be extended to my coders LaDawn Block Coutts and Sharon Hunter. This study could not have been completed without the hours you spent coding my sample of programs. Although they are not named here for reasons of confidentiality, I would like to thank my outside evaluators for their time and effort.

I would also like to express thanks to my fellow graduate students in the Department of Family Studies. I was fortunate enough to be involved in a network of people who were always available to offer their support and friendship and who could offer ears that "knew" about and could understand the difficult point of thesis completion. I hope to reciprocate when needed!

My family and friends are my inspiration and my solace. My mother has always inspired me with her independence and determination. Thanks Mom, for wanting me to succeed and for apparently giving me what it might take to do it. Both my mother and my sister have always been there to offer me second homes to come to when I need an escape from academia and work. They cannot know how valuable this is. To my husband Jim, without your support and your encouragement for me to do what I want and need to do, this dream would probably not have been realized.

Finally, I need to thank all of the kids in my life and in particular, Ashley and Andrew. Your smiling faces inspired me throughout this project. To see you so happy and healthy makes me determined to try and change things, even if just in a little way, so that other children can be helped.

TABLE OF CONTENTS

	Page
ABSTRACT.....	iv.
ACKNOWLEDGEMENTS.....	v.
LIST OF TABLES.....	ix.
CHAPTER 1 - REVIEW OF LITERATURE	1
Introduction	1
Nature and Prevalence of Child Sexual Abuse	2
Definition	2
Prevalence	3
Effects of Child Sexual Abuse	11
Finkelhor's Four-Preconditions Model of Sexual Abuse	16
Precondition I: Motivation to Sexually Abuse ..	16
Precondition II: Overcoming Internal Inhibitors	17
Precondition III: Overcoming External Inhibitors	18
Precondition IV: Overcoming the Resistance of the Child	19
Responding to the Problem of Child Sexual Abuse	21
Information Dissemination	21
Legal Response	22
Response by Educators	23
School-Based Sexual Abuse Prevention Programs	24
The Programs	26
Mode of Presentation	26
Content	27
Terminology	28
Presenters	30
Program Length	31
Parental Involvement	31
The Research Problem	32
Research Propositions	34
CHAPTER 2 - METHODOLOGY	35
Materials	35
Procedure	36
CHAPTER 3 - RESULTS	42
General Program Description	42
The C.A.R.E. Kit	42
Feeling Good About Yourself: The C.A.R.E. Intermediate Program	47
Feeling Yes, Feeling No Program	48

Talking About Touching: A Personal Safety Curriculum	51
Red Flag Green Flag People	53
My Feelings	54
The Secret of the Silver Horse	56
Take Care With Yourself	57
No More Secrets For Me	58
Specific Program Content	59
Training Provided for Presenters	59
Stated Objectives	64
Subject Content/Themes	67
Definitions of Sexual Abuse	77
Terminology: Acts of Sexual Abuse	79
Terminology: Body Parts	82
Student Assessment	84
Parental Involvement	87
Evaluation Results	94
Coder's Evaluations	94
Community Professional's Evaluations	96
CHAPTER 4 - DISCUSSION	100
Descriptive Components of Programs	100
Target Audience	100
Length of Programs	102
Modes of Presentation	104
Program Presenters	105
Content of Programs	106
Training Provided for Presenters	108
Stated Objectives	110
Subject Content/Themes	111
Definitions of Sexual Abuse	118
Terminology	120
Student Assessment	121
Parental Involvement	123
Program Evaluation	125
Summary	130
Limitations of the Study	131
Implications	131
Conclusions	134
REFERENCES	137
 Appendix	
A. CODING SHEETS	145
B. COVER LETTER	151
C. COMMUNITY PROFESSIONAL EVALUATIONS	152

LIST OF TABLES

Table		Page
1.	General Program Description	43
2.	Presentation methods	45
3.	Training for Presenters	61
4.	Stated Overall Objectives	65
5.	Potential Offender Identification	68
6.	The Offender	70
7.	Abuse Avoidance	72
8.	Behaviour Assertiveness Skills	73
9.	Additional Topics/Themes	76
10.	Definitions of Sexual Abuse	78
11.	Terminology: Acts of Sexual Abuse	80
12.	Body Part Terminology	83
13.	Program Assessment	85
14.	Parental Involvement	91
15.	Evaluative Ratings of Programs	95
16.	Ratings by Community Professionals	98
17.	Program Evaluation	127

CHAPTER 1

Introduction

Since the late 1970's, there has been an increase in the number of reported cases of child sexual abuse. This increase, plus the efforts of the women's and the child protection movements, have increased public awareness of the seriousness of child sexual abuse (Finkelhor, 1984). While the sexual abuse of children is not new, the amount of attention the problem has recently received has put it in the public spotlight. This type of abuse is emerging as the major form of all child abuse and has resulted in a growing concern about this problem among researchers, parents, and professionals.

Studies conducted since the 1970's have tried to identify such factors as the prevalence of child sexual abuse, risk factors for sexual victimization, and the effects of this form of abuse on children. Although the studies have yielded varying and sometimes conflicting results, a number of things have become manifest. The rate of the sexual victimization of children is much higher than was previously thought and the long term consequences of child sexual abuse are often deleterious. These facts have made it clear that something must be done in response to this social and moral problem.

One such response has been the development of educational programs designed to reduce and prevent child sexual abuse. This research focused on the preventative programs which have evolved in response to the growing concern about the sexual victimization of children. Nine of these programs were comparatively analyzed through content analysis.

The review of the literature focuses on the nature and scope of child sexual abuse, the effects of sexual abuse on victims, the responses made in efforts to reduce the problem, and on the educational programs designed to prevent child sexual abuse.

Review of the Literature

The Nature and Prevalence of Child Sexual Abuse

Definition

A number of definitions for the sexual abuse of children exist in the professional literature and in the popular press: this has resulted in some confusion in terminology (Haugaard and Reppucci, 1988). For example, as Seng (1986) explained, the terms "child abuse", "sexual child abuse", "child molestation", and "incest" have often been used to describe the same types of behaviours. This confusion in terminology and the varying range of behaviours included by some researchers in their definitions of child sexual abuse has resulted in the interpretation of research findings being problematic.

In fact, the term child sexual abuse includes a variety of behaviours ranging from exhibitionism and other non-contact offenses to actual physical contact such as fondling and sexual intercourse (Russell, 1983, Wyatt, 1985). Some studies define abuse as behaviour undertaken for the sexual gratification of adults and care-givers (eg. Hodson & Skeen, 1987). This definition limits the possible perpetrators to adults. The adult focus allows for the inclusion of incest by family members or abuse by adults outside of the family, but does not include abuse in which the victim is encroached by peers. A definition is needed which encompasses the total range of behaviours involved in child

sexual abuse. The current Canadian legal definition, chosen for this report is sufficiently inclusive:

"Sexual abuse" means any exploitation of a child whether consensual or not for the sexual gratification of a parent or person in whose care a child is and includes, but is not necessarily restricted to: sexual molestation, sexual assault, and the exploitation of the child for the purposes of pornography or prostitution. Sexual abuse includes "incest"... Sexual activity between children may constitute sexual abuse if the differences in ages between the children are so significant that the older is clearly taking advantage of the younger (Government of Manitoba, 1986, p. 2).

This definition was chosen with the criterion of inclusiveness in mind. The terms child sexual abuse and sexual victimization will be used interchangeably in this literature review.

Prevalence

There are no precise figures which provide the actual rate of child sexual abuse. The very nature of the problem, including the secrecy and taboos surrounding it, mitigate against the ability to determine the exact rates. Several efforts have been made to measure the extent of this type of abuse. Two general methods have been used to assess the incidence and prevalence of child victimization.

Incidence studies attempt to reveal the number of new cases of child sexual abuse which occur in a specified period, usually a year. These studies rely on reports given by agencies involved in working with victims and their families or on reports from the legal system which reveal the number of officially reported cases and convicted offenders. For example, the National Center for Child Abuse and Neglect commissioned the National Incidence Study which included 26 counties and ten states in the U.S. The findings of this study indicated that nearly 45,000 cases of child sexual abuse were known to professionals for the year 1979 (cited in Peters, Wyatt, & Finkelhor, 1986). A Canadian study by Van Dam, Halliday, and Bates (1985) utilized court records from a small British Columbia community and reported that a minimum of .07% of male children and .6% of female children were being sexually abused in this particular community every year.

While these kinds of studies do provide some data on the rate of child sexual abuse, they are plagued with widely recognized shortcomings. Studies which rely on court records can only provide information on cases which have come to the attention of the legal system. As well, statements provided by perpetrators (most of whom are never known or caught) do not necessarily include all of their victims. Similarly, studies which rely on reports from official agencies can only provide information on those cases of sexual abuse which are reported. In Canada, there is no co-ordinated method of gathering information on child sexual abuse which is reported to agencies (Painter, 1986). Provincial statistics for sexual abuse are not always distinguished from those on physical abuse or neglect. As well, separate figures for males

and females or for different age groups are not always given. As Badgley et al. (1984) reported, the existing Canadian official reporting system through the police, child protection agencies and so on, provides statistics which are seriously flawed and are virtually worthless in serving to identify the reported occurrence of child sexual abuse. Furthermore, because the majority of cases are likely never reported to agencies (Haugaard & Reppucci, 1988, Hodson & Skeen, 1987), the figures of sexual abuse cited in these studies are believed to underestimate the scope of the problem.

Prevalence studies have been undertaken in an effort to try to estimate the scope of unreported child sexual abuse. The researchers attempt to estimate the proportion of a population that have been abused by asking subjects directly about their contact with sexual abuse (Finkelhor, 1984). Although children who might be currently abused are not asked, researchers interview adults about sexual abuse that may have happened to them when they were children. There is considerable variation in the prevalence rates for sexual abuse among children derived from the various North American studies.

Finkelhor (1979) conducted a study using a non-probability sample consisting of 796 students from six New England colleges and universities: 530 females and 266 males, 75% of whom were 21 years of age or younger, were interviewed. The results indicated that when abuse was defined to include both contact and non-contact acts, 15.3% of the females and 7.5% of the males had experienced sexual abuse prior to the age of 17 years. The overall rate of the abuse of both males and females in this study was 15.7%. The results of this study must,

however, be interpreted with caution in that the student sample was not representative of the general population.

Another study by Finkelhor (1984) used a probability sample of households in the Boston Metropolitan area: 521 parents (187 men and 334 women) were interviewed regarding their awareness of any child sexual abuse among their children. They also completed self-administered questionnaires regarding their own abuse experiences in childhood. The data indicated that 15% of the female parents and 5% of the male parents indicated that they had been subjected to sexual abuse (including both contact and non-contact acts) prior to age 17. The overall rate in the parent sample was 12%. Among the total of 1428 children from the 521 parents, the prevalence of sexual abuse of these children, or abuse known to the parents, was 4%. This figure was, however, interpreted as being very low because some of the children may have not disclosed their abuse to their parents and the parents who had themselves abused their children were not likely to admit such an act (Finkelhor, 1984).

Using a female sample, Russell (1983) investigated the prevalence of intra-familial and extra-familial child sexual abuse in a large U.S. city. A random probability sample of 930 adult women in San Francisco were interviewed to estimate the rate of abuse. When a definition which included contact as well as non-contact sexual experiences (i.e., exposure, pornography) was applied, 54% of the 930 women reported at least one experience of sexual abuse before they had reached 18 years of age.

Another study using female subjects was conducted by Wyatt (1985). A multi-stage stratified probability sample of women 18 to 36 years of

age from Los Angeles county was interviewed. Sexual abuse was defined to include both contact and non-contact experiences. Of the sample of 248 subjects, 154 (62%) reported at least one incident of sexual abuse prior to age 18.

The largest representative study on the prevalence of child sexual abuse in North America was conducted in Canada by Badgley et al. (1984). The Committee on Sexual Offenses Against Children and Youths (known as the "Badgley Committee", after its chairman) conducted the National Population Survey, in which a representative sample of 2008 subjects from 210 Canadian communities responded to a detailed questionnaire about their experiences with unwanted sexual acts. The sample included 1006 females and 1002 males. Sexual abuse was defined so as to include contact and non-contact incidents as well as being sexually threatened. The findings of the survey indicated that "at some time 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" (Badgley et al., 1984, pp. 175). Stated in percentage terms, the overall rate of sexual abuse found in the sample was 42.1%: 53.5% of the female subjects and 30.6% of the male subjects had experienced unwanted sexual acts before 18 years of age.

The prevalence rates of child sexual abuse in these studies range from 12% to 62%. This variation can be accounted for by a number of factors. A number of authors have attempted to explain the discrepancies in terms of definition, sample characteristics,

methodology and so on (for a complete discussion see Painter, 1986, Peters, Wyatt & Finkelhor, 1986, and Wyatt and Peters, 1986).

The most frequently cited limitations of the prevalence studies are the differences in definitions and samples used among studies. As previously mentioned, Finkelhor's (1979) study used a college sample which was neither randomly selected nor representative of the general population. Russel's (1983) and Wyatt's (1985) samples consisted of females and their generalizability to the entire U.S. population of females is questionable. The research by Badgley et al. (1984) is better in terms of representativeness. The greater generalizability must be kept in mind when considering the high prevalence of sexual abuse among children found in the study.

An attempt was made herein to reconcile any differences in definitions used in the various studies by quoting statistics which have been obtained with definitions which include both contact and non-contact abuse. As well, all of the studies included both abuse by adults and peers. However, the age limits used within the studies do vary. For example, Finkelhor (1979) used the age of 17 as a cut-off point, while the other researchers asked about experiences prior to the age of 18. This may partially account for Finkelhor's lower rate of abuse. In terms of abuse by peers, Finkelhor (1984) and Wyatt (1985) specified that if the victim was five years younger than the offender and that if the sexual contact was unwanted, an act could be considered abuse. In his 1979 study, Finkelhor defined an act as abuse when the offender was five years older than the victim if the victim was 12 years old or less; if the victim was aged 13 to 16, then the offender had to

be ten years older. These differences in age requirements could account for some of the variation in the reported prevalence rates. Russell (1983) and Badgely et al. (1984) placed no restrictions with regard to age differences between the victim and the offender and considered an act to be abuse if it was simply unwanted. This broader definition could perhaps account for the high and similar prevalence rates found in these studies.

It has become apparent that it is difficult to compare the prevalence rates of child sexual abuse found in these studies. While a large range of variability exists among the research findings, no explanation can fully account for the discrepancies. Along with the limitations already discussed, the accuracy of the retrospective accounts of subjects and the honesty of the participants in the prevalence studies must also be considered. The questions and problems related to participant honesty are magnified in this type of research due to the sensitive nature of the problem being studied. Abused individuals may not be willing to admit abuse; victims of serious types of contact abuse may be the least willing to describe it (Haugaard & Reppucci, 1988). In spite of these limitations, the fact is that the majority of the cases of sexual abuse found in prevalence surveys had never been reported to any professional (Finkelhor, 1984). This type of study clearly gives a more accurate picture of sexual abuse than do incidence studies which rely on official reports. What is needed in the future are more national surveys which use representative samples and standardized definitions of child sexual abuse. As well, legal and social welfare agencies should expand their efforts so that standardized

and consistent methods are used to compile accurate statistics of the incidence of abuse which can be compared at local, provincial, and national levels.

In summary, no one knows the exact extent to which child sexual abuse occurs. As Peters, Wyatt, and Finkelhor (1986) explained, "the nature of the problem - its secrecy and shame, the criminal sanctions against it, and the young age and dependent status of its victims - inhibits discovery and discourages voluntary reporting" (p. 18). What is agreed upon, however, is that this type of abuse occurs at an alarmingly high rate. As well, the research which has been conducted to estimate the rate of sexual victimization has provided us with other valuable information which cannot be discounted. Most victims of child sexual abuse are females and most offenders are males (Badgely et al., 1984; Finkelhor, 1984). The majority of the offenders are known to the victim with one in four assailants being a family member or a person in trust, while half are friends of the victim and only one in six is a stranger (Badgely et al., 1984). The majority of all cases of sexual abuse of children are not disclosed or reported to officials (Finkelhor, 1986; Russell, 1983). Furthermore, the majority of all victims of sexual abuse are young (Badgely et al., 1984) with the peak ages of victimization being between the ages of 8 and 12 years (Finkelhor, 1986). Finally, these studies have indicated that the effects of child sexual abuse can be severe and can include both physical and emotional trauma.

Effects of Child Sexual Abuse

Our knowledge of the effects of sexual abuse on children is incomplete and sometimes contradictory. Some authors have claimed that child sexual abuse is not an act that is severely traumatic for victims and at least one researcher concluded that any apparent symptoms displayed by abused children cannot be attributed to their abuse experiences (Fromuth, 1986). Most research, however, has found that sexual victimization does have damaging consequences for children.

The majority of the studies on the topic of the effects of child sexual abuse have relied on clinical samples of known victims. These studies suffer the limitation of having no comparison or control group of non-abused children. When these victims do reveal negative reactions, they cannot be contrasted to other groups of children or adults. There is, however, a growing body of empirical research which has used some sort of matched control group in conjunction with the samples studied, and this has allowed for a greater understanding of symptoms and negative consequences which are unique to child sexual abuse. Both kinds of studies have indicated that the effects of child sexual abuse can be both short and long term and that the majority of the negative consequences are psychological, rather than physical.

The physical consequences of child sexual abuse are often immediate. They may include bruising, vaginal and anal lacerations, infections, and sexually transmitted diseases (Asher, 1988; Bagley, 1986). A small number of female victims become pregnant as a result of sexual abuse (Browne & Finkelhor, 1986; Butler & Burton, 1990). The most extreme consequence of abuse is the death of the victim. Between the years 1976

and 1980, there were 43 recorded child sexual assault homicides in Canada (Badgley et al., 1984).

Various emotional reactions have also been linked to child sexual abuse. Common psychological symptoms include shock, fear, guilt, depression, anxiety, reduced self-esteem, hostility, and anger (Browne & Finkelhor, 1986; Conte & Schuerman, 1987; Wodarski and Johnson, 1988). These emotional effects often manifest themselves in a variety of behavioural symptoms which include disturbances in sleeping and eating, nightmares, bed wetting, regression, antisocial acts, and aggressive behaviour (Daugherty, 1986). Sgroi (1982) noted that behavioural indicators of child sexual abuse may also include overly compliant behaviour, pseudo-mature behaviour, drops in school performance, and detailed, age-inappropriate understanding of sexual behaviour, especially by younger children. Suicide and self-mutilating behaviours have also been linked to child sexual abuse. Victims may attempt self-harm to escape the pain of sexual abuse, to make themselves unattractive to the abuser, or because of devastatingly low feelings of self worth (Haugaard & Reppucci, 1988). Self-destructive drug and/or alcohol abuse are also behaviours frequently found among victims, both in adolescence and adulthood (Conte & Berliner, 1988; Gelinas, 1983).

Often, some of the severe consequences of sexual abuse are exhibited long after the actual abuse has occurred. While feelings of guilt, anxiety, depression and poor self-esteem may follow the victims into late adolescence and adulthood, these symptoms are often accompanied by other problems related to social functioning. A high amount of adolescent delinquency and running away from home has been linked to

early experiences with sexual abuse (Conte & Schuerman, 1987; Rimsza, Berg, & Locke, 1988). A high percentage of prostitutes (both adolescent and adult) have come from backgrounds which have subjected them to sexual abuse (Silbert & Piven, 1981). Apparently, some of these victims have turned to prostitution as a means of escaping their abusive situations or because they have come to believe that their self-worth lies only in their sexuality. As well, sexual abuse has been correlated with teenage pregnancy outside of the abusive sexual relationships (Bagley, 1986; Butler & Burton, 1990). Adolescents may purposively become pregnant in order to escape abusive relationships or because of increased exposure to sex due to the belief that their value lies in sexuality, whether through prostitution or other sexual relations.

Child sexual abuse victims also suffer long-term effects in their interpersonal relationships. In general, the interpersonal relationships of adults who have been victims are often characterized by feelings of isolation, alienation, and mistrust (Jehu & Gazan, 1982). Victims often have difficult relationships with their spouses and their parents. In particular, abused children often report anger towards their mothers because they feel betrayed due to their mothers failure to protect them (Browne & Finkelhor, 1986). Having been sexually abused as a child also has been shown to influence later parenting abilities. Fathers, abused as children, are more likely than non-abused men to sexually abuse their own children, and previously abused mothers are more likely to physically abuse and neglect their own children (Brown & Finkelhor, 1986; Daugherty, 1986).

Difficulties in sexual adjustment are also common in sexual abuse victims. These include an inability to enjoy sexual relations, avoidance or abstention from sex, sexual phobias, and more frequent homosexual experiences than found among comparison groups of adults who had not been sexually abused (Asher, 1988; Fromuth, 1986). Conversely, victims may also report promiscuity in their later sexual behaviour.

Women who have been sexually abused as children are at a serious risk of being re-victimized in later life. These women are more likely than women not abused as children to be raped and to be physically and sexually abused by their spouses and other adult partners (Finkelhor & Browne, 1988; Fromuth, 1986; Haugaard & Reppucci, 1988). Although the connection between childhood sexual abuse and re-victimization is unclear, Finkelhor (1984) has speculated that it might be due to a number of factors. Child victimization may so deteriorate self-esteem, that the victims later become vulnerable targets, or they may lack the ability to assert themselves in future exploitative situations. Also, because many child victims leave home at an early age in order to escape abuse, their youth may make them very dependent on their acquired partners; this, in turn, may make them vulnerable to physical and sexual abuse. The cycle of child sexual abuse may be repeated because men abused as children are at risk for sexually abusing children themselves and women who later become mothers may alienate their children, thereby leaving these children at a greater risk of being sexually abused (Browne & Finkelhor, 1986).

It is worth noting that not all children experience the same amount of trauma as a result of abuse and that children vary in their reaction

to sexual abuse (Conte & Schuerman, 1987). Some of the variance in the reaction by children to abuse may be accounted for by several factors. For example, as Pelletier and Handy (1986) stated, family dynamics must be considered when trying to discern the effects of sexual abuse on children. In many cases children who are abused come from dysfunctional families and this in itself has its own impact independent of the sexual abuse. As well, the family response to the disclosure of child sexual abuse can have a negative impact on the child. In cases where the family members try to blame the child for the abuse where they discount the child's disclosure by covering up the abuse or by protecting the accused, the child's stress and psychological problems may be compounded. Other factors which may affect a victim's adjustment include the age of onset of the abuse, the duration and frequency of the abuse, the relationship between the victim and the perpetrator, the use of force and violence during the abuse incidents, the kinds of sexual activities involved in the abuse, and the prior emotional health of the child (Browne & Finkelhor, 1986; Haugaard & Reppucci, 1988).

The review presented here has clearly indicated that child sexual abuse does have negative consequences on victims. Although some research has produced equivocal findings, definite harmful effects of sexual victimization have been substantiated. The alarmingly high prevalence of child sexual abuse, the possible short and long term deleterious effects of this form of abuse and the moral repugnance of the act of sexually victimizing children demand that attention be given to this problem. Before viable solutions to the problem can be proposed, a greater knowledge of the dynamics of child sexual abuse must

be achieved. A theoretical model which attempts to explain how and why the sexual victimization of children occurs will now be examined.

Finkelhor's Four-Preconditions Model of Sexual Abuse

Finkelhor (1984) has developed a model of child sexual abuse. Unlike other theories which cannot account for different kinds of sexual abuse (i.e., intra-familial and extra-familial), Finkelhor's model provides a comprehensive explanation for child sexual abuse. It incorporates both psychological and sociological factors which are present in abusive situations. This model is composed of a series of four preconditions which must exist in order for child sexual abuse to occur. These include: (a) the potential offender must have some motivation to sexually abuse a child; (b) the potential offender must overcome internal inhibitions against their motivation to sexually abuse a child; (c) the potential offender must overcome external impediments to committing child sexual abuse; and (d) the potential offender must overcome the child's resistance to sexual abuse.

Precondition I: Motivation to Sexually Abuse

This precondition attempts to explain how a person becomes motivated to have sexual contact with a child. There are three basic components to the source of this motivation. The first involves the development of a sense of emotional congruence by the offender in which relating sexually to the child satisfies some important emotional need. This congruence describes a fit between the adult's emotional needs and the child's characteristics. Emotional congruence may develop because of such factors as the arrested emotional development of the offender or the social prescription of the masculine requirement to be dominant and

powerful in sexual relationships. The second component which motivates offenders is sexual arousal. The child becomes a source of sexual gratification because the offender may model sexual interest in children by someone else, may have had a childhood sexual experience that conditioned later arousal, or may have succumbed to the erotic portrayal of children in advertising or pornography. The third component of motivation is some sort of blockage, where alternative sources of sexual gratification are not available, or are less satisfying, to the offender. This may be the result of marital problems, traumatic sexual experiences with adults, inadequate social skills, or the existence of social norms against the use of other sexual outlets such as prostitution or masturbation.

While the motivation to sexually abuse a child is a necessary precondition for the occurrence of sexual abuse, each of the three components are not themselves preconditions. All three components, emotional congruence, sexual arousal, and blockage do not have to exist in order for sexual abuse to occur. A potential offender may operate under the influence of only one of these elements.

Precondition II: Overcoming Internal Inhibitors

A potential offender not only needs to be motivated to commit child sexual abuse, but also needs to overcome internal inhibitions against doing so. It is presumed that most members of society have adopted the conventional inhibitions against having sexual contact with children. In order for the motivation to commit child sexual abuse to be unleashed, the offender must somehow become dis-inhibited from doing so.

The taboos against committing sexual acts against children may be overcome by the individual for a number of reasons. On the individual level, dis-inhibition may occur because of drug or alcohol use, psychosis, impulse disorders, or emotional stress. Social or cultural explanations for dis-inhibition may include the presence of toleration of a sexual interest in children by certain groups, a patriarchal ideology which encourages the manifestation of sexual power by males, and the social toleration of deviance committed while under the influence of alcohol or drugs.

It is important to recognize that the ability to overcome internal inhibitions is a requirement for sexual abuse. No matter how motivated a potential offender may be to commit such an act, if there is no dis-inhibition of social norms and taboos, then child sexual abuse will not occur.

Precondition III: Overcoming External Inhibitors

While the first two factors of Finkelhor's (1984) model address the potential offender's behaviour, the third factor addresses variables which are external to the offenders themselves. Certain inhibitors exist in the environment and these external forces must be overcome in order for child sexual abuse to occur. The predominant external inhibitors of the sexual abuse of children are the supervision of the child and the lack of a physical opportunity for the abuser and the child to be alone together.

It is obvious that the supervision children receive from others around them acts as an external inhibitor to offenders. While a child cannot realistically be under constant supervision, there are certain

circumstances which render children vulnerable to sexual abuse. Children who live in socially isolated settings are at a greater risk for abuse because they may lack close interaction with neighbours, friends and teachers. Mothers appear to have a crucial role in protecting children from abuse. Maternal incapacity may allow an offender to overcome this external inhibitor. It may occur because of her absence due to divorce, death or sickness, or because the mothers themselves are intimidated and abused by their spouses or partners. As well, mothers who are not close to or protective of their children may not know or recognize that their child is being sexually abused and this can also reduce the inhibitions of a potential offender.

If the potential offender does not have the opportunity to be alone with a victim, the occurrence of sexual abuse is inhibited. If there are occasions permitting the seclusion of an offender and a child, the child may be at greater risk for sexual abuse. This may occur in situations where family members are required to sleep in the same room or bed, or in situations where the child is left in the care of the abuser.

While the factors discussed here may seem obvious and simplistic, they do act as deterrents to child sexual abuse. Unless the offender can somehow overcome the external inhibitors which restrain access to children, sexual victimization cannot occur.

Precondition IV: Overcoming the Resistance of the Child

Because they have a capacity to avoid or resist abuse, children play a critical role in whether or not they are sexually abused. The fourth precondition of Finkelhor's model addresses the necessity for a

potential offender to overcome any resistance that a child victim may present.

Certain children are more vulnerable to sexual abuse than others. Children who are emotionally insecure or emotionally deprived because of a lack of familial affection and support may be less able to resist the attempts of an abuser. These children may be more vulnerable to the persuasions of attention, affection, or bribes used by offenders. Children who are young, naive, or lacking information are also at risk. A lack of knowledge about sexual abuse and a lack of adequate sources of sex education can therefore contribute to the vulnerability of children who are generally socially powerless.

Certain situations may also facilitate the offender's attempts to overcome the resistance of a child. For example, in situations where the perpetrator is someone the child knows and trusts, the child may at first comply because of the familiarity with the offender. As well, in situations where coercion and force are used, children are less able to resist the actions of the offender.

There are then, a number of factors which may prevent children from resisting or avoiding abuse or abusive situations. The presence of these factors cripple the child's ability to ward off attackers by refusing advances, running away, or somehow deterring them.

It must be stressed that this precondition is in no way intended to place the blame for sexual assault on child victims. There are, however, certain characteristics relating to children's behaviour, personality, and emotional strength that may make them easier targets

for abusers. This in turn allows the abuser to overcome any resistance children may exert.

Responding to the Problem of Child Sexual Abuse

The relatively recent increase in the awareness of the problem of child sexual abuse has resulted in a demand for action. Research findings have indicated to professionals and to the public that there is a need for some sort of response to the sexual victimization of children. These responses have included an increase in public information about child sexual abuse, changes in the legal system which make it easier to prosecute offenders and thereby protect children from further abuse, and the development of educational programs designed to teach children about sexual abuse in an effort to prevent its occurrence.

Information Dissemination

Since the late 1970's, the problem of child sexual abuse has received increased coverage by the media. Several books on this topic have been highly publicized. As well, films, television documentaries, and newspaper articles on the subject of child victimization have increased dramatically in recent years. Finkelhor's (1984) study found that 93% of all parents surveyed had had some media exposure to the problem of child sexual abuse.

The increase in public information on the issue of the sexual abuse of children is a response which can be linked to Finkelhor's (1984) Four Preconditions Model. Assuming that increased public attention and awareness would reinforce the social taboos against sexual activities with children, public information might contribute to making it more

difficult for offenders to overcome internal inhibitions against sexually abusing a child (Precondition II). As well, if the dissemination of information reached children themselves or prompted discussion about child sexual abuse between children and their parents, then it might be more difficult for offenders to overcome a child's resistance because of the increase in knowledge of the child (Precondition IV).

Legal Response

A response has been made to the problem of child sexual abuse through reforms in criminal law in both Canada and the United States. In Canada, the Ministers of Justice and National Health and Welfare announced the establishment of the Committee on Sexual Offenses Against Children and Youths (the Badgley Committee) in 1980. The mandate of the committee was to ascertain the rate of child sexual abuse and to "inquire into the adequacy of the laws of Canada in providing protection to children from sexual offenses and to make recommendations for improving that protection" (Robertson, 1988, p. 1). As well, a second committee, chaired by Fraser, further investigated the sexual exploitation of children (Government of Canada, 1986). Together, the two committees presented several recommendations for changes in the criminal law.

These recommendations led to subsequent changes in the Canadian Criminal Code and the Canada Evidence Act, passed in 1987 (Robertson, 1988). Changes to the Criminal Code included the introduction of new offenses which more clearly defined acts which can be legally considered to constitute child sexual exploitation and abuse. Changes in the

Canada Evidence Act were introduced in order to make it easier for children to give testimony about their sexual abuse. For example, children's testimony of abuse incidents no longer needs corroborating evidence, and video-recordings of a victim's testimony are now allowed in a court proceeding. As well, provincial legislation now makes it mandatory for any person who has information that a child is or may be experiencing sexual abuse to report the alleged abuse to proper authorities. These changes in legislation provide better protection for child victims and also make the prosecution of offenders more viable. Similar amendments have been introduced in the United States (Colby & Colby, 1987; Gothard, 1987).

The legal responses to child sexual abuse may help to deter abuse when considered in the context of Finkelhor's (1984) model. The increased ability to punish offenders reinforces the lack of social toleration of child sexual abuse and may deter the potential abuser from overcoming internal inhibitors against abusing a victim (Precondition II). Increasing the ease with which children can testify about abuse incidents increases the social power of children and can perhaps make them more willing to disclose about sexual abuse (Precondition IV). While this may not prevent the occurrence of an initial act of abuse, it may prevent situations of ongoing abuse.

Response by Educators

The documentation of the high rate of child sexual abuse and its negative consequences for child victims has led to the development of numerous school-based sexual abuse prevention programs. Although sexual abuse prevention is a relatively new development, school-based programs

are essential to providing a means to the goal of reducing or eliminating this form of abuse. As Finkelhor and Baron (1986) stated, school aged children are the most vulnerable to sexual abuse. Furthermore, Bagley (1984) estimated that every elementary school in Canada has at least two or three students who are currently being sexually abused and that five times that number are "suffering trauma as a result of past sexual abuse" (p. 18). These findings indicate the need for prevention education to be provided within the school system.

As Finkelhor's (1984) model postulates, one precondition for child sexual abuse to occur is the necessity for potential offenders to overcome the resistance of children to the abusive acts. The child's lack of knowledge of sexual abuse and the social powerlessness of children are contributing factors in the etiology of sexual abuse. Educational prevention programs obviously address this precondition in that they are intended to increase children's knowledge about sexual abuse. If children are provided with information about sexual abuse and ways to prevent it, they may be empowered with the ability to prevent, avoid, or reduce the risk of sexual assault.

The focus of this research was on educational programs for children designed with the goal of sexual abuse prevention. The remainder of the literature review provides an overview of sexual abuse prevention in the educational system.

School-Based Sexual Abuse Prevention Programs

Prior to the late 1970's there was virtually no focus on the prevention of child sexual abuse. Until this time, professionals were not aware of the alarming rate of child sexual abuse. Once statistics

which revealed the high prevalence rate were available, it became obvious that something had to be done to meet the needs of child victims. The interest in sexual abuse prevention was thus established. Since that time approximately 400 to 500 curricula have been developed (Plummer, 1986).

As Finkelhor (1986) noted, the appeal of prevention rests on the realities of child sexual abuse. First, empirical studies revealed that a large number of children are at risk for sexual abuse. Second, adults who were victimized as children often reported that they could have been spared the traumas of victimization if they had been provided with information about the inappropriateness of the behaviour by offenders. Finally, despite the growing availability of treatment services for victims, many abused children do not reveal the fact that they have experienced an abusive situation and they do not, therefore, receive help. These facts make the need for reaching children with preventative measures a necessary response to the problem of child sexual abuse. Preventative interventions within the school system are practical and appealing because of their ability to reach large numbers of children in a relatively cost efficient fashion and because of their potential for reducing the number of child victims (Haugaard & Reppucci, 1988).

Education programs have the goals of both primary and secondary prevention (Miller-Perrin & Wurtele, 1988). The intent of primary prevention is to keep an incident of child sexual abuse from ever occurring. This can be accomplished by eliminating the source of the abuse or by increasing the resources of potential victims. Secondary prevention has the aim of encouraging disclosure of past and ongoing

sexual abuse so that children can receive intervention and protection as early as possible. This can be accomplished by teaching child victims that they can and should reveal that they have been victims. In short, prevention efforts strive to inform children about the problem of sexual abuse and to provide them with means to prevent or reduce it.

The Programs

Most school-based prevention programs have been designed for elementary school children, although there have been a few which have been designed for preschool and junior and high school audiences (Haugaard & Reppucci, 1988). The programs now available vary on a number of dimensions such as mode of presentation, content, terminology, presenters, length, and parental involvement. Each of these will now be briefly reviewed.

Mode of Presentation

Prevention programs come in many formats, including printed materials, theatrical presentations, discussions, and audiovisual presentations (Haugaard & Reppucci, 1988; Wurtele, 1987). Printed materials on preventing child sexual abuse include structured curricula implemented by classroom teachers, colouring books for children, and books and comic books to be read to or with children. Some programs involve the use of dramatizations. Theatrical performances involve the presentation of plays or puppet shows. A number of organizations have a troupe of professional actors and actresses who travel to different schools and make dramatic presentations within classroom settings. As well, nonprofessional volunteers also present skits portraying children in sexual abuse situations. Certain prevention programs involve the use

of lectures and discussions with classroom groups of children. In some cases, the child audience participates in these discussions by role playing wherein they rehearse behaviour when presented with descriptions of potentially abusive situations. Audiovisual media includes films, videotapes and slide presentations which are specific to the topic of child sexual abuse.

The type of format is usually determined by the resources of the school division implementing the programs. The costs of the various programs vary, with theatrical presentations generally being the most expensive. Printed and audiovisual materials are relatively inexpensive. Some prevention programs use only a single medium, while others use a combination of materials.

Content

Although the modes of presentation used in prevention programs vary a great deal, the content of such programs is rather consistent. All education programs attempt to teach children information about sexual abuse in an understandable manner. Ideally, the program content should match the children's ages and stages of cognitive development, although in practise this is rarely achieved (Miller-Perrin & Wurtele, 1988). Instead, the current emphasis is on presenting information in an entertaining fashion and on minimizing the amount of anxiety that the topic of sexual abuse might invoke in children. Although a theoretical or conceptual framework is not explicitly stated in most sexual abuse prevention programs, the implicit framework underlying most programs is that of empowerment (Tharinger et al. 1988). Empowerment is represented by the concepts of body ownership, trusting feelings, saying "no" and

being assertive. The general content message is intended to provide children with knowledge and to empower them to escape or resist abusive approaches.

More specifically, the content of programs usually includes several concepts. Children are educated about what sexual abuse is and about who offenders may be (including people they know and like). The concept of body ownership and the child's right to control access to their own body by others is usually emphasized. The touch continuum introduced by Anderson in 1977 (Anderson, 1986) is used to describe a range of touches (i.e., good versus bad and confusing touches) which differentiate appropriate ones such as cuddles and hugs from aggressive and sexual touching. Behaviourial and assertiveness skills such as saying "no" to offenders or running away from dangerous situations are usually included in programs. The concept of secrecy is often discussed and children are taught that certain secrets should not be kept and that someone should be told if a child is touched in an inappropriate manner. As well, many programs try to help children identify the sources of help that are available to them if they are victims of abuse. Finally, prevention programs emphasize that sexual abuse is never the child's fault or responsibility (Conte, Rosen, & Saperstein, 1986; Reppucci & Haugaard, 1989; Tharinger et al., 1988).

Terminology

Due to the controversial nature of sex education within the school system, there is a reluctance by many parents, administrators and schools to have programs included in the educational curriculum. As a result, there has been an effort to avoid the emotionally charged topic

of sex education in prevention programs. Therefore, child sexual abuse prevention is usually approached through a protective rather than sexual perspective (Finkelhor, 1986). The efforts to reduce the sexual content are usually achieved through the use of "non-threatening" terminology.

Most prevention programs do not specifically define the nature of the abusive behaviours which children are being taught to avoid. For example, rather than addressing actual sexual contact, programs use the touch continuum described above which identifies "bad" or "good" touches. The problem of defining sexual abuse with the simple concept of touch is that this concept overlooks both the fact that sexual abuse may involve touches which feel good to the child and the fact that sexual abuse may not involve touching at all (Wurtele, 1987). As well, the examples used to describe abusive situations are mild in comparison to actual sexual abuse incidents and intimate, long-term types of abuse and specific discussions of sexual abuse by parents are usually ignored. Instead, discussions using "bullies", or humorous scenarios are often employed.

Prevention programs usually do not include anatomically correct terms when talking to children. Instead of referring to sexual organs by their proper names, most programs use such terms as "private parts" or "private zones" (Finkelhor, 1986). This may be problematic in that abused children are often reluctant to disclose their victimization for the very reason that they lack the vocabulary to discuss sexual matters.

Out of necessity most sexual abuse prevention programs avoid using content which is explicitly sexual. Although it is understandable that program developers will do whatever it takes to get their programs

implemented within school systems, the consequence of avoiding sexual content may be that children get the implicit message that sexuality is always secretive or negative. As well, children may misinterpret or miss the preventative messages presented to them in these programs.

Presenters

The presenters of sexual abuse prevention materials vary within school systems. Presenters include teachers, actors, trained volunteers, mental health professionals, counsellors, and police officers. Thus far, it is unclear whether the occupation of the trainer has a significant influence on the effectiveness of the program (Conte, Rosen, & Saperstein, 1986).

The rationale for using different presenters includes their familiarity with the children, their expertise in the topic, or their positions in the community as authority figures who the children know and respect. Most school based programs use teachers because of their ongoing contact with children and their possible ability to structure training to meet children's needs (Reppucci & Hagaard, 1989). As well, teachers can incorporate the prevention materials into the regular routine of the school day and are in a position to review materials over time. However, Conte, Rosen, and Saperstein (1986) have noted that children might be more comfortable discussing sexual abuse prevention with someone with whom they will not have ongoing contact. Also, some of the programs do not provide any training or instruction on how to implement program materials and teachers may be uncomfortable with these materials. Finally, in some cases the teachers themselves may be child sexual abusers, and they would not be appropriate presenters.

Program Length

There is considerable variation in the length of child sexual abuse prevention programs. Some involve only one presentation, while others involve a large series of shorter presentations which span several days or weeks.

The length of the programs appear to be a function of the number of concepts or skills to be covered and the major program goals (Conte, Rosen, & Saperstein, 1986; Wurtele, 1987). Longer programs are required if assertiveness and general personal safety skills are to be taught as part of the preventative effort, while programs which have the goal of identifying victims (secondary prevention) tend to be shorter. Program length also depends on the ages of the children in the classroom audiences, with younger children requiring shorter sessions.

Parental Involvement

As important as school programs are, the role of parents in educating their children about child sexual abuse cannot be overlooked. Often, however, parents fail to adequately teach their children about this problem. Finkelhor (1984) found that only 29% of his random sample of 521 parents had ever talked to their children about sexual abuse. The majority of those parents who did discuss the issue failed to mention that a potential abuser might be someone the child knew well or a family member. Most parent-child discussions focused on basic safety issues such as avoiding strangers and abduction rather than on actual sexual abuse. Parents gave a variety of reasons for not discussing sexual abuse with their children. These included feeling uncomfortable about talking to their children about sexual matters, fearing that

discussions about sexual abuse would frighten their children, and the thought that their own children were not in danger of being sexually abused.

Despite the apparent lack of parent-child discussion about child sexual abuse, Finkelhor (1986) and Adams and Fay (1986) have stressed the value of having parents involved in prevention efforts. Parents have the luxury of one-to-one contact with their children and are in a position to clarify and reinforce any prevention materials presented to children in classroom situations. As well, parents who become involved in prevention programs may learn to identify signs which would indicate that their child was or is being abused and may learn how to constructively react to such abuse. Parents who are themselves abusers would not, of course, be effective teachers.

Although parents are an important part of sexual abuse prevention, the programs vary in the amount of parental inclusion (Adams and Fay, 1986). Some programs promote an active role for parents by conducting parent workshops as part of the actual program or by providing supplementary exercises to be done by children with their parents. Other programs, however, do not include parents beyond a simple notification that a particular program is being conducted. If parents can be included in sexual abuse prevention programs, then the children may be more likely to receive repeated exposures to information from a trusted source.

The Research Problem

In view of the alarmingly high rates of child sexual abuse and the

negative consequences of such abuse on victims, the necessity of some response to this problem is unquestionable. Using Finkelhor's (1984) Four Preconditions Model, the role of preventative education programs as a means of reducing the sexual exploitation of children is clear. These programs, by providing children with increases in the resource of knowledge, may disable the potential offender's ability to overcome the resistance of the child and thereby reduce the occurrence of sexual abuse.

Given that prevention programs do have the potential to reduce child sexual abuse, they are inherently valuable resources. The influx of the great variety of curricula has, however, resulted in confusion about which programs are the most suitable to reach the goals of primary or secondary prevention. To date there is sparse empirical support for the effectiveness of the various programs and very few of the programs have been evaluated (Tharinger et al., 1988). Furthermore, there has not been any comparative evaluation of the programs in terms of their format, content, length, and so on (Reppucci and Haugaard, 1989). This last point was the focus of this research project.

Nine sexual abuse prevention programs currently available for use in schools were comparatively evaluated using the research technique of content analysis. The analysis involved comparing the programs on descriptive and content dimensions. The purpose of this study was to describe and analyze each program in order to provide detailed information for use in making informed decisions, clarifying options, and reducing uncertainties about the programs.

Research Propositions

Based on the review of the literature, the following research propositions were developed:

- I) Child sexual abuse prevention programs do not differ in terms of the descriptive components of:
 - a) Target audience
 - b) Length of program
 - c) Presentation mode
 - d) Presenters

- II) The child sexual abuse programs do not differ in terms of:
 - a) Training provided for presenters
 - b) Stated objectives
 - c) Subject content/theme
 - d) Definition of sexual abuse
 - e) Terminology
 - f) Student assessment
 - g) Parental involvement

These propositions were tested by conducting a descriptive analysis of each of the programs. Each program was evaluated on a comparative basis.

CHAPTER 2
Methodology

Materials

Nine child sexual abuse prevention programs were analyzed.

These included:

1. Talking About Touching
(Committee For Children, 1983)
2. Feeling Yes, Feeling No
(National Film Board of Canada, 1984)
3. Red Flag Green Flag People
(Rape and Abuse Crisis Center, 1987)
4. The C.A.R.E. Kit
(C.A.R.E. Productions Association, 1981)
5. Feeling Good About Yourself: The C.A.R.E. Intermediate Program
(C.A.R.E. Productions Association, 1986)
6. The Secret of the Silver Horse
(Department of Justice Canada, 1989)
7. Take Care With Yourself
(White & Spencer, 1984)
8. No More Secrets For Me
(Wachter, 1983)
9. My Feelings
(Morgan, 1984)

These programs were chosen because of their availability through the Manitoba Department of Education. Although many programs have been developed and published, it was deemed desirable that the programs to be analyzed be readily available within Manitoba in order to increase the practical value of this research.

Procedure

As has been discussed, content analysis was employed in this research in order to assess the content of the child sexual abuse programs. According to Holsti (1969) "Content analysis is a phase of information-processing in which communication content is transformed, through objective and systematic application of categorization rules, into data that can be summarized and compared" (p. 3). One important aspect of content analysis involves comparison and the content of the nine sexual abuse prevention programs were described, analyzed and evaluated with a comparison of the programs against each other.

This research was also an evaluative survey of the various programs. Evaluative surveys are essentially descriptive in character with an added component, evaluative judgment (Fox, 1969). Once the programs were analyzed by content, the descriptive data that was generated was critically evaluated in terms of what is currently known and postulated about the effectiveness of sexual abuse prevention. This was done in order to make it possible for decision makers to be provided with clear information about the strengths and weaknesses of each of these programs.

More specifically, the analysis was conducted on two levels. Level I focused on a descriptive analysis of the programs. Each program was

simply described in terms of: (a) target audience; (b) mode of presentation; (c) stated program objectives; (d) subject content\themes; (e) sexual terminology including definitions of sexual abuse; (f) program length; (g)primary program presenters; (h) training for program presenters (if any); (i) student assessment; and (j) parental involvement. These variables were further classified into categories for the coding process. The target audience of each of the programs was described in terms of whether or not the program specified its intended audience and the ages and grades of intended participators. The mode of presentation was coded into categories which described whether the presentations of the programs were audiovisual, printed, theatrical, lecture or discussion based or combinations of these presentation modes. The program objectives were categorized to indicate whether or not the programs had explicitly stated objectives and what these objectives were (primary prevention, secondary prevention or other). The subject content or themes of the prevention programs were classified into specific topics that the programs covered. For example, the content of the programs were coded to indicate whether or not they included the themes of offender identification, body ownership, the teaching of behavioural and/or assertiveness skills, secrecy, and blame. An attempt was made to determine how exhaustively each of these topics were covered by incorporating a range of information which could possibly be specified in the programs within the coding categories.

The sexual terminology of the programs was analyzed in terms of its explicitness and clarity. Each of the programs was coded into categories which indicated whether or not sexual abuse was clearly

defined, whether or not acts constituting sexual abuse were specifically defined, how body parts were identified, and so on. The length of the programs was coded into simple categories which indicated the number of sessions involved in each program and the length of the program sessions. The primary program presenters were identified by categories indicating whether the programs were led by teachers, volunteers, actors/actresses, community specialists or by combinations of presenters. The programs were also categorized as to whether or not they involved some sort of student assessment procedure which could be used to test gains in student knowledge. The training of teachers was analyzed by categories indicating whether or not the programs provided any training for teachers to implement the programs and what this training might involve (i.e., workshops, curriculum guides, reading materials). Finally, the programs were analyzed in terms of whether or not they involved parents. The degree of parental involvement was coded into categories which described the types of parental involvement such as workshops for parents, parent-child exercises, homework, or supplementary information for parents.

It must be noted that category development is a process which involves revision (Babbie, 1989). In effect, the coding and categorization of content analysis becomes a process of trial and error (Fox, 1969). Because the exact nature of the materials being analyzed was unknown to the researcher, some categories emerged after the analysis had begun. A sample of the final coding sheets which were used in this research are included in Appendix A.

Level II of this analysis involved an evaluation of the programs. In addition to the descriptive categories described above, the coding instrument also included a scale on which coder's impressions of the programs were assigned numerical values. Coders were asked to score programs based on their own opinions of four dimensions of each program. These included: (a) their overall impression of the program (including inclusiveness of content, amount of involvement by parents, type and amount of presenter training, overall quality of program and its presentation modes); (b) how well they thought the program could be understood by its target audience; (c) their opinion of the potential success of the program at achieving primary prevention; and (d) their opinion of the potential success of the program at achieving secondary prevention. The four items were then tallied so that a total score with a possible range from 4 to 28 was obtained for each program. The programs were then rank ordered in terms of their overall quality relative to each other. Finally, the programs were compared and critiqued with a discussion of their similarities and differences, voids, strengths and weaknesses, and with regard to relevant preventative education issues.

With regard to reliability, Krippendorff (1980) identified two types of reliability designs which are relevant to content analysis: (a) stability; and (b) reproducibility. According to Krippendorff "stability becomes manifest under test-retest conditions, such and when the same coder is asked to code a set of data twice..." (p. 130) and "to establish reproducibility, data must be acquired under test-test conditions. An example is when two or more individuals apply the same

recording instructions independently on the same set of data" (p. 131). Tests of reproducibility and stability were employed in this research.

For Level I of the analysis the content of the prevention programs was coded by the researcher and two other coders. The coders were graduate students, familiar with research methods. They were trained in a two hour meeting during which the coding categories and procedures were explained. The coders then practised coding one of the programs and any problems and questions were clarified. The researcher and the two coders independently coded each of the nine child sexual abuse prevention programs. Upon completion of the coding process, discrepancies in coding were discussed until consensus was reached among all three judges. Because of the objective nature of the coding categories, it was deemed necessary to agree on the presence or absence of the item being coded. Therefore, inter-coder reliability was forced to be 100%. There were only three instances where discrepancies of coding had to be discussed.

For the evaluation of the programs (Level II) the researcher and the two coders again rated the programs independently. Even before any discussion between the judged, consensus was achieved by all three judges for the total program scores. All three judges were in agreement as to the final rank ordering of the programs.

In order to enhance the evaluation of the programs, four community professionals who were familiar with and/or had implemented the programs also evaluated some of the programs. The researcher was referred to the professionals by a consultant from the Manitoba Department of Education. Each professional was contacted by telephone and was informed about the

purpose of the study. All four professionals contacted agreed to participate in the study. After consenting to participate by evaluating the programs with which they were familiar, each of the professionals were mailed a questionnaire which consisted of the same items used by the researcher and the two coders to evaluate the programs. The questionnaire also contained additional space for any comments which would express the professional's opinions and evaluations of the programs. A copy of the cover letter and the questionnaire sent to each professional are included in Appendix B and Appendix C. The results of the evaluations by the outside professionals were compared to those made by the researcher and the two coders.

CHAPTER 3

Results

General Program DescriptionThe C.A.R.E. Kit.

The C.A.R.E. Kit is a sexual abuse prevention program, which was developed by the Child Abuse Research and Education (C.A.R.E.) Productions Association of British Columbia in 1981. As Tables 1 and 2 indicate, the program consists of audiovisual, printed and discussion materials which were designed to be implemented in classroom situations for children in grade kindergarten through grade three. The educational kit contains a number of tools for instruction. These included 12 picture message cards, 17 discussion starter cards, the children's book entitled *Trust Your Feelings*, an audio tape with narration of the story book and the song especially written for the kit "Trust Your Feelings", one boy and one girl puppet, and a character puppet used by teachers to relay program messages. As well, the kit includes posters with the message "Trust Your Feelings, Your Body Belongs to You" which are given as a type of graduation present to every child upon program completion. Also included in the kit are a lesson planning guide for teachers which provides background information about sexual abuse, and a reproduction of all the message and discussion cards to aid the teacher in lesson planning. A training manual is also provided which includes extensive information on topics related to child sexual abuse, as well as information on how to introduce and implement the program in schools or community organizations. This information includes complete agendas for meetings or workshops for school administrators, teachers, parents and

Table 1
General Program Description

Program	Target	Setting		Length	Presenters	
	Audience	primary	secondary		primary	secondary
The CARE KIT	Grades K-3	Cls	Rm. Community groups	29 15/30 min. sessions Incorporated into curriculum	Regular classroom teachers	Community resource leaders
THE CARE KIT Intermed.	Grades 4-5	Cls	Rm. Community groups	14 25/40 min. sessions 3/8 weeks Incorporated into curriculum	Regular classroom teachers	Community resource leaders
FEELING YES, FEELING NO	Ages 6-12	Cls	Rm. Churches Community groups	15 25/50 min. total 9 hrs. Incorporated into curriculum	Regular classroom teachers	Parents Community resource leaders
TALKING ABOUT TOUCHING	Grades K-4	Cls	Rm.	44 sess. Time unspec. Incorporated into curriculum	Regular classroom teachers	
RED FLAG, GREEN FLAG PEOPLE	Element. ages	Cls	Rm. Home Community groups	3 1 hr. sessions over 3 days	Regular classroom teachers	Parent Legal, medical, & social service profess.
MY FEELINGS	Ages 4-10	Home	Schools Community clubs	1 event Times unspecified	Parents	Teachers Club leaders
THE SECRET OF THE SILVER HORSE	not specified	--not specified--		1 event Times unspecified	--not specified--	
TAKE CARE WITH YOURSELF	not specified	--not specified--		1 event Times unspecified	--not specified--	
NO MORE SECRETS FOR ME	not specified	Home		1 event Times unspecified	-- parents --	

others who might be involved with the program. Finally, the kit includes a fact sheet which provides information about the C.A.R.E. program, a reading list giving references for material published on the topic of child sexual abuse, and a pamphlet for parents entitled "Sexual Abuse and Your Child" which provides them with information about child sexual abuse, its symptoms and its prevention.

The C.A.R.E. program is structured around 12 key statements, each illustrated by a message card. It is as a three-part program, with each part consisting of message and discussion cards conveying a series of related messages. In Part 1 children are taught that each person owns and is responsible for his or her own body and feelings. Part 2 introduces the subject of sexual abuse through a discussion of touching and children learn how sexual abuse happens, who the offenders might be, how to recognize potentially dangerous situations, and what to do to prevent sexual abuse. Part 3 deals with self-protection and reporting and children are given an opportunity to practice assertive behaviour and to identify whom they can go to for help.

The basic format of the program consists of teachers introducing the children a key statement through the message cards. The cards are large posters which have the statement and a related illustration on one side which is shown to the children. On the reverse of each card is information and instructions for teachers as well as suggestions for class activities such as role playing and paper and pencil exercises which could reinforce the basic message being taught. The discussion starter cards are introduced to supplement the message cards. Again,

Table 2
Presentation Methods

Program	Presentation Mode	Included Materials	Supplementary Modes (suggested)
CARE KIT	Audio visuals	Message/discussion cards	Games
	Printed materials	Lesson guides / Poster	Further discussion
	Lectures	Puppets/Audio tapes	Written exercises
	Class discussion	Paper-pencil exercises	
	Role playing	Story book / Song Information pamphlet Fact sheet / Training manual Reading List / Home activities	
CARE Intermed.	Printed materials	Lesson cards & guides	Video
	Lectures	Poster, home activities	Further discussion & written exercises
	Class discussion	Information pamphlet	
	Role playing	Training manual Paper/pencil exercises	
FEELING YES	Audio visuals	Video for adults	Films, games
FEELING NO	Printed materials	Children's videos (3)	Anatomically correct dolls & charts
	Lectures	Song (sheet music)	Further discussion & written exercises
	Role playing	Curricula guides Paper/pencil exercises	
TALKING ABOUT TOUCHING	Printed materials	Discussion cards	Films, books, slides
	Lectures	Curricula guides	Study cards, puppets
	Class discussion	Paper/pencil exercises	Further discussion & written exercises
	Role playing	Take home activity sheets	
RED FLAG, GREEN FLAG PEOPLE	Printed materials	Colouring book	NONE
	Lectures	Facilitator's guide	
	Class discussion		
	Role playing		
MY FEELINGS	Printed materials	Colouring book	Anatomically correct dolls
	Lectures	Paper/pencil exercises	Games
	Class discussion		
	Role playing		
THE SECRET OF THE SILVER HORSE	Printed materials	Story book Information book	NONE
TAKE CARE WITH YOURSELF	Printed materials	Book	NONE
NO MORE SECRETS	Printed materials	Story book	NONE

each discussion card has an illustration which is shown to the children, and guidelines and suggestions for discussion activities on the reverse side. For both the message and discussion cards, teachers are instructed to describe the scenario illustrated on each poster and to read specific information to the students, as well as to follow some specific discussion guidelines. The discussions include general information, questions about the depicted scenarios, and questions portraying "what if" situations to the children. The character puppet and the boy/girl puppets are used by the teacher to relay various messages. The words and sheet music for the *Trust Your Feelings* song are provided for the teacher and the song is taught to the children who can listen to and accompany the audio taped version. The story book is read to the children by the teacher as another method of presenting the topic of child sexual abuse.

The C.A.R.E. Kit was designed for teaching on a daily basis, with 15 to 30 minute sessions. It is recommended that teachers allow four to six weeks to complete the program, which can easily be integrated into the overall classroom curriculum. Program completion and session lengths vary according to the size and age of the class and the difficulty of the concepts being covered. The program is obviously intended for classroom use with the regular classroom teacher being the presenter. However, as demonstrated in the training manual, the kit may also be used by community groups and organizations and would then be presented by group leaders.

Feeling Good About Yourself: The C.A.R.E. Intermediate Program

The C.A.R.E. Intermediate Program was developed as an extension of the earlier C.A.R.E. Kit by the Child Abuse Research and Education Productions Association in 1986. Similar to the original program, Feeling Good About Yourself uses a combination of printed and lecture materials to present older children with information on sexual abuse prevention (See Tables 1 and 2). The target audience for the intermediate kit is children in the higher elementary grades, four and five. The educational materials for students include 14 lesson cards and Feeling Good About Yourself graduation posters. No puppets, story book, or audio cassettes are included for the older grades. Teachers are provided with a lesson planning guide with more in-depth child sexual abuse background information than in the earlier program, and this guide includes separate selected articles on this topic. The guide also includes a bibliography of topic related literature and references for educational tools such as films, and references for sources of information on the subject of child sexual abuse. As in the earlier program, reproductions of each lesson card are also included in the lesson planning guide to assist teachers in their planning. Users of this program also receive the training manual which accompanies the original C.A.R.E. Kit. As well, parents receive the same "Sexual Abuse and Your Child" pamphlet.

The C.A.R.E. Intermediate Program is divided into four units which revolve around the 14 lesson cards. Unit 1 focuses on personal safety and on improving self-confidence and learning to feel good about oneself. Unit 2 teaches children to understand different kinds of

touches and feelings and to teach children about their private body parts. Unit 3 focuses on problem solving, decision making, and assertiveness skills. Finally, Unit 4 teaches children about reporting and to whom they can go to for help.

The program is implemented by relating the key concepts to children using lesson posters. The illustrations are explained by describing the situations shown on the posters and by discussing the scenarios and concepts related to child sexual abuse. On the reverse of each lesson card are information and instructions for the teachers. Teachers are to read specific information to students and are given suggestions for discussions and activities such as films, role play, and paper and pencil exercises. Again, the discussions include general information, questions and "what if" situations.

It is recommended that the C.A.R.E. Intermediate Program be used a few times a week until it is completed. Depending on the size and age of the class, completion is estimated to take between three and six weeks. Each lesson should be allowed 25 to 40 minutes for completion, with the variance in time depending on the difficulty of the concepts being covered. The program materials can easily be integrated into the overall class curriculum. As with the initial C.A.R.E. Kit, the intermediate program is primarily intended for use within a classroom setting using regular teachers as presenters, but can also be used by community groups and organizations.

Feeling Yes, Feeling No Program

The Feeling Yes, Feeling No Program is a child sexual abuse prevention program which was produced by the National Film Board of

Canada in 1984. As Tables 1 and 2 indicate, the program consists of audiovisual, printed and lecture materials and is intended for children between the ages of 8 and 12 years. It includes three 15 minute video programs for children and their teachers, a 28 minute adult video program for parents and professionals, and print guides containing follow-up activities and sheet music and the words for the program song, "My Body's Nobody's Body But Mine". The print guides also contain background information on the topic of child sexual abuse, a complete agenda for training workshops for teachers, other professionals and parents, lesson guides for teachers, suggested resource materials, and a bibliography of literature relevant to the topic.

Feeling Yes, Feeling No is divided into two broad sections, one for parents and professionals and one for children and their teachers. The first section consists of an adult video and written materials. The adult video contains background information on the topic of child sexual abuse and explains the content of the children's videos and program. The written materials contain guidelines for the facilitator of the adult section and also provides background information for adults. The content of the section of the program intended for children is also described in the printed materials.

The second section of the Feeling Yes, Feeling No Program is divided into three parts, each containing one of the children's videos plus four exercises to accompany the films. Feeling Yes, Feeling No, Part 1, teaches children to identify the different types of touches between people and to differentiate between "yes feelings" and "no feelings" by describing the feelings they get when they are touched in different

ways. The program song which conveys body ownership is introduced and repeated in the video. As well, children are taught the concepts of personal safety and personal safety skills and are given practice in asserting themselves and their feelings. Part 2 of the program focuses on teaching children personal safety rules about strangers and various situations, defining sexual assault and private body parts, and teaching children to whom they can go to for help and what response they should expect from helpers. Finally, Part 3 of the program provides further reporting information and practice in reporting, responding, and developing personal safety strategies.

The actual implementation of the Feeling Yes, Feeling No Program relies on the lesson guides provided for the teachers within the written materials. Teachers are provided with instructions for introducing and explaining various concepts, guidelines for discussions regarding the videos and concepts, and directions for various exercises such as role play and paper and pencil activities related to the issues being covered. As well they are provided with suggestions for follow up activities. Each of the three parts of the program essentially revolve around the three children's videos which portray the actors in various scenarios related to child sexual abuse and in which the actors also define and discuss sexual assault and related concepts. The exercises and discussions supplement the information incorporated into the videos and vice-versa. In each part of the program children are taught about key concepts via discussion questions, "what if situations", and exercises, are then shown the related video, and then again complete exercises and participate in class discussion.

The Feeling Yes, Feeling No Program involves fifteen, 25 to 50 minute sessions, including videos and exercises. It is recommended that a total of nine hours of classroom time be allowed to complete the program. Although the frequency of sessions and number of weeks required to complete the program is not specified, it could be incorporated into a regular school curriculum. While the program is intended primarily for classroom use with a regular classroom teacher as the presenter, the print guides also specified that the program could be used by community organizations, church groups, and parent groups and be facilitated by the group leaders.

Talking About Touching: A Personal Safety Curriculum

Talking About Touching, which was developed by the Committee for Children in Seattle, Washington in 1983 (revised in 1984 and 1985), is a personal safety program designed to teach children to protect themselves from sexual exploitation. The program uses a combination of printed and lecture materials which are designed to be implemented in classroom situations with children in grades kindergarten through grade four (see Tables 1 and 2). The Talking About Touching Program consists of 40 photograph poster cards and a teacher's guide. The teacher's guide contains background information on the topic of child sexual abuse, information on how the curriculum is structured and on how to use it, a list of resource materials, and a bibliography of references on the topic of child sexual abuse. It also includes a prototype of a promotional brochure which introduces parents to the Talking About Touching Curriculum and which can be copied and distributed to parents.

Talking About Touching is divided into four units which contain a number of lessons that are presented through the photographs or posters. Unit 1 focuses on personal safety and decision making and provides children with information on these topics by portraying various situations which require the use of personal safety skills. Unit 2 focuses on touching and children are taught about various kinds of touching, sexual abuse, and about their private body parts. The focus of Unit 3 is assertiveness; children are taught and given practice on how to assert themselves in potentially abusive situations. Finally, Unit 4 teaches children about support systems and to whom they can go to for help, as well as some of the consequences of reporting for the offender.

During the actual program implementation students are shown the poster illustrations. They are then read a brief story describing the scenario depicted in the illustration. This story, plus questions for discussion and notes to the teacher are provided for the teacher on the reverse side of each poster. Teachers may also supplement learning with some of the suggestions for additional activities such as paper and pencil exercises, role play, films, and additional children's books which are outlined in the teacher's guide. The key sexual abuse concepts are relayed to children through the illustrations, stories and discussion questions on the photograph posters.

The Talking About Touching curriculum contains a total of 44 lessons. Although it is recommended that the program be incorporated into the regular classroom curriculum, no recommended time frame for

each lesson or for the total program is specified. The program is intended for classroom presentation by the regular classroom teacher.

Red Flag Green Flag People

Red Flag Green Flag People is a "personal safety" program which was developed in 1983 and revised in 1987 by the Rape and Abuse Crisis Center in Fargo, North Dakota. As shown in Tables 1 and 2, the program uses printed and discussion materials to teach children about prevention. Although it is indicated in the program that the intended audience is elementary school aged children, no exact age or grade levels are specified. The program consists of a 30 page colouring book with narration for children and a facilitator's program guide which contains reproductions of all of the colouring book pages, to aid in lesson planning. The guide also contains background information on the topic of child sexual abuse, brief outlines for meetings for parents and teachers, examples of situations which are to be used with children for role playing, and a list of references and resources.

The basic concepts covered in the Red Flag Green Flag People program are touch, assertiveness and reporting. Children are taught to distinguish between "red flag" and "green flag" touches based on how they make the child feel. Using the euphemisms of "red flag people" and "green flag people", children are also taught to identify who offenders might be. The program also incorporates information about private body parts, about what to do in potentially dangerous situations, about having children assert themselves if they are touched inappropriately, about reporting incidents, and to whom they can go for help.

The basic format for presentation of the Red Flag Green Flag program consists of having the children read the narration and colour the illustrations within the colouring book. The narration provides information about the concepts being taught and also provides some questions for discussion. Teachers may read the book to the children or have the children take turns reading aloud, but in either case the facilitator's guide provides the teachers with instructions and specific discussion activities that include questions and "what if" situations. Teachers are also instructed to have children conduct the role play activities at specified intervals during the program.

Although the facilitator's guide does not specify how to divide the program, it is recommended that Red Flag Green Flag People is to be taught in three, one hour sessions, over three consecutive days. The program is intended primarily for classroom use with regular class room teachers, but it is also indicated that it may be used with children at home by parents, or by legal, medical, and social service professionals.

My Feelings

My Feelings is a sexual abuse prevention tool which was written by Marcia K. Morgan and published by Equal Justice Consultants and Educational Products in Eugene, Oregon in 1984. As Tables 1 and 2 indicate, My Feelings uses a combination of printed and lecture materials to teach children, ages four to ten years, about sexual abuse prevention. The program consists of a 32 page story colouring book for children which also contains a cut-out information section for adults/parents. Within the information section are points for parents

to discuss with their children and suggestions for educational activities to be performed with children.

The basic messages conveyed in the My Feelings program are that children should learn to trust their feelings regarding different kinds of touching and that they should assert themselves when they are touched inappropriately. Children are also taught that they have the right to control access to their own bodies and that there are people to whom they can turn for help if they are experiencing a touching problem.

The basic format of the program involves having the presenter and the child reading the story out loud together. They are then to incorporate the discussion points contained in the adult section of the book while discussing the various concepts which deal with child sexual abuse. The narration of the colouring book describes different kinds of feelings and touches and then describes the experiences of two fictional characters. These experiences are related to sexual abuse and assertive responses. Children may also colour the illustrations presented in the book, and together the presenter and the children could participate in some of the activities suggested in the back of the book which include role play/pretend games, paper and pencil exercises and the use of anatomically correct dolls.

The My Feelings program provides no recommendations for the length of time which should be taken to cover the contents of the story colouring book. It is assumed that the program is a one session event. Although no presenter is explicitly specified, an introductory note and the information at the back of the book is addressed to parents. It is therefore assumed that the program is primarily intended for home use

with parents as primary presenters. It is also possible, however, that the book could be self-taught, with children reading and colouring the book and learning on their own. An order form on the final page of the book indicates that schools or service clubs can have their emblems or logos added to the book at no extra charge for large volume orders. It is therefore assumed that the book could also be used in schools or community clubs with teachers or group leaders as presenters.

The Secret of the Silver Horse

The Secret of the Silver Horse was developed by the Department of Justice Canada and published by Minister of Supply and Services Canada in 1989. The program uses printed materials to teach children about sexual abuse (see Tables 1 and 2). No age or grade level for the target audience is specified. The program consists of a seven page illustrated story book for children and a booklet entitled *What to Do if a Child Tells You of Sexual Abuse: Understanding the Law*, for teenagers and adults who are in contact with children. The adult booklet provides background information on the topic of sexual abuse, information on how to respond to disclosures, and information on Canadian legislation and the legal process involved in child sexual abuse cases. No guidelines for discussion or suggestions for supplementary activities are provided.

The story book portrays a child telling his friends about an experience with sexually abusive touching and how his friends then convince him to seek help. The key messages of the story are that certain secrets involving touching are not to be kept and that children must report such incidents to adults. Because no implementation process is specified, it is assumed that children could be read the story book

by themselves, or that the book could be read to or with children by parents or other adults.

The one event program has no recommendations for the length of time to take with the short story book. As well, there is no indication of the intended setting for use of the program. The information booklet for adults, however, specifies that it was prepared for teenagers and adults who are in contact with children. It can therefore be assumed that *The Secret of the Silver Horse* could be used by parents, teachers, and other care-givers as well as by children themselves.

Take Care With Yourself

Take Care With Yourself is a book for children which was written by Laurie White and Steven Spencer, published by DayStar Press in 1983. As Tables 1 and 2 indicate, the program consists only of the 35 page illustrated book for children and there are no specifications for the ages of the intended target audience.

The basic messages in the children's book are that all people have feelings and that these can include hurt feelings caused by emotional, physical and sexual "hurts". The book attempts to teach children about emotional, physical and sexual abuse and about why adults might inflict such abuse. They are taught about their private body parts, about assertive responses to abuse attempts, and they are taught to report any abusive incidents. No guidelines for discussions concerning the content of the book or suggestions for supplementary activities are provided.

There are no specifications within the *Take Care With Yourself* program concerning recommended time lengths, setting or presenters. The single session program could be self-taught and read by children on

their own, or it could be read to or with them by parents, teachers, and other adults in the home, or in a group setting.

No More Secrets For Me

No More Secrets for Me is a story book for children, written by Oralee Wachter and published by Little, Brown and Company, in 1983. The program consists of a 46 page illustrated story book and has no supplementary information for adults (see Tables 1 and 2). No age or grade specifications are given for the intended target audience.

The story book is divided into four short stories which provide children with information about sexual abuse. It is presented in a progressive manner, with each story providing increasing amounts of detail concerning child sexual abuse. The first story encourages children to talk about their feelings by depicting a boy who is embarrassed because his babysitter walks in during his bath time and who resolves this problem by telling his mother and his babysitter about how he feels. The second story teaches children to assert themselves in potentially dangerous situations. The story tells of a little girl who is exploited by a man in an arcade. The man tries to bribe her with money in exchange for putting his arm around her in a way that makes her uncomfortable. The girl asserts herself by telling the man "No", leaving, and reporting the incident to her mother. In the third story, a boy is subject to a naked exposure by his camp counsellor who threatens to get the boy in trouble if he tells anyone about the incident. The boy reports the incident to another counsellor who reassures the child that the incident was not his fault and that he was right to tell someone about what happened. Finally, the fourth story

portrays a little girl who is being sexually abused by her stepfather, who tells her to keep the sexual touching a secret. The girl tells her friend about the incident and the friend encourages her to tell an adult (teacher) about the problem. The key concepts taught within the book, include asserting oneself in exploiting situations and reporting sexually abusive incidents.

Again, *No More Secrets For Me* provides no recommendations regarding time frames, intended presenters, or settings for use. The story book could be read by children on their own, or could be read to or with children by parents and other adults in the home or in a group setting.

Specific Program Content

The content analysis revealed that the eight child sexual abuse prevention programs differ in the content variables listed in the research propositions.

Training Provided for Presenters

The type, content, and amount of training offered to presenters in the child sexual abuse programs varies. Table 3 indicates the training methods used by each of the programs and indicates some of the content of that training.

The C.A.R.E. Kit, the C.A.R.E. Intermediate Program, and the Feeling Yes, Feeling No Program all offer step by step agendas for workshops which are intended to provide training for presenters using the programs. For the two C.A.R.E. programs the teacher training involves a three day workshop which is specifically outlined in the training manual. During these three days teachers are provided with background information on the topic of child sexual abuse, reporting information,

information and an overview of the C.A.R.E. programs, and with practice using the program materials. Two video tapes for educators are also available in a training kit developed by C.A.R.E., but they are not included in the actual program kits. The training workshop for parents, teachers, and other professionals within the Feeling Yes, Feeling No Program is outlined in the curricula guides is three hours in length and includes six basic steps plus the adult video included in the program. These steps include describing the purpose and format of the Feeling Yes, Feeling No Program, providing background information on the topic of child sexual abuse, providing reporting information, and a discussion of the content of the program and how it should be presented to children.

It should be noted that the Red Flag Green Flag People program includes an outline for a teachers meeting within the facilitator's program guide. It is recommended that the contents of the outline should be covered in three one-hour periods. The outline provided for the meetings, however, is brief and no specific information for the meeting content is provided. The outline suggests that the meetings should include background information on the topic of child sexual abuse and an overview of the program. This is in contrast to the workshops described above, which provide all of the information which is to be incorporated into them.

Workshops or meetings are not the only methods of providing presenters with training and information within the programs (Table 3).

Table 3
Training for Presenters

Program	Training Methods	Program Rationale	Identif. Symptoms Listed	Legal Oblig. Clarified	Who to Report To	Reactions to Disclosures Init.	Reactions to Disclosures Ongo.
The CARE KIT	Workshop Curricula guides Literature incl. Literature ref. Resources listed Training manual	x	x	x	x	x	x
CARE Intermed.	Workshop Curricula guides Literature inc. Literature ref. Resources listed Training manual	x	x	x	x	x	x
FEELING YES FEELING NO	Workshop Video Curricula guides Literature ref. Resources listed	x	x	x	x	x	x
TALKING ABOUT TOUCHING	Curricula guides Literature ref. Resources listed	x	x	x	x	x	x
RED FLAG, GREEN FLAG PEOPLE	Curricula guides Literature ref. Resources listed Teachers meeting outline	x		x			
MY FEELINGS	Information sect. Resources listed	x	x		x	x	
THE SECRET OF THE SILVER HORSE	Literature included	x	x	x	x	x	
TAKE CARE WITH YOURSELF	--None--				x		
NO MORE SECRETS FOR ME	--None--						

The C.A.R.E programs, Feeling Yes Feeling No, Talking About Touching, and Red Flag green Flag People all furnish curricula or lesson planning guides which provide presenters with specific guidelines on how to present the program contents to children. In addition, a variety of information on the topic of child sexual abuse is included. In some cases additional literature on the topic of child sexual abuse is included in the programs while in other cases additional literature is referenced. For example, the C.A.R.E. programs include selected journal articles on the topic of child sexual abuse and prevention. Although it does not include lesson guides or references for additional materials, The Secret of the Silver Horse includes the information booklet for adults which provides information for would be presenters. Most of the programs include bibliographies or reference lists of books for teachers, adults, parents and children. Several programs also provide presenters with a list of resources which may be obtained and used during the course of the programs. These resources include such things as films, videos, anatomically correct dolls, and books for children.

Table 3 also outlines some of the specific content of the information provided to program presenters. As the table indicates, with the exception of Take Care With Yourself and No More Secrets for Me, all of the programs provide extensive information on the rationale for child sexual abuse programs. This information includes such factors as the scope of the child sexual abuse problem and the importance of prevention efforts. The dynamics of child sexual abuse are described in terms of how children are perceived to be vulnerable because of a lack of information and the problems that they might have with disclosing.

Several programs also list symptoms or indicators which presenters might observe in children that might indicate that they are being or have been abused. These might include withdrawal, drops in school performance, regression, and seductive behaviour.

The programs also provide presenters with information concerning disclosures. Several programs clarify the fact that professionals working with children have a legal responsibility to report any disclosures children make or any suspected cases of sexual abuse to the proper authorities. In most cases the legal obligations are outlined and presenters are encouraged to check into the laws in their areas. Programs also provide information regarding to whom suspected child sexual abuse cases should be reported (i.e., Child Protection Agencies, Police, Child and Family Services). It should be noted that while Take Care With Yourself does not provide specific information for presenters, places to report incidents are mentioned within the children's book and thus are provided for anyone sharing the book with a child. Finally, some of the programs offer presenters information on how to respond to a child who has disclosed a sexual abuse incident. In some cases this includes both information for responding to the initial disclosure (i.e., telling the child that you believe him or her and that you will try to help), and information for an ongoing reaction or response to the child (i.e., not isolating the child, continual reassurance that the child is not bad).

The programs offer differing types of training and information for presenters, ranging from workshops to various amounts of printed

materials. Two of the programs, Take Care With Yourself and No More Secrets for Me, provide no training materials or information sources.

Stated Objectives

Table 4 lists the overall program objectives listed in the eight child sexual abuse programs and a classification made by the coders as to whether these objectives included primary prevention, secondary prevention, or both. Primary prevention is intended to keep an incident of child sexual abuse from ever occurring, while secondary prevention has the aim of encouraging disclosures of past and ongoing sexual abuse. Programs with the objectives of providing information and/or skills which a child could use to prevent a sexual abuse incident from occurring were classified as primary. Programs with the objectives of teaching a child to tell about sexual abuse incidents were classified as secondary. Programs which incorporated both kinds of objectives were classified as both primary and secondary.

As Table 4 indicates, all of the programs, with the exception of The Secret of the Silver Horse, were classified as having both primary and secondary prevention efforts incorporated within them. The Secret of the Silver Horse focuses on encouraging children to tell about any sexual abuse incidents and was thus classified as being a secondary prevention program. The remainder of the programs are intended to both teach children skills that might help to prevent a sexually exploiting incident from occurring and to teach them to report or disclose any sexually abusive incident which they might currently be experiencing or had experienced in the past.

Table 4
Stated Overall Objectives

Program	Class	Stated Objectives Relative to Sexual Abuse
The CARE Kit	B	Prevention Expand children's safety knowledge to include prevention Recognition Heighten awareness of potential situations Right to protect themselves Provide skills (assertiveness, saying 'no') Reporting skills
CARE Intermediate	B	Prevention Meaning of personal safety Develop & improve self-confidence Distinctions between appropriate/in-appropriate touch Children have control over own bodies & feelings Identify private parts using correct terms Identifying and expressing feelings Resisting pressure Importance of reporting Developing & improving communication skills Recognizing & avoiding potentially harmful situations Problem solving Reasons for offender behaviours Responses to disclosures: system and community resources
FEELING YES, FEELING NO	B	Self protection skills Identifying feelings Communicating feelings Where to get help Meaning of sexual assault Vocabulary of terms
TALKING ABOUT TOUCHING	B	Self protection skills to reduce vulnerability Safety guidelines for prevention Information and skills for reporting

Table 4
Stated Overall Objectives, cont'd

Program	Class	Stated Objectives Relative to Sexual Abuse
RED FLAG, GREEN FLAG PEOPLE	B	Teaching safety skills for prevention Different kinds of touches Recognition of potentially harmful situations Assertive responses Identification of helpers
MY FEELINGS	B	Effective use of common sense, intuition or feelings Saying 'No' to inappropriate touches Reporting inappropriate touches
THE SECRET OF THE SILVER HORSE	S	Difference between good & bad secrets Secrets which should be reported/told Importance of persistent reporting
TAKE CARE WITH YOURSELF	B	Understanding, preventing & healing hurts from s.a. Definitions Stopping hurtful situations Promoting personal, internal, healing Victim is not at fault
NO MORE SECRETS FOR ME	B	No objectives stated

1 P = primary prevention

S = secondary prevention

B = both

Subject Content/Themes

Tables 5, 6, 7, 8, and 9 show the various concepts or themes presented in the child sexual abuse prevention programs. Although similarities do exist in the programs' contents, differences also exist, particularly in terms of the inclusiveness of each program.

As Table 5 indicates, with the exception of *The Secret of the Silver Horse* and *Take Care With Yourself*, all of the programs include information for children as to who might be possible offenders. This variable (offender identification) was examined on a proximity continuum which identified potential offenders with regard to the closeness of their relationship to children (i.e., stranger versus parent). Table 5 indicates persons identified as possible offenders in each program. It should be noted that step-parents were considered to be family members and that authority figures included such people as doctors, coaches, and babysitters. The programs emphasize identifying adults as potential offenders. Although the C.A.R.E. Kit and the C.A.R.E. Intermediate Program identify teenagers as possible offenders, none of the programs identify same or near same age peers as being potential abusers. As noted on Table 5, *The Secret of the Silver Horse* and *Take Care With Yourself* provide vague examples of potential offenders, with no specific information on who the offenders might be or of their relationship to children.

Table 6 addresses characteristics of the abuser(s) which are presented in the programs. The concept of blame was included here because many programs emphasize that sexual abuse is the fault of the

Table 5
Potential Offender Identification

Program	Parents	Family Members	Friends	Authority Figures	Strangers	Peers	Others
The CARE Kit	x	x	x	x	x	x	
CARE Intermediate	x	x	x	x	x	x	
FEELING YES, FEELING NO	x	x	x	x	x		
TALKING ABOUT TOUCHING	x	x	x	x	x		
RED FLAG, GREEN FLAG PEOPLE		x	x	x	x		
MY FEELINGS		x	x				
THE SECRET OF THE SILVER HORSE							x1
TAKE CARE WITH YOURSELF							x2
NO MORE SECRETS FOR ME		x	x	x			

1 Lists only "Big Person", assumed to be adults.

2 No one in particular specified; illustrations indicate adults only, but with no indication of relationship to victim.

abuser and not the child. With the exception of My Feelings, all of the programs include and address the concept of blame by emphasizing that the victim is never to blame for a sexually abusive incident.

Table 6 also indicates how the abuser is described to children. Abusers are described as being either evil (i.e., wrong, bad), or ill (i.e., sick, in need of help) or both. Most of the programs include some examples of the techniques that potential abusers might use in order to coerce children into sexually abusive situations, such as bribes, lies, and threats. Table 6 indicates which coercive techniques were exemplified in the various programs. My Feelings and Take Care With Yourself provide no examples of how potential abusers might coerce children into a sexually abusive situation or act. In addition to the classifications used in the coding categories, The C.A.R.E. Kit and the C.A.R.E. Intermediate Program also include embarrassment as a technique that might be used by abusers. This might include calling the child a "baby" for not being willing to participate in or complaining about an abusive act. None of the programs provide examples of actual physical force being used as a coercion technique.

The theme of abuse avoidance is described in Table 7. Table 7 describes the information that the programs present to children on precautions to take to avoid sexual abuse incidents as well as information on the issue of secrecy. Secrecy was included here because and telling about incidents where a potential abuser might tell a child to keep a secret can be a precaution to avoid future abuse incidents, as well as being assertive responses to abuse attempts.

Table 6
The Offender

Program	Blame		Abuser		Coercion Exemplified			Other
	Not Victim's Fault		Evil	Ill	Bribes	Lies	Threats	
The CARE Kit	x		x	x	x	x	x	x1
CARE Intermediate	x		x	x	x		x	x1
FEELING YES, FEELING NO	x		x		x	x	x	
TALKING ABOUT TOUCHING	x		x	x	x	x	x	
RED FLAG, GREEN FLAG PEOPLE	x			x	x	x		
MY FEELINGS			x	x				
THE SECRET OF THE SILVER HORSE	x		x			x	x	
TAKE CARE WITH YOURSELF	x			x				
NO MORE SECRETS FOR ME	x		x		x			

1 Embarrassment

The categories for precautions to avoid abuse include avoiding dangerous situations (i.e., not taking short-cuts at night; not getting into stranger's cars), and reporting any unusual incidents or people (i.e., such as having a stranger inviting children for ice-cream). Also included are any dangerous situations which are exemplified within the programs such as having a stranger approach children in a quiet park or at a movie theatre, or having a child being sexually abused while being tucked into bed at night. As Table 7 indicates, all of the programs provide children with at least one type of precautionary information, the most frequent type being to report any unusual incident.

The concept of secrecy was classified in terms of whether or not the programs instructed children that some secrets should never be kept and to always tell someone about secrets involving sexual abuse. Coding categories to indicate whether or not the programs advised children about who to tell about these secrets or about sexually abusive incidents (i.e., parents, adults, teachers), and to keep telling about such incidents until someone believes them and agrees to help them were also included. As shown in Table 7, the programs are quite exhaustive in their coverage of the secrecy theme. The Take Care With Yourself book provides children with fill-in the blank spaces for them to list the phone numbers for the local police and Child Protection Service Agency. The Red Flag Green Flag People colouring book includes a page where children construct a list of the phone numbers and people and who could help them with a sexual abuse problem. The two C.A.R.E. programs, the Feeling Yes Feeling No Program, and the Talking About Touching Program include the suggested activity of having children create lists

Table 7
Abuse Avoidance

Program	Precautions			Secrets			
	Avoid Danger	Report Incidents	Dangerous Situations	No Secrets	Always Tell	Who to Tell	Repeated Telling
The CARE Kit	x	x	x	x	x	x	x
CARE Intermediate	x	x	x	x	x	x	x
FEELING YES, FEELING NO	x	x	x	x	x	x	x
TALKING ABOUT TOUCHING	x	x	x	x	x	x	x
RED FLAG, GREEN FLAG PEOPLE	x	x	x	x	x	x	x
MY FEELINGS		x	x	x	x	x	
THE SECRET OF THE SILVER HORSE		x		x	x	x	x
TAKE CARE WITH YOURSELF	x	x		x	x	x	x
NO MORE SECRETS FOR ME		x	x	x	x	x	x

Table 8
Behaviour Assertiveness Skills

Program	Body Ownership Emphasized	Rightful Accessors Described	Say 'No'	Fight Back	Run Away	Report Attempts	Other
The CARE Kit	x	x	x		x	x	x1
CARE Intermediate	x	x	x		x	x	x1
FEELING YES, FEELING NO	x		x		x	x	x1
TALKING ABOUT TOUCHING		x	x		x	x	x1
RED FLAG, GREEN FLAG PEOPLE	x	x	x		x	x	
MY FEELINGS	x		x		x	x	
THE SECRET OF THE SILVER HORSE						x	
TAKE CARE WITH YOURSELF			x			x	
NO MORE SECRETS FOR ME			x		x	x	

1 Assertive body language

of potential helpers and community resource people and their correct phone numbers.

Table 8 describes the behavioral and assertiveness skills which were included in the reviewed sexual abuse prevention programs. One aspect of assertiveness involves teaching children that their bodies are their own and that they have the right to control access to them. As Table 8 indicates, seven programs emphasize the concept of body ownership. It should be noted that while the Talking About Touching program does not specifically state that each child owns his or her own body, it does include statements informing them that they have the right to control access to their bodies. The C.A.R.E. programs, Talking About Touching, and Red Flag Green Flag People, provide children with information about who and under what circumstances their bodies (particularly their private body parts) can rightfully be touched. These include situations where parents, care givers, and medical personnel touch children for health or hygienic purposes.

The categories under which behavioral/assertiveness skills were classified included having children saying no or verbally refusing sexual abuse attempts, physically fighting back or fighting off abuse attempts, running away or leaving a potentially abusive situation, and reporting any sexual abuse attempts. Table 8 shows which skills are taught in each program. None of the programs teach children to physically fight off abuse attempts. This might be partially explained by the fact that none of the programs give examples of physical force as a technique used by abusers to coerce child victims. The C.A.R.E. Kit, the C.A.R.E. Intermediate Program, the Feeling Yes, Feeling No Program,

and Talking About Touching also incorporate assertive body language into the program content. In these cases children are given the opportunity to practice saying "no" to offenders during role play situations where skills such as eye contact, body posture, and voice tone are emphasized.

Table 9 lists any additional topics and themes that are presented in each of the programs. The most common additional topic that is included in the programs is that of personal safety, where the basic personal safety message is that there are things that children can do to protect themselves from harm and dangerous situations, and in particular, from sexual abuse. Although Red Flag Green Flag People and My Feelings also discuss personal safety in the introductory portions for adults, the concept is not present in the children's sections of the programs. Talking About Touching stresses that the entire program was a personal safety program (perhaps as opposed to a sex education program). Other topics worth noting are the explanations for offenders' actions in the C.A.R.E. Intermediate Program and in the Take Care With Yourself book. Red Flag Green Flag People introduces the concept of permission and teaches children that no one has the right to touch another's body without that person's permission.

Finally, the Feeling Yes, Feeling No Program provides children with a section on responding to others who need help and on what they should expect as a response if they were to go to someone with a sexual abuse problem (i.e., that they are believed, that the abuse was not their fault, that the person will help them).

Table 9
Additional Topics/Themes

Program	Other Topics and Themes
The CARE Kit	<ul style="list-style-type: none"> -Personal Safety: rules to follow to protect children from touches which may be harmful to their bodies and feelings -Responsibility - for taking care of children's own bodies
CARE Intermediate	<ul style="list-style-type: none"> -Personal Safety: protecting oneself from certain kinds of touches. -Rules about telling if touched -Self confidence: increasing, through practise in complimenting others -Explanations for why offenders/abusers need help -Problem solving: considering alternatives in situations and making decisions
FEELING YES, FEELING NO	<ul style="list-style-type: none"> -Personal Safety: child's responsibility for their own health and welfare -Personal Safety Skills: things we do to keep ourselves safe such as telling -Responding to others who need help
TALKING ABOUT TOUCHING	<ul style="list-style-type: none"> -Personal Safety: our own responsibility to protect ourselves from bad or dangerous situations -Decision Making: distinguishing between alternative courses of action in various situations -Consequences of reporting abuse: court, counselling
RED FLAG, GREEN FLAG PEOPLE	<ul style="list-style-type: none"> -Children can give their permission to be touched.
MY FEELINGS	NONE
THE SECRET OF THE SILVER HORSE	NONE
TAKE CARE WITH YOURSELF	<ul style="list-style-type: none"> -Physical & emotional abuse -Explanations as to why offenders abuse: stress, divorce, unemployment
NO MORE SECRETS FOR ME	NONE

Definitions of Sexual Abuse

Table 10 lists the definitions of sexual abuse that are provided for children. Within the coding schemes, these could include the use of an actual definition for the term sexual abuse, the use of the touch continuum, or both. Only definitions which presenters are explicitly instructed to read to children or which are included within the narration of the children's books were used.

As Table 10 shows, four of the programs provide no definition for the term sexual abuse. The remainder of the programs do provide some concrete definition for the term sexual abuse or a related term (ie sexual assault, sexual hurts). Most of the definitions focus on touch. The C.A.R.E. Kit, Talking About Touching, and Take Care With Yourself provide definitions which focus on having someone touching the child or telling the child to touch the offender's private body parts. Take Care With Yourself further restricts the definition by including only "grown ups" as the offender, while the other definitions allow for a broader range of offenders. The C.A.R.E. Intermediate Program and the Feeling Yes, Feeling No program add the dimension of exposure to their definitions. None of the programs include pornography or prostitution within the definitions provided.

The two C.A.R.E. programs, the Feeling Yes, Feeling No Program, and Talking About Touching also use the touch continuum as do Red Flag Green Flag People and My Feelings. In these situations sexual abuse is

Table 10
Definitions of Sexual Abuse

Program	Sexual Abuse Defined	Touch Continuum	Other
The CARE Kit	Adult/adolescent touching your private parts Touching that is wrong; touching private parts; w/o good reason	Positive/negative Confusing, uncomfortable touches -based on feelings produced	
CARE Intermediate	Adult/adolescent touching your private parts w/o good reason (health) or making you look at, touch, private parts	Positive/negative, confusing, uncomfortable touches -based on feelings produced	
FEELING YES, FEELING NO	Sexual assault: when someone gives us the NO FEELING by touching us on our breasts, vagina or bum if a girl and on our penis or bum if a boy Also, if the person makes us touch or look at their body	Distinguishes between touches which give YES feelings and those which give NO feelings	
TALKING ABOUT TOUCHING	When people touch children on their private body parts or make children touch the adult's private parts	Positive vs. negative or confusing touches based how they make the child feel	
RED FLAG, GREEN FLAG PEOPLE	NOT DEFINED	GREEN FLAG TOUCHES vs. RED FLAG TOUCHES -based on how touches make the child feel	
MY FEELINGS	NOT DEFINED	OK vs. NOT OKAY touches -based on how they make child feel	
THE SECRET OF THE SILVER HORSE	NOT DEFINED	Sexual touch vs. hug from a relative	Good vs. Bad Secrets
TAKE CARE WITH YOURSELF	Sexual hurts: grown-ups touching the sexual or private parts of your body or having you touch the		
NO MORE SECRETS FOR ME	NOT DEFINED	Hug which creates icky, funny feeling, vs. hug which creates good feelings, vs. hug which creates	Touching body Appearing naked

defined in terms of different kinds of touches (i.e., positive versus negative or confusing), based on how the touches make the child feel. Although the wording of the touch continuum is sometimes changed as in the case of "red and green flag" touches or "okay and not okay" touches, the application of the touch continuum is clear in these cases.

The Secret of the Silver Horse makes reference to two kinds of touches, but this is done with only one example and no explicit distinction between types of touches is made, making any application of the touch continuum very vague and difficult. The emphasis in this program is on distinguishing between good and bad secrets (secrets involving sexual abuse), but no definition of what constituted abuse, either through the term sexual abuse or the use of the touch continuum is provided. One story in *No More Secrets For Me* attempts to distinguish between a hug which made a character feel negative and a hug which made the character feel positive, but no distinction is made between other types of touches and no clear reference to the touch continuum is present. In this program the only type of definition of sexual abuse is the reference to the abusive acts of having one's body touched or being exposed to by someone "appearing naked".

Terminology: Acts of Sexual Abuse

Table 11 provides an overview of the range of sexually abusive acts which are specified within the prevention programs and indicates whether these acts were judged to be described in a vague or in a specific manner. A description was considered to be vague if it did not specifically depict an act which could only be interpreted as being

Table 11
Terminology: Acts of Sexual Abuse

Program	<u>Abusive Acts</u>		Exposure	Kissing	Fondling	Touch Offender	Porn	Othl
	Vague	Specific						
The CARE Kit		x			x	x		
CARE Intermediate		x	x		x	x	x	
FEELING YES, FEELING NO		x	x		x	x		
TALKING ABOUT TOUCHING		x			x	x	x	
RED FLAG, x2 GREEN FLAG PEOPLE					x	x		
MY FEELINGS		x		x	x	x		
THE SECRET OF THE SILVER HORSE		x			x			
TAKE CARE WITH YOURSELF		x3			x	x		
NO MORE SECRETS FOR ME		x	x		x			

1 Includes: Intercourse, Prostitution, Oral sex

2 Abusive acts are more specifically described in the role play activities. The children's book is vague.

3 Specific only in terms of the definitions provided.

sexually abusive. For example, a distinction was drawn between statements such as "touching your body" (which could be construed as simply having someone tapping you on your back) and "touching your private parts under your nightgown while tucking you into bed". An act was considered to be abusive only if it was described in a sexual abuse situation (i.e., not a kiss by a grandmother who had been absent for a long period of time).

As Table 11 indicates, most of the programs are quite specific in their descriptions of sexually abusive acts. While the content of the Red Flag Green Flag People children's colouring book is vague in its description of sexually abusive touching ("sometimes a family member or friend may give you a Red Flag touch or make you do things you don't understand"), the role play examples provided for the facilitators are more specific (i.e., acting out what a child would do if an uncle were touching their private parts while wrestling and swimming). The Take Care With Yourself book provides a specific description only in terms of the definition of "sexual hurts" which is provided. No other examples of specific abusive situations are described. My Feelings was classified as portraying vague examples of abusive acts. The descriptions of the sexually abuse experiences of the two characters within the book included "touched her too much", "make her touch him", and "tried to touch Bart under his jeans". The first two statements are vague, while the third is more specific. The lack of a definition of sexual abuse and the use of vague terminology when describing body parts makes it unclear.

As Table 11 indicates, the most frequent sexually abusive acts which are included in the programs are fondling and making children touch/fondle offenders. Three programs include acts of exposure by offenders, and kissing is included as part of a sexual abuse experience in *My Feelings*. The C.A.R.E. Intermediate Program deal with pornography by portraying a man playing pornographic videos in the presence of a child. *Talking About Touching* depicts pornography as an act of child sexual abuse by describing a situation where a man wanted a child to undress so that nude pictures could be taken. None of the programs include oral sex, intercourse, or child prostitution in the range of sexually abusive acts.

Terminology: Body Parts

Table 12 describes the classification of the descriptions of body parts used within the sexual abuse prevention programs. The coding categories for describing the programs' references to sexual organs included vague terminology, the use of euphemisms, and anatomically correct terminology.

Three programs are vague in their descriptions of sexual organs. *My Feelings* makes reference only to "under clothes" and "under jeans". The only reference to body parts in *The Secret of the Silver Horse*, is "down there" (inside pants). Similarly, *No More Secrets for Me* referred to "down there", "all over", and "under my nightgown". These programs did not include any general description of sexual organs or of what would be considered as private body parts.

As Table 12 indicates, most programs rely on the use of euphemisms to refer to sexual organs. These include such phrases as "private body

Table 12
Body Part Terminology

Program	Correct Terminology	Vague	Euphemisms
The CARE Kit	x		x
CARE Intermediate	x		x
FEELING YES, FEELING NO	x		x
TALKING ABOUT TOUCHING			x
RED FLAG, GREEN FLAG PEOPLE			x
MY FEELINGS		x	
THE SECRET OF THE SILVER HORSE		x	
TAKE CARE WITH YOURSELF			x
NO MORE SECRETS FOR ME		x	

parts", "private parts", and "parts of your body covered by a bathing suit". The C.A.R.E. programs include body charts which illustrate sexual organs and Red Flag Green Flag People includes illustrations of the sexual organs covered by a bathing suit and of body areas that might be touched during a "red flag" situation. Take Care With yourself includes an illustration of the sexual organs covered by bathing suits. Talking About Touching includes a photograph of a male and a female child dressed in bathing suits walking along a beach.

The C.A.R.E. programs and the Feeling Yes, Feeling No Program include both euphemisms and anatomically correct names for the sexual organs. Children are told that certain areas of their bodies are considered as private parts and are then given correct names for these parts (i.e., breasts, vagina, penis, anus). It should be noted that two programs, Talking About Touching and Red Flag Green Flag People, encourage teachers to use correct body terminology if possible or "permissible", but the actual terminology is not included in children's portions of the programs. The section of information for adults in My Feelings also recommends that children be told the correct names for sexual organs, but again this is not included in the children's portion of the book.

Student Assessment

Table 13 indicates whether or not the various prevention programs encourage a review of the subject content contained within the programs and describes the types of student assessments each contained. The C.A.R.E. programs, the Feeling Yes, Feeling No Program, Talking About Touching, and Red Flag Green Flag People contain some type of

Table 13
Program Assessment

Program	Review Encouraged	Student Assessment	
		Knowledge Test	Opinions/Responses
The CARE Kit	yes	9 item multiple choice Open-ended questionnaire -read orally to each child	
CARE Intermediate	yes	12 item test (true/false) Pretest/posttest	6 item questionnaire -open answer
FEELING YES, FEELING NO	yes		
TALKING ABOUT TOUCHING	yes	15 item multiple choice quiz 17 item interview 1 Pretest/Posttest	
RED FLAG, GREEN FLAG PEOPLE	yes		
MY FEELINGS	no		
THE SECRET OF THE SILVER HORSE	no		
TAKE CARE WITH YOURSELF	no		
NO MORE SECRETS FOR ME	no		

1 Some items changed on posttest

review or encourage teachers to review program concepts with students. The C.A.R.E. programs encourage teachers to review each previous day's lesson and discussion cards before beginning new lessons. Take home activities are included in the program with the intent of having children review the program concepts with their parents. The Feeling Yes, Feeling No Program use follow-up activities to review each lesson and also includes a review at the end of the program and recommends that the follow-up activities be reviewed throughout the school year. The Talking About Touching Program periodically instructs teachers to review previously learned concepts and also contains take-home activities for children to do with their parents as a form of review. Red Flag Green Flag People contains a final lesson which reviews the program contents and an exercise for children to help them review the skills taught during the program. The colouring book is sent home to parents and a letter to parents encourages that they review the program contents with their children. All of these programs also use repetition as a means of reinforcement or review.

My Feelings, The Secret of the Silver Horse, Take Care With Yourself, and No More Secrets For Me do not contain any review materials or instructions for review. Although these single-session programs may have stated the key concepts more than once, no formal review is provided or encouraged.

Table 13 also indicates that only three of the programs contain some sort of student assessment whereby knowledge gains could be tested. The C.A.R.E. programs and the Talking About Touching program contain ready made instruments which could test gains in student knowledge by

implementing a pre-test/post-test design. The C.A.R.E. Kit and Talking About Touching use both multiple choice and open ended type questions, while the C.A.R.E. Intermediate Program relies only on multiple choice types of questions. It should be noted that some of the open ended interview items within the Talking About Touching program's post-test student assessment are different from those in the pre-test. As well, some of the interview items require the use of puppets which are not included in the program.

The only other type of student assessment found in any of the programs is a student evaluation form in the C.A.R.E. Intermediate Program which assesses student's opinions about the program. The questions on this form ask students to name something they had learned during their participation in the program, how much they liked the program, what they liked least and most about the program, and whether or not they would recommend the program to other students.

Parental Involvement

The type and extent of parental involvement in the child sexual abuse prevention programs varies. Table 14 describes parental involvement in the programs. None of the programs have parents directly involved in the implementation of the programs within schools, but many do encourage parents to become fully informed about program content and to discuss the content with their children.

The two C.A.R.E. programs provide a complete agenda and information for a parent information meeting. During this meeting parents are provided with background information on the topic of child sexual abuse and background information on the development of the programs. As well,

they are given an overview of the program contents and are provided with information on the teacher training and program implementation process. C.A.R.E. provides master copies of letters to announce the program to parents and to invite them to the information meeting. The C.A.R.E. programs also provide a 10 item evaluation instrument for parents to complete on information provided during the meeting and of the program. Master copies of consent letters, to be completed before program implementation begins, are also provided. Upon the completion of the program, parents are sent a letter announcing that the implementation process has been completed. C.A.R.E. also encourages school personnel to hold follow-up meetings upon program completion and provides a final evaluation questionnaire for parents. This questionnaire asks parents how their children responded to the program and how important or useful parents felt the program to be. It should be noted that a parents package is also available from C.A.R.E. Productions. This package includes the *Trust Your Feelings* story book, the Sexual Abuse and Your Child pamphlet, and the cassette tape with narration of the story book and the Trust Your Feelings song.

The Feeling Yes, Feeling No Program provides the workshop guides and information previously discussed. Because the program is intended for use by parent groups as well as for use in schools, parents participate fully in the three hour training workshop.

The facilitator's guide of the Red Flag Green Flag People program contains an outline for a parents information meeting. It is suggested that the meeting includes background information on the topic of child sexual abuse, ideas for parental contributions for abuse prevention, and

an overview of the Red Flag Green Flag People program. The program does not, however, provide specific content information for the meeting. The facilitator's guide also includes master copies of letters to announce the meeting to parents and to announce the program to parents. A consent form and a letter announcing the completion of the program are also provided. The information within the program also specifies that the program could be obtained and used by parents.

The Talking About Touching program does not include any outline or information for parents meetings or workshops. The program does, however, include master copies of a letter to announce the program to parents and of a consent form for parents, as well a list of guidelines to help parents screen babysitters. The list can be copied and distributed to parents. A promotional brochure which describes the Talking About Touching Program is also provided.

The remainder of the programs do not specify parental involvement. My Feelings and No More Secrets For Me appear to be intended for use by parents. The Secret of the Silver Horse and Take Care With Yourself could easily be obtained and used by parents. If parents did in fact obtain and use these programs, their involvement in them could be extensive.

Table 14 also outlines some of the specific types of parental information which are included in the sexual abuse prevention programs. Five of the programs include information which addresses fears that parents might have about having their children involved in this type of program (i.e, that the program information would instill fear into children or encourage them to disobey parental authority). This

information could be used by teachers and school personnel to discuss such issues with parents, or in the cases where parents use the programs on their own, the information could be read by them.

Many of the programs reference or supply literature and background information on the topic of child sexual abuse in addition to information provided in any meetings or workshops. The two C.A.R.E programs supply parents with the *Sexual Abuse and Your Child* pamphlet which outlines some myths and facts about child sexual abuse and some symptoms of sexual abuse to watch for in their children. The programs also provide bibliographies of books for adults on this topic. Parents participating in the Feeling Yes, Feeling No workshop receive complete copies of the printed guidelines included in the program and are also provided with references for books on the subject of child sexual abuse.

Talking About Touching and Red Flag Green Flag People provide a bibliography of books for adult reading on the subject. My Feelings contains the information section for adults which includes some facts about child sexual abuse, and a list of symptoms which can help identify abuse. The Secret of the Silver Horse provides parents with the information booklet entitled, *What to Do If a Child Tells You of Sexual Abuse*. This contains information on the legal aspects of abuse and information including the symptoms of sexual abuse.

Some programs provide parents with information on how to handle disclosures from their children (Table 14). Five of the programs provide parents with information on how to report suspected cases of child sexual abuse and on how to respond to their children if they tell

Table 14
Parental Involvement

Program	Extent/Type of Parental Involvement	Parental Inform. Concerns Addressed	for Parents	Disclosure Information	Take Home Activities
The CARE Kit	Intro. letter Parent information mtg. Meeting invitation ltr. Workshop evaluation Consent & completion letter Follow-up meeting Program evaluation	x	Supplied Referenced	Reporting Responding	yes
CARE Intermediate	Intro. letter Parent information mtg. Meeting invitation ltr. Workshop & program evaluation Consent & completion letter Follow-up meeting	x	Supplied Referenced	Reporting Responding	yes
FEELING YES, FEELING NO	Workshop Program available for use by parent groups	x	Supplied Referenced	Reporting Responding	
TALKING ABOUT TOUCHING	Introductory letter Consent letter Screening babysitter guidelines Sample promotional brochure about program	x	Referenced		yes
RED FLAG, GREEN FLAG PEOPLE	Parents meeting Meeting announcement Consent form Program announcement ltr. Program available for use by parent groups		Referenced		yes
MY FEELINGS	Program intended for use by parents	x	Supplied	Reporting Responding	
THE SECRET OF THE SILVER HORSE	Could be obtained/ used by parents	x	Supplied	Reporting Responding	
TAKE CARE WITH YOURSELF	Could be obtained/ used by parents				
NO MORE SECRETS FOR ME	Program intended for use by parents				

them that they have been abused (i.e., remain calm; tell the child you believe them).

Finally, Table 14 shows which programs could involve adjunct parental involvement through take-home activities which parents and children are instructed to do and review together, or through homework assignments that children take home. As the table indicates, four of the programs include some type of take-home activities. The C.A.R.E. Kit includes a four page mini-reproduction of each of the lesson and discussion cards included in the program. This includes the same illustrations and narration as the cards used within the schools and can be used for discussion and review for parents and their children. The C.A.R.E. Intermediate program also includes a mini-reproduction of the lesson and discussion cards for use for children and their parents. These facsimiles allow parents to go over the same concepts and messages that are being taught to their children in the classroom. Each of the four units of the Talking About Touching program begins and ends with a take-home activity for parents and their children. The initial activity informs parents of the title of the unit that their children will be using and then suggests discussion guidelines and activities (i.e., what-if games; making family rules), for parents to complete with their children. The unit end take-home sheet informs parents that the unit has been completed and lists suggestions for discussion and activities. Children who have participated in the Red Flag Green Flag program take the colouring book home upon program completion. In the sense that parents are encouraged to review the book's contents with their children, the colouring book itself can be considered as a take-home activity.

Only one program includes homework for children. Activities were classified as being homework only if there was some assignment/activity which was to be completed at home and then returned to the school. Such assignments were considered to constitute a type of parental adjunct involvement because the presence of any materials in the home could be seen by parents and could perhaps initiate discussions between parents and their children. The C.A.R.E. Intermediate Program includes take-home activities which children were required to complete at home with their parents and then to return them with their parents' signature. Fourteen take-home assignments which correspond to each lesson of the program are included. Each assignment sheet has a mini-reproduction of the lesson cards, a description of the illustration on each card, and a list of discussion guidelines which include many of the same points as children discuss in the classroom. The sheets also contain places for parents and their children to sign before returning them to school.

There is a wide variation in the amount of parental involvement in the child sexual abuse prevention programs, ranging from parental workshops to adjunct involvement through homework assignments. Some of the programs could be obtained and used by parents in groups or in the home. It should be noted that if these programs were used by presenters other than parents, the actual amount of parental involvement would be limited, particularly in the cases of the Take Care With Yourself and No More Secrets For Me programs.

Evaluation Results

The second level of analysis in this research involved an evaluation of the content of the child sexual abuse prevention programs. This involved obtaining numerical scores on program evaluations completed by the researcher, two coders and four community professionals familiar with the programs.

Coder's Evaluations

Table 15 indicates the numerical ratings given to each child sexual abuse prevention program by the researcher and the two coders. The score for each of the four evaluation questions (see Appendix A.) as well as a total program score is provided on Table 15. The possible range of scores was 5 to 28. The scores on the table are the scores received by the programs by all three judges. Higher scores indicate that the program was considered to be of better quality.

When providing a score for their overall impression of each program, coders were instructed to consider such factors as the inclusiveness of the program content, the amount of involvement by parents in the program, the type and amount of presenter training, and the overall quality of the program and its presentation modes. For the programs which provide no age or grade specifications, coders were instructed to assess the age appropriateness of the programs for elementary school aged children (kindergarten to grade six).

It should be noted that a score of 28, which was received by the two C.A.R.E. programs, does not mean that the programs were considered to be perfect. This high score indicates that relative to the other programs,

Table 15
Evaluative Ratings of Programs

Program	Overall Impression (maximum 9)	Age Appropriate (maximum 9)	Primary Prevention Achievement (maximum 5)	Secondary Prevention Achievement (maximum 5)	TOTAL SCORE (max. 28)
The CARE Kit	9	9	5	5	28
CARE Intermediate	9	9	5	5	28
FEELING YES, FEELING NO	8	9	5	5	27
TALKING ABOUT TOUCHING	8	8	5	5	26
RED FLAG, GREEN FLAG PEOPLE	7	8	3	4	22
MY FEELINGS	5	9	4	4	22
THE SECRET OF THE SILVER HORSE	6	7	1	4	18
TAKE CARE WITH YOURSELF	4	5	2	3	14
NO MORE SECRETS FOR ME	3	4	3	3	13

the content and inclusiveness of these programs were judged to be superior.

Following the analysis of the program scores and an overall assessment of each program, the child sexual abuse prevention programs were rank ordered in terms of the quality of each program relative to each other. The final ranking matched the total program scores. The results of this ranking were:

1. The C.A.R.E. Kit / The Care Intermediate Program
2. Feeling Yes, Feeling No Program
3. Talking About Touching
4. Red Flag Green Flag People
5. My Feelings
6. The Secret of the Silver Horse
7. Take Care With Yourself
8. No More Secrets For Me

The two C.A.R.E. programs which both received the highest program scores were both evaluated as the best of the eight programs. Although Red Flag Green Flag People and My Feelings also received the same total program score, Red Flag Green Flag was ranked higher because of its more structured format and the presence of guidelines and direction for program facilitators which were absent in the My Feelings Program. These factors were reflected in the lower Overall Impression score which was received by the My Feelings program.

Community Professional's Evaluations

In addition to the evaluations conducted by the researcher and the two coders, four professionals from the community of Winnipeg also completed an evaluation questionnaire. The questionnaire consisted of the same four evaluation questions used by the researcher and the coders, with an additional space for any comments which would express their evaluations of the programs (see Appendix C.). These outside

professionals rated only the child sexual abuse programs with which they had knowledge and experience using. Table 16 indicates the results of their evaluations.

As Table 16 shows, the outside evaluation yielded ratings for four of the child sexual abuse prevention programs. Consistent with the ratings by the researcher and the coders, the highest score was given to the C.A.R.E. Kit. Of the five programs rated, the lowest score was given to the Red Flag Green Flag People program and this matched the relative ranking of the programs by the researcher and the coders. The Talking About Touching Program was rated by three community professionals and received total scores ranging from 22 to 25 and the Feeling Yes, Feeling No Program received one total score of 22. Some discrepancies exist when comparing the evaluation scores between the community professionals and the researcher and the two coders. The programs which were rated by the outside evaluators did, however, receive scores which were close to those made by the researcher. In other words, both sets of rating scores placed the same programs in the same relative position with respect to rank ordering.

The evaluations completed by the community professionals yielded few comments and opinions about the programs. Such comments and opinions were expressed about the Talking About Touching and the Red Flag Green Flag People programs, indicating that the Talking About Touching Program was very easy to implement in the school setting and that the use of the illustrations and stories within the program allowed for such easy implementation. One person commented that the teacher training provided for this program should be longer and more extensive. The only

Table 16
Ratings by Community Professionals

Program	Overall Impression (maximum 9)	Age Appropriate (maximum 9)	Prevention Achievement (maximum 5)	Prevention Achievement (maximum 5)	TOTAL SCORE (max. 28)
Prof. #1. Talking About Touching	8	8	4	3	23
Prof. #2. Talking About Touching	8	8	4	2	22
Prof. #3. Talking About Touching	9	9	3	4	25
Red Flag, Green Flag	6	6	3	4	19
Prof. #4. Talking About Touching	7	7	3	4	21
The CARE Kit	9	9	4	5	27
Feeling Yes, Feeling No	7	7	4	4	22

relevant comment made about the Red Flag Green Flag People program was that the program content was not very comprehensive.

Because not all programs were evaluated by outside professionals, it is impossible to make a complete comparison of all program scores. The outside evaluations did, however, provide some additional credence and reliability to the evaluations made by the researcher and the two coders. A more thorough explanation for the scoring and ranking by the researcher and the two coders will follow in the discussion section.

CHAPTER 4

Discussion

The purpose of the present study was to evaluate nine child sexual abuse prevention programs on a number of descriptive and content dimensions. It was proposed that the programs would not differ in terms of the descriptive variables of the target audience to which they were directed, length, presentation modes, and presenters. It was also proposed that the child sexual abuse prevention programs would not differ in content in terms of training provided for presenters, stated objectives, subject content, definitions of sexual abuse, student assessments, and parental involvement in the programs. A descriptive analysis was conducted on each program. Programs were evaluated in terms of their potential effectiveness in enabling children to resist child sexual abuse by providing them with knowledge of this phenomenon. Providing children with knowledge and the ability to resist sexual abuse addresses Precondition IV of Finkelhor's model of child sexual abuse.

Descriptive Components of ProgramsTarget Audience

While the exact age and grade levels of the children to which the programs are directed differ, all of the child sexual abuse programs analyzed in this research are targeted towards elementary school aged children. The Secret of the Silver Horse, Take Care With Yourself, and No More Secrets For Me do not include specifications of the age or grade levels of the intended audience. While a review of the content of these programs revealed that the information contained within them would be appropriate for elementary aged audiences, the lack of age/grade

specification makes it difficult to ascertain the age range for which these programs would be useful. These programs are not primarily intended for use in a classroom setting and parents attempting to use them in the home would have to judge their appropriateness for children of different ages. While it cannot be assumed that the programs which do specify age/grade levels are indeed fully appropriate for the specified audiences, such specification can aid in making decisions relative to program implementation.

With the exception of the C.A.R.E. programs, the remainder of the programs which do specify the intended target audiences do not separate any of the program contents according to different age or grade levels. In other words, all of the materials contained within these programs are taught to children in all of the elementary grades which can range from kindergarten through grade six. The C.A.R.E. programs are broken into two distinct programs which are geared to children from kindergarten to grade three (The C.A.R.E. Kit) and to children in grades four and five (The C.A.R.E. Intermediate Program). While some of the information from the first program is integrated into the latter program, the content of the Intermediate program is clearly appropriate for older children. It should be noted that while the Talking About Touching Program does include a breakdown of the lessons contained within the program for different grade levels, it is also suggested that the entire program can be used with all grades.

The issues of age specification and the breakdown of programs into specific age categories is important because it relates to the appropriateness of program contents to children of different cognitive

and developmental levels. It cannot be assumed that children of kindergarten age can comprehend concepts at the same level as children in grades four, five and six. For example, the use of the touch continuum for very young children may be problematic in that they have a much greater difficulty than older children in distinguishing abstract entities such as "confusing" touches (deYoung, 1988; Reppucci & Haugaard, 1989). Efforts must be made to match program content with children's specific cognitive and learning sophistication levels.

Despite the possible discrepancies between program contents and age appropriateness, the child sexual abuse prevention programs analyzed in this research are justified in their attempts to reach very young children as well as those of older elementary school ages. Because sexual abuse does happen to very young children, efforts must be made to provide them with information which might help them to resist such abuse. A number of evaluations have been conducted on prevention programs and the findings of these studies indicate that both older children and children as young as kindergarten levels are able to learn prevention concepts (i.e., Conte, Rosen, Saperstein & Shermack, 1985; Harvey, Forehand, Brown & Holmes, 1988). Most of the programs analyzed in this report were judged by the researcher, the two coders, and by the outside professionals to contain age appropriate materials.

Length of Programs

There is a great variety in the length of the child sexual abuse prevention programs. As well, not all programs specify recommendations for the length of time required to cover program content (see Table 1).

All of the longer programs are designed to be implemented as part of the overall classroom curriculum. Program length would vary according to the size of the classes and the ages of the children being taught. The provision of time specifications serve as useful guidelines for those involved in implementing these prevention programs. As well, programs which can be incorporated into regular curricula may have greater appeal as they allow for maximum topic coverage without severely disrupting other areas of study.

The two C.A.R.E programs, which are divided into two distinct age groups, are also structured differently in terms of length for these age groups. The C.A.R.E. Kit has a larger number of sessions which are shorter in length than those in the C.A.R.E. Intermediate Program. The latter program has fewer sessions which are longer. This might be beneficial for the younger students in the first program because of their shorter attention spans.

In general, the longer child sexual abuse prevention programs are more inclusive, cover more topics, repeat concepts more, and review program contents more than do the shorter programs. Shorter programs may be more beneficial when the program objective is secondary prevention (Conte, Rosen & Saperstein, 1986), as in the case of *The Secret of the Silver Horse*. The other short programs in this analysis which included *Red Flag Green Flag People*, *My Feelings*, *Take Care With Yourself*, and *No More Secrets for Me*, incorporate both primary and secondary prevention concepts, despite the short program length. Single session programs or programs with two or three sessions do not allow for sufficient coverage of topics, interaction between students and

teachers, or concept clarification that is required to teach the issues involved in child sexual abuse (Anderson, 1986). Short time allotments may only serve to exacerbate confusion among students, particularly those in the younger age groups. Therefore, because of their length, the C.A.R.E. programs, Feeling Yes, Feeling No, and Talking About Touching may be the most appropriate programs for reaching primary prevention objectives.

Modes of Presentation

A number of different presentation methods are used by the reviewed child sexual abuse prevention programs (see Table 2). While many of the programs provide suggestions for the use of supplementary teaching methods such as films and anatomically correct dolls, it should be noted that suggesting the use of these materials does not ensure that they will be obtained and used. Programs which actually include more materials may be more attractive because of their convenience and the increased likelihood of the use of the materials.

It is difficult to assess the relative effectiveness of the various methods of presentation used in child sexual abuse prevention programs because to date there is a lack of research which has addressed this issue (Miller-Perrin & Wurtele, 1988; Wurtele, 1987). One can, however, assume that children's ages and attention spans must be considered when deciding on the appropriateness of presentation modes. A reliance on printed materials and lectures may not be suitable for younger children because of their lower reading and comprehension abilities and their shorter attention spans. A combination of presentation methods which

use printed materials with audio visual aids, discussions and other activities may be more fitting for younger audiences.

Some researchers have evaluated the effectiveness of using role play or modelling in sexual abuse prevention programs (Wurtele, Saslawsky, Miller, Marrs & Britcher, 1986; Wurtele, Marrs & Miller-Perrin, 1987). These studies have found that programs which utilize role play are more effective at teaching children protective skills than programs which rely on having children retain information through cognition or observation. It is reasonable to conclude that the programs reviewed in this analysis which include role play exercises (the C.A.R.E. programs, Feeling Yes, Feeling No, Talking About Touching, and Red Flag Green Flag People) may be more effective than the other programs in teaching prevention skills.

Given that variety and the use of modelling or role play may be important determinants of the effectiveness of various presentation modes, programs which utilize these factors may be superior to programs which do not. The programs which include the combinations of several different methods in this research include the two C.A.R.E. programs, Feeling Yes, Feeling No, and Talking About Touching. These programs include printed materials, lectures, discussions, role play exercises and visual aids.

Program Presenters

The recommended presenters for the child sexual abuse prevention programs studied in this analysis are primarily regular classroom teachers and parents. Some of the programs can be facilitated by different presenters (see Table 1).

Programs which are implemented in classrooms or group settings have the appeal of reaching large numbers of children. Teachers have the benefit of ongoing contact with children and knowledge of educational methods. As well, children may feel more comfortable discussing sexual abuse issues with their teachers than they would with their parents. Parents may, however, be more attuned to their own children's specific needs and levels of understanding. In cases where parents or teachers abuse children themselves, they would not, of course, be suitable presenters. What is perhaps more important than the actual presenter is the amount of training, guidelines, and background information provided within the various child sexual abuse prevention programs. This will be discussed in the next section of this report.

Content of Programs

Training Provided for Presenters

As indicated in the results section, the training provided for presenters within the programs varies in type and amount. The training ranges from workshops to listing references for reading materials that teachers or other presenters might obtain and read on their own. Two of the programs, Take Care With Yourself and No More Secrets For Me, do not include any training materials.

The most extensive training is provided within the two C.A.R.E. programs and the Feeling Yes, Feeling No Program. These programs involve the use of workshops where presenters and training facilitators come together and prepare for the use of the program materials. The C.A.R.E. program's workshops are conducted over a three day period, while a shorter six hour time frame is allotted for the training

workshop in the Feeling Yes, Feeling No Program. The greater amount of time involved in the C.A.R.E. program's workshops may allow for more thorough coverage of child sexual abuse issues and program contents.

While the Red Flag Green Flag People program includes suggestions for a three hour teachers meeting, only an outline of contents of this meeting is provided. This makes this program less convenient to use as training facilitators would have to find appropriate information sources on their own. As well, it decreases the likelihood that all appropriate information would be covered in the training meetings.

The remainder of the programs which provide some form of training rely on written materials for presenters. This type of training may be less effective than workshops and meetings because presenters are not given the opportunity for clarification of the training content or for discussions of their questions and concerns. As well, providing references for literature on the topic of child sexual abuse may be useful for presenters to increase their knowledge of this issue, but it in no way ensures that they will in fact obtain and read such information.

The two C.A.R.E. programs, Feeling Yes, Feeling No, Talking About Touching, and Red Flag Green Flag People all include specific curricula guides for presenters to follow as they cover each lesson or segment of the programs. These guides serve as helpful aids to presenters as they implement the programs and they also provide guidelines for discussions with the students. It should be noted that while specific preset curricula may be helpful and convenient for program implementers, the use of pre-developed curricular materials have been criticized for their

potential for ignoring the teaching skills of teachers (Trudell & Whatley, 1988). The use of such materials may remove teachers from the process of planning and designing curricular strategies based on their own knowledge of the individual students they teach.

Most of the training concentrates on providing background information on the problem of child sexual abuse and on the content of the program being taught. One other training issue contained in all of the programs which include training information is that of reporting and handling disclosures. The provision of this type of information is essential to any program whether the goal of the program is primary or secondary prevention. In either case children may disclose that they have been sexually abused and presenters must know how to handle such disclosures. The programs which covered this topic most thoroughly are the two C.A.R.E. programs, Feeling Yes, Feeling No, and Talking About Touching. These programs address the legal obligation of professionals working with children to report any disclosures to proper authorities. As well, lists of symptoms which might identify the occurrence of sexual abuse among children are provided as is information on how to respond to children in an initial and ongoing basis if they did disclose. The response that children receive when they disclose sexual abuse (i.e., being told that they are believed and that the abuse was not their fault) is an important factor in determining the trauma that children experience because of sexual abuse (Browne & Finkelhor, 1986). Furthermore, informing teachers on how to respond to children in ongoing classroom interactions (i.e., not to exclude children from regular class activities) may alleviate the discomfort and feelings of

somehow being different that children might experience as a result of disclosing.

The importance of providing training materials for presenters using child sexual abuse programs cannot be overstated, yet several programs are lacking these important components. The Take Care With Yourself and No More Secrets For Me programs provide no training information. My Feelings and The Secret of the Silver Horse provided background information on the topic of child sexual abuse, but contain no actual guidelines for presentation. Proper training with the provision of accurate information is essential to alleviate discomfort and fears that presenters may have in implementing prevention programs. However, one must be cautious of evaluating program effectiveness on the basis of presenter training alone. First, even extensive training will not improve the effectiveness of a poorly designed curricula or program. Second, it must be noted that despite attempts to encourage the proper handling of disclosures and the following of proper reporting procedures, there is evidence which indicates that teachers do not always follow such procedures (Trudell & Whatley, 1988; Zellman, 1990). Third, even when child sexual abuse disclosures are reported there is a lack of consistency of follow up by agencies (Zellman, 1990). As a result there is no guarantee that each disclosing child will be helped by the overburdened social system. Finally, even if teachers are properly trained there is no way of knowing what they actually say or do in the classroom.

Stated Objectives

As illustrated in the results section, with the exception of the No More Secrets For Me program, all of the child sexual abuse prevention programs list some type of overall program objectives. The Secret of the Silver Horse contains secondary prevention objectives. The remaining programs contain both primary and secondary prevention objectives.

The objectives listed in the programs concentrate on relaying self protective skills to children and on encouraging victims to tell someone about their being abused. Although simply listing some overall program objectives does not ensure that these objectives will be met, the evaluations made by the researcher, coders, and outside professionals in this study indicated that all of the programs appeared to be at least potentially able to meet their objectives. The programs which were rated most highly as far as meeting objectives were the two C.A.R.E. programs, Feeling Yes, Feeling No, Talking About Touching, and the Secret of the Silver Horse. Perhaps having a clear and coherent objective statement allows program developers to incorporate information specific to the objectives and to increase the probability of achieving them. It is difficult, however, to ascertain whether or not prevention goals are ever achieved. Although efforts at secondary prevention have been successful at encouraging disclosures, there is as of yet no concrete evidence that prevention programs meet the primary prevention objectives of preventing child sexual abuse from ever occurring in the first place (Finkelhor, 1986; Reppucci & Haugaard, 1989).

Subject Content/Themes

The basic content of the reviewed child sexual abuse prevention programs is consistent with what was reported in the literature review. The themes common to most prevention programs include teaching children about what sexual abuse is, the right to control access to one's own body, who potential offenders might be, assertiveness skills that might be used to ward off abuse attempts, and the importance of telling someone about sexual abuse or sexual abuse attempts. In general, the longer programs, such as the two C.A.R.E. programs, Feeling Yes, Feeling No, and Talking About Touching, are more exhaustive in their coverage of themes related to child sexual abuse.

All of the prevention programs reviewed in this analysis made some attempt at identifying who potential offenders might be. It is important that children are aware of potential offenders. By not specifying exactly who might be a potential offender, programs may generate the illusion among children that sexual abuse offenders are some unidentifiable figures that they would be unlikely to encounter or that abusers are "monsters" that might creep out of the closet during the night. Such illusions are dangerous because they do not prepare children for abuse attempts by real people in their everyday environments. Although some sexual abuse is perpetrated by strangers, the majority of such abuse is initiated by people that children know and trust (Badgely, 1984; Russell, 1983). Despite the risk of oversensitizing children, they need to be given information that concretely identifies potential offenders in order to be better prepared to handle the realities of the sexual abuse phenomenon. This might be of

particular importance in the case of young children who cannot comprehend abstract references such as "if someone tries to touch you".

Most of the prevention programs do specify who offenders might be. The two programs, The Secret of the Silver Horse and No More Secrets for Me, are, however, vague in their identification of potential offenders. Only the two C.A.R.E. programs, Feeling Yes, Feeling No, and Talking About Touching include parents as being potential offenders. Given that child sexual abuse includes a large number of incestuous relationships involving biological parents (fathers in particular), it is important that children are aware of such a possibility. None of the programs identify same age peers as being possible offenders. This information might be especially important for older children.

Two programs, The Secret of the Silver Horse and Take Care With Yourself, do not provide concrete examples of potentially dangerous situations that children might encounter. Again, the omission of concrete examples for children may lead to confusion on their part as to how or where sexual abuse might take place. Without such examples children might create their own fantasy situations and young children may not be able to make the conceptual leap required to connect the definition they are given of sexual abuse to actual situations in which it might take place. If programs are intended to decrease a child's vulnerability to sexual abuse they must inform them of situations that can and do occur.

Programs need to provide children with realistic examples of how offenders might use coercion. All but two of the programs, My Feelings and Take Care With Yourself, describe some tactics such as the use of

bribes, lies and threats. The two C.A.R.E. programs also add embarrassment as a tactic that offenders might use against children. This is a useful incorporation because children are very sensitive to name calling (such as being called "a baby") and to wanting to appear normal (such as when an offender accuses them of having something wrong with them for not wanting to participate in exploiting activities).

None of the programs explain what seems obvious - that physical force is often used to coerce children. Omitting physical force as a tactic seems to be a serious void given that about one half of victims (Finkelhor, 1979) and offenders (Budin and Johnson, 1989) report that physical force was used in sexual abuse cases. Although it is understandable that the program authors did not want to raise fears in children, such information seems to be of considerable importance.

Given that physical force is never discussed, it is not surprising that ways of dealing with physical coercion are also not described as a component of assertiveness skills in any of the programs. Although it is beyond the scope of a classroom program to teach children self defense measures and efforts aimed at warding off attempts by offenders may actually increase risk to a child, this issue should be addressed. Perhaps children should be told not to try to physically fight off an offender who is using physical force or threatening violence. This would at least enlighten children about the possibility of physical coercion being used in a sexual abuse attempt.

All of the prevention programs analyzed include some behavioral or assertiveness skills which might help children to ward off sexual abuse attempts. Part of this theme includes teaching children the concept of

body ownership. This includes the knowledge that they own their own bodies and that they have the right to control access to them. Talking About Touching, The Secret of the Silver Horse, and Take Care With Yourself do not include a clear statement that emphasizes that children themselves and no one else own their own bodies. If children are expected to assert themselves in exploitive situations, it is important for them to realize that they have the right to do so.

Only the two C.A.R.E. programs, Talking About Touching, and Red Flag Green Flag People describe who might have rightful access to children's bodies. This information is important because children do need to know that under certain conditions they will be touched. As well, such instruction might also help children to distinguish between appropriate and inappropriate kinds of touching. Programs do need to include this information, but a suggestion for improvement can be made. When programs do mention that touching may be necessary for hygienic reasons, perhaps an age limit for such practices could be specified. For example it does not seem appropriate for a parent to touch a ten year old child's sexual organs under the pretence of hygiene. Children can be and are fondled during occasions such as bath time and this should be cautioned against in the programs.

Some of the programs incorporate assertive body language and the practise of assertive behaviours. This includes such things as role-play activities where children are provided with the opportunity to practice what has been discussed in class. As previously mentioned, programs which incorporate role play are deemed to be more effective at teaching prevention skills than those that do not. With the exception

of *The Secret of the Silver Horse*, *Take Care With Yourself*, and *No more Secrets For Me*, all of the programs include the use of role play where children act out certain scenarios involving sexual abuse attempts and what they would do in these situations. *Red Flag Green Flag People* and *My Feelings* had role play suggestions in the facilitator's guide and in the adult information section. It might be more useful to actually incorporate these activities in the actual program sections or in the children's sections of the books to increase the probability that they are used.

The two C.A.R.E. programs, *Feeling Yes, Feeling No* and *Talking About Touching* also emphasize the use of assertive body language. In these programs, children are taught and practice how to assertively say "no" to abuse attempts. This includes the use of such skills as direct eye contact, using a loud voice, erect posture and so on. *The Secret of the Silver Horse* can be criticized for omitting to teach children the skill of saying "no" to abuse attempts. While such a skill may seem obvious and simple, offenders themselves recommend that children should be taught this skill in order to reduce their vulnerability to abuse (Budin & Johnson, 1989).

While all of the programs taught children to report any sexual assault attempts as a method of avoiding abuse and identified who children can tell, some of the programs had children make lists of "helpers". The C.A.R.E. Kit, *Feeling Yes, Feeling No*, *Talking About Touching*, *Red Flag Green Flag People*, and *Take Care With Yourself* include the exercise of having children write down the names and phone numbers of people in the community who could help them in the event that

they were involved in a sexually abusive situation. This practice could possibly prevent ongoing abuse and encourage disclosures.

While it is recognized that learning assertive prevention strategies does not guarantee their use in an actual abuse situation, some of the programs appear to be more effective because of their incorporation of practice and role-play. This may help to reinforce the learning process. As stated by Kraizer (1986):

We must recognize how children learn. There is a massive difference for children between concept and action. A puppet show, movie, story book or game can teach concepts. But a concept never prevented child abuse . Children must learn these skills in their muscles. This means role-playing, walking through the techniques, practising, discovering what works and what does not. This is what children will ultimately call on in a situation where prevention strategies are needed. (p. 260)

A few of the programs also include themes other than those most commonly found in child sexual abuse programs. The C.A.R.E. Intermediate Program includes a section which teaches children about their own self-confidence and ways of improving it. This is an important concept for child sexual abuse prevention because enhanced self-confidence is believed to enable children to assert themselves. Offenders themselves specify that when choosing victims they seek out

children who appear to be lacking in self-confidence and who are vulnerable (Budin & Johnson, 1989; Conte, Wolf, & Smith, 1989).

The Take Care With Yourself program includes information on physical and emotional abuse as well as information on sexual abuse. Given the short length of this program it appears that the attempt at covering all types of child abuse detracts from thorough coverage of child sexual abuse issues. This program was missing many of the themes covered in other programs. As well, Take Care With Yourself also devotes a significant amount of time providing children with information that explains why offenders might abuse. The explanations offered include such factors as stress, unemployment, and divorce. It is important to recognize that these factors cannot excuse an offenders' behaviours. The implicit message here is that offenders have reasons for their behaviour which might make their abusive actions acceptable. If children are expected to feel that sexual abuse is never their own fault, they must be made to realize that offenders are solely responsible and to blame for sexually abusive acts.

The Red Flag Green Flag People program includes the concept of permission. Children are taught that they can give permission for someone to touch their bodies. This may be a problematic concept because even if a child says "yes" to an adult, the child is not usually in a position to give consent to sex acts with adults. Because they are children, they lack the information required to make decisions regarding sexual matters. They may not actually know to what they are consenting. As well, they may be in coercive situations where they do not have the real freedom to say yes or no. This may contribute to children blaming

themselves for their sexual abuse because they may feel that are somehow responsible for the abuse in that they gave "permission".

One other theme incorporated into some of the programs was that of responsibility. The two C.A.R.E. programs, Feeling Yes, Feeling No, and Talking About Touching all discuss sexual abuse prevention as a personal safety issue where children have a responsibility to take measures to protect themselves from sexual abuse. A debate exists on the responsibility issue. Some feel that prevention is unavoidably linked to responsibility and that children are obligated to take measures to protect themselves against exploitative situations (i.e., Kraizer, 1986). However, a consequence of teaching children that they are responsible for taking care of themselves may be that it contributes to blaming the child victim. The ultimate responsibility for child sexual abuse lies on the offender. While children can be empowered with skills that might help them to avoid abuse, they should not be held responsible for abuse which does occur.

Definitions of Sexual Abuse

The child sexual abuse prevention programs analyzed in this research use a variety of definitions of what constitutes sexual abuse (see Table 10). Programs that both define sexual abuse and explain the touch continuum may have the benefit of better clarifying sexual abuse for children. In these programs children are taught what sexual abuse actually is and the touch continuum further explains and gives examples of what sexual abuse might involve.

The Feeling, Yes Feeling No program offer the best definition of sexual abuse. The definition provided within this program indicates the

specific body organs (i.e., breasts, vagina, penis, bum) that are touched during sexual abuse rather than just specifying euphemisms such as "private parts". As well, the definition used in this program includes the broadest range of offenders and of sexually abusive acts.

Red Flag Green Flag People, My Feelings, The Secret of the Silver Horse, and No More Secrets for Me do not provide any definition of sexual abuse. Given that this concept may be a new one for many children involved in programs and that it may be a difficult concept for young children to fully understand, the omission of a concrete definition warrants criticism. Children should be familiar with the term "sexual abuse" and its meaning in order for program content to make sense and in order for them to discuss relevant issues.

With the exception of Take Care With Yourself, all of the programs use some version of the touch continuum or attempted to explain child sexual abuse using the concept of touch. It must be noted that criticism has been directed at the application of the touch continuum within child sexual abuse programs. For example, by relying on the explanation that sexual abuse involves touches that produce negative feelings, the touch continuum fails to account for the fact that sexual abuse can involve touches which may feel good to a child and that some forms of sexual abuse do not involve touching. Sexual abuse may also begin with touches that feel good and then progress to touches which feel confusing and bad (Kraizer, 1986). As well, young children may not be able to distinguish between such abstract concepts as "good" versus "confusing" touches (deYoung, 1988). Despite these problems, the touch continuum does provide a way of explaining the complex issue of sexual

abuse to children. Rather than eliminating the use of the continuum, perhaps it could be restructured in a way that addresses these issues.

Terminology

As indicated in the results section, only the two C.A.R.E. programs and the Feeling Yes, Feeling No program use the correct terminology to teach children about sexual anatomy. As well, although most of the programs are specific in their description of the sexual acts they describe, none of the programs include the acts of intercourse or oral sex. This is not surprising given that most programs try to divorce prevention efforts from sex education (Hodson and Skeen, 1987; Trudell and Whatley, 1988).

The avoidance of sexuality occurs for a number of reasons including the difficulty of getting programs implemented in schools, fears by parents and educators that overt sexual content may cause undue anxiety and fears amongst children, and feelings of discomfort by teachers at presenting sexually explicit materials. Although these concerns may be warranted, they must be weighed against the cost of ignoring or skirting sexuality and sex education within programs. Children may get the message that their bodies and sexuality are negative and shameful things, and that all sexuality is dangerous. They cannot be provided with useful skills to prevent sexual abuse in a climate in which presenters cannot be comfortable talking about sex. Sexual abuse does, after all, involve sex. Children need to be able to talk about sexuality and to know a proper sexual vocabulary in order to disclose about sexual abuse and sexual abuse attempts. Finally, the avoidance of

explicit terminology may only serve to exacerbate confusion among children.

For these reasons, the programs which incorporated correct sexual terms within them warrant praise. The C.A.R.E. programs also includes very descriptive anatomical illustrations of the human body which enhance learning. As previously mentioned, children need realistic accounts of sexual abuse incidents if they are to be expected to be able to prevent them from occurring. As well, even for very young children, knowledge about sexuality may help to reduce or overcome the trauma a child experiences as a result of sexual abuse (Gilgun, 1986). It seems reasonable to assume that program developers can incorporate frank sex education into prevention programs without traumatizing children because of such knowledge.

Student Assessment

As indicated in the results, only three of the child sexual abuse prevention programs include some sort of assessment of whether or not children actually learned any of the concepts taught in the programs. The two C.A.R.E. programs and the Talking About Touching program include student assessments in the form of brief knowledge tests.

Despite the problems in test designs discussed in the results section, the programs which include some sort of testing must be commended for doing so. Some sort of assessment is important for determining the value of programs and for alerting presenters about which concepts in the program contents may be difficult for children to understand. If presenters can identify problem areas by low test scores, they can review the problematic concepts. The C.A.R.E.

Intermediate Program also include an open ended questionnaire to assess student's opinions of the program. This is a valuable tool because students themselves can indicate any areas of the program that were difficult with and this can allow presenters to clarify the problem areas. As well, if enough attention is paid to student's test scores and comments, the information gleaned could perhaps be used by program developers when they are revising programs.

The value of knowledge tests as a form of student assessment and as an evaluation of prevention programs must be judged cautiously. Various studies which have been conducted to evaluate programs through knowledge tests have resulted in findings that indicate that there are in fact gains in student knowledge following the implementation of prevention programs (i.e., Madak & Berg, 1989; Sigurdson, Strang & Doig, 1987; Wolfe, MacPherson, Blount & Wolfe, 1986). While the gains in knowledge may be statistically significant, the increase in the number of questions answered correctly by students in absolute terms is often small. More importantly, there is no way of knowing that the knowledge gained will be transferred into behaviour. It is impossible to know if children will be able to remember and utilize the prevention skills learned in programs if they are in an emergency situation where fear and anxiety might interfere with what they "know". Ethically, children cannot be placed in situations where they would have to draw on their knowledge learned during prevention programs in order to assess the what is actually learned and retained. Therefore, despite the problems inherent in knowledge tests, they remain virtually the only tool that is available for assessing program value and student learning.

The issue of review is also important. Only the two C.A.R.E. programs, Feeling Yes, Feeling No, Talking About Touching, and Red Flag Green Flag People encourage the review of program materials. Reviewing and repeating the presentation of program concepts are important for reinforcing the learning process. Studies suggest that a review of program concepts after their initial presentation may increase student's retention of the material taught (Reppucci & Haugaard, 1989). A review of concepts during the course of program presentation and in particular a review of concepts found to be difficult for children to understand following knowledge tests, is an essential aspect of prevention programs.

Parental Involvement

As the results of this analysis indicated, the amount of parental involvement in the child sexual abuse prevention programs varies (see Table 14). The two C.A.R.E. programs have the most extensive parental involvement.

The importance of parents in prevention efforts cannot be underestimated. Parents are in a position to discuss sexual abuse issues with their children, to clarify concepts learned in schools, to answer their children's questions about child sexual abuse, and to establish family rules linked to prevention skills. Parents are very often the people children tell about sexual abuse incidents and parents must be aware of how to report the incident and how to appropriately respond to children. Therefore, attempts must be made by program implementers to include parents in prevention programs and to provide parents with as much information as possible on the topic of child

sexual abuse. It is critical that parents become aware of such information so that they can become active in prevention efforts and offer their own children information. This is not meant to imply that parents do not have a responsibility to seek out information on their own, but a coordinated effort by schools, community groups and parents is necessary to combat the child sexual abuse problem.

Some of the programs include take home activities for children. These activities are intended to be reviewed and completed by children together with their parents. This process allows for parents to be informed about the prevention concepts being taught and to continue the education process through discussion and clarification. Research has indicated that having children participating in sexual abuse prevention programs does generate discussion on the topic of sexual abuse between parents and their children (Binder, & McNeil, 1987; Nibert, Cooper, & Ford, 1989; Wurtele & Miller-Perrin; 1987).

Program developers sometimes experience difficulty in having their programs implemented in schools because of protests by school administrators and parents. While part of the concern surrounds the issue of sexuality and sex education, parents are also often concerned that child sexual abuse programs will have the adverse consequence of raising fear in their children. The two C.A.R.E. programs, Feeling Yes, Feeling No, Talking About Touching, and My Feelings address these concerns. Generally, these programs explain that the concepts taught within the programs are presented in non-threatening ways and that providing children with practical information may give them a sense of security. Incorporating this type of information within programs,

either for parents themselves or for presenters to provide for parents, may be an important means of increasing the probability of program acceptance. Studies have been conducted on the negative consequences of child sexual abuse prevention programs and have evidence that these programs do not promote emotional distress, fear, or behaviour problems among children (i.e., Swan, Press, & Briggs, 1985; Wurtele & Miller-Perrin, 1987). If programs do occasionally create discomfort and confusion among children, informed parents are in a position to comfort their children. In some cases, parents may be unwilling to discuss sexuality or child sexual abuse with their children and in these cases, no amount of program information for parents can ensure that the issues will be discussed.

While it may be unreasonable to expect that parents be involved in the actual classroom implementation of child sexual abuse prevention programs, their role in prevention efforts is vital. Therefore, programs must be designed in such a way that allows for maximum amounts of parental involvement. Parents cannot be forced to become involved with prevention efforts and it cannot be expected that parents who themselves sexually abuse their children will willingly participate in prevention efforts. However, given that offenders themselves recommend that parents become involved in prevention efforts (Budin & Johnson, 1989; Conte, Wolf, & Smith, 1989), parental involvement in prevention programs must be encouraged.

Program Evaluation

As indicated in the results section, each of the nine child sexual abuse prevention programs were evaluated using a numerical scoring

system. Following the tabulation of the program scores and an overall assessment of each program, the nine programs were rank ordered in terms of the quality of each program relative to each other.

Table 17 provides a summary explanation of the rationale used to rank order the child sexual abuse prevention programs. The programs are listed in Table 17 in the order of their ranking from best to worst. Table 17 provides information about the key factors which were considered in the scoring and ranking procedure. These include the age of the target audience, length, presentation methods, training for presenters, exhaustiveness of topic coverage, practice of skills, terminology, student assessment, and amount of parental involvement.

As Table 17 indicates, the two C.A.R.E. programs were judged to be the best of the nine child sexual abuse prevention programs, followed by Feeling Yes, Feeling No and Talking About Touching. Although Red Flag Green Flag People and My Feelings received the same total score on the numerical evaluation, Red Flag Green Flag People is a more structured program which includes lesson guides for facilitators and was therefore judged to be superior to the My Feelings program. Both of these programs contain valuable information suitable for very young audiences, but their brevity makes them appropriate for an introduction to the topic of child sexual abuse rather than for a complete prevention program.

The remaining programs, The Secret of the Silver Horse, Take Care With Yourself, and No More Secrets for Me, were judged to be lacking in many areas. Again, these programs contain valuable information relevant

Table 17
Program Evaluation

Program:

1. The C.A.R.E. Kit / The C.A.R.E. Intermediate Program

Total Score = 28/28

- Age appropriate program division; length varies by age group
- Very good variety in presentation methods
- Best provision of training for presenters; includes workshops, written material, lesson guides
- Inclusive Topic / Concept coverage
- Practise of skills; role play and assertive body language
- Use of correct terminology
- Best student assessment; includes student knowledge and opinions (Intermediate)
- Most extensive parental involvement; workshops, take home activities, homework assignments, supplementary information supplied, program evaluation

2. Feeling Yes, Feeling No

Total Score = 27/28

- Age appropriate; length allows for coverage of concepts
- Very good variety in presentation methods; excellent videos
- Very good provision of training for presenters; includes workshops, written material, lesson guides
- Inclusive topic / concept coverage
- Practise of skills; role play and assertive body language
- Use of correct terminology
- No student assessment
- Some parental involvement; workshop; supplementary information supplied

3. Talking About Touching

Total Score = 26/28

- Age appropriate, but could be divided by age; some concepts difficult for youngest grades
- Length allows for coverage of concepts; needs time guidelines
- Good variety in presentation; could use audio-visuals
- Training for presenters needs improvement; reliance on written materials; includes lesson guides
- Inclusive topic / concept coverage
- Practise of skills; role play and assertive body language
- Does not use correct terminology, reliance on euphemisms
- Includes student assessment; knowledge test
- Some parental involvement; brief information about program; supplementary information referenced; good take home activities

Table 17
Program Evaluation cont'd.

4. Red Flag, Green Flag People
 Total Score = 22/28

- No age specifications; contents appropriate for younger grades; too simplistic for older grades
- Brief, 3 session program; needs time specification
- Good variety in presentation methods; could use audio visuals
- Training for presenters needs improvement; needs to incorporate information for training; does provide lesson guides; lacks reporting information and symptoms of abuse
- Less extensive coverage of topics / concepts too brief for thorough coverage
- Includes role play - no practise of assertive body language
- Does not use correct terminology; reliance on euphemisms
- No student assessment
- Some parental involvement; meeting outlined only; brief program information, supplementary information referenced only.
- Colouring book taken home

5. My Feelings
 Total Score = 22/28

- Age appropriate
- 1 session event; needs time specification
- Good variety in presentation methods; could use audio visuals
- Poor training; only includes some guidelines for discussion in adult information section; no lesson guides
- Less extensive coverage of topics / concepts - too brief for thorough coverage
- Includes role play - no practise of assertive body language
- Does not use correct terminology; reliance on vague language to describe anatomy
- No student assessment
- Parental involvement only when program obtained and used by parents; supplementary information supplied.

Table 17
Program Evaluation cont'd.

6. The Secret of the Silver Horse
 Total Score = 18/28

- No age specification; appropriate for elementary children
 - 1 session event; needs time specification
 - Poor variety in presentation methods; printed materials only
 - Poor training; only includes reporting information; no guidelines for presentation
 - Less extensive coverage of topics / concepts - too brief
 - No role play / practise of skills
 - Does not use correct terminology; reliance on vague language to describe anatomy & sexually abusive acts
 - No student assessment
 - Parental involvement only when program obtained by parents
-

7. Take Care With Yourself
 Total Score = 14/28

- No age specification; contents appropriate for younger grades
 - 1 session event; needs time specification
 - Poor variety in presentation methods; printed material only
 - No training for presenters
 - Less extensive coverage of topics / concepts - too brief for thorough coverage; i.e. emotional, physical and sexual abuse
 - Emphasis on excusing offender
 - No role play / practise of assertive skills
 - Does not use correct terminology; reliance on euphemisms & vague specification of sexually abusive acts
 - No student assessment
 - Parental involvement only when program used by parents
-

8. No More Secrets for Me
 Total Score = 13/28

- No age specifications; required reading makes contents appropriate only for older elementary grades
 - 1 session event; needs time specification
 - Poor variety in presentation methods; printed materials only
 - No training for presenters
 - Less extensive coverage of topics / concepts - too brief for thorough coverage and concepts "buried" within story contents
 - No role play / practice of skills
 - Does not use correct terminology; reliance on vague language to describe anatomy & sexually abusive acts
 - No student assessment
 - Parental involvement only when program used by parents
-

to the topic of child sexual abuse, but there is room for improvement in such things as the variety of presentation methods and the terminology used within the programs. These programs might be suitable for home use in a one on one situation with parents and their children, but they lack any sort of presenter training and student assessment which would make them suitable for use with larger groups of children. Even as programs to be used in the home, Take Care With Yourself and No More Secrets for Me could be greatly improved by incorporating some background information on the topic of child sexual abuse for parents/care-givers.

Summary

According to Finkelhor's (1984) model of child sexual abuse, one precondition which must exist in order for child sexual abuse to occur is that the potential offender must overcome the child's resistance to sexual abuse. Knowledge about the phenomenon of child sexual abuse may be one way that children are able to resist abuse attempts. Educational programs that are intended to increase children's knowledge about sexual abuse address this precondition of Finkelhor's model. The focus of this research has been on providing a comparative analysis of nine child sexual abuse prevention programs. These programs have been described and comparatively evaluated using the research technique of content analysis.

The results of this analysis have shown that the child sexual abuse prevention programs vary on a number of dimensions. This includes differences in such factors as program length, content, parental involvement and training provided within programs for presenters. These

differences contribute to the quality of these prevention programs. The comparative evaluation performed here has resulted in a ranking of the programs which reflects the overall quality of each program relative to each other.

Limitations of the Study

Ideally, this report would have been considerably enhanced had it been possible to identify nine locations where each of the programs had, in fact, been implemented. Having such information would have made it possible to obtain actual program evaluations from those who had used or who were using the specific programs.

This research is also restricted by the limitation which affects the implementation of these programs in any context. Decisions about which programs will best inform and educate children are being made by adults who do not live in a child's world. There is really no way of overcoming this problem other than through testing, evaluation and relying on the judgments of experts in education. At times one suspects that some of the content has considerable adult appeal and may not, in fact, convey much meaning to the intended audience. For example, a song about protecting ones body may 'sound' appealing but may not perform the task of enabling the child to make the intended application.

Implications

The results of this study have demonstrated that there are differences in the quality of some of the child sexual abuse prevention programs currently available. Prevention materials are presented to children in different ways and it is reasonable to expect that the

effectiveness of achieving prevention goals is affected by these differences.

The evaluation of the programs in this study has pointed to several factors which must be assessed by school administrators, parents, and others when they are choosing a child sexual abuse prevention program. These include the age appropriateness of program contents, the training programs provide for presenters, the methods of presentation used within the programs, the topics covered within programs, and the extent of parental involvement in programs. When choosing from among the numerous prevention programs in existence, these factors must be considered so that the most effective programs can be chosen.

This decision process is difficult because of the lack of research currently available on the effectiveness of different kinds of programs. Research which addresses the goal of identifying the highest quality of prevention programming is needed. For example, future studies could concentrate on comparing different kinds of presentation methods and could identify those methods which yield the greatest increases in children's knowledge. Research determining the optimal length of programs, the spacing of sessions that yields long-term learning, and the identification of those aspects of the programs which seem the most salient for increasing children's understanding of prevention concepts would be very valuable. As well, studies which test for the effectiveness of different kinds of presenter training and parental involvement and their impact on knowledge gains would help to identify factors which might be critical for program effectiveness. Once findings from such research have been obtained program developers could

use them to make changes to their programs which would improve overall program quality.

This study has implications for educators in that it has shown that a systematic process can be followed when choosing among child sexual abuse prevention programs. Would be program implementers should assess the needs of their target group and then carefully review the programs available to them in order to ensure that specific needs and objectives are met. This entails a process similar to that which was followed in this research. School administrators, program facilitators and/or parents ought to take the time necessary to comparatively review the content of available programs. Only after such a systematic assessment has been completed can an informed decision be made in regard to choosing the best program for a particular constituency.

Future research could also concentrate on the prevention programs that are currently in existence. Although this study has provided an evaluative comparison of nine child sexual abuse prevention programs, there are many more programs that could be added to this list in a comparative fashion. While it is difficult to determine whether or not the use of prevention programs actually prevent child sexual abuse from occurring, studies which track the amount of disclosures of current abuse as a result of programs could help to have prevention programs gain acceptance.

There is no doubt that school based educational programs are an appealing avenue for child sexual abuse prevention efforts. Schools or group settings allow for an efficient way of reaching large numbers of children and this is a necessity for any prevention effort. Program

implementers must, however, be able to make informed choices when deciding upon which of the many prevention programs in existence to implement. They must be aware of the factors which determine the quality of sexual abuse prevention programs and be able to identify these factors in existing programs in order to choose the program which can best achieve the goal of helping children to resist sexual abuse.

Conclusions

The research conducted here has provided a comparative analysis of some of the child sexual abuse prevention programs currently in circulation in this province. Nine programs have been compared and evaluated. This review process resulted in a rank ordering of the programs in terms of their rated quality. The two C.A.R.E. programs which are separated by grade levels have been judged to be the best programs for use in a school setting.

It is hoped that the information provided in this study can be of help to those interested in implementing a child sexual abuse prevention program. It must be noted however, that the position of the C.A.R.E. programs relative to the other programs does not indicate that the perfect program has been found, nor does the relative lower positions of the other programs mean that they are not valuable sources of information. All of the programs analyzed here must be commended for the effort of attempting to impart children with information which might help them to resist abuse attempts. None of the programs contained misinformation. There is room for improvement in all of the prevention programs analyzed here if the goal of an ideal program is to be reached.

The ideal child sexual abuse prevention program must consider the cognitive development of the audience to which it is aimed and must then be geared to very specific age groups. An ideal program must provide adequate training for presenters and information for parents so that these people can be comfortable when discussing sexual abuse issues with children. Sufficient time frames must be allowed for so that concepts can be thoroughly covered and then reviewed. The ideal program must deal with the issue of presenting sex education as part of the prevention effort in a way that considers different age groups and in a way that blends in with the other subject matter within the program. Participation by students in a program must be encouraged and must involve both the practice of skills by pupils and some sort of assessment of knowledge gains made by students. Finally, the ideal prevention program must recognize the importance of parents in prevention and try to create a joint prevention effort which involves parents as much as possible along with formal program facilitators.

While the creation of an ideal prevention program is a useful goal, it must be recognized that even the best program may not necessarily be successful at preventing sexual abuse. Much of what is used during program development and what is perhaps the greatest limitation of this study, is that our current knowledge of child sexual abuse prevention is based on speculation. We assume that we know what types of skills will make children less susceptible to abuse and that children will actually be able to recall and use these skills in a potentially dangerous situation. In the worst case scenario where a child is abducted and abused by a stranger, even the best prevention programs would probably

not save the child from abuse. Prevention efforts geared towards children do not change the fact that the perpetrators are ultimately responsible for sexual abuse and that we somehow need to change their actions.

The constraints faced by would be program implementers must also be considered when planning an ideal prevention programming strategy. School administrators and others interested in utilizing prevention programs must deal with financial constraints, parents and community groups who might be opposed to sexual abuse prevention programs, and the problems involved in providing services for children who are involved in sexually abusive situations. We cannot assume that the educational system alone can help to overcome the problem of child sexual abuse. A coordinated effort where the responsibility of prevention is shared by schools, families and the community is necessary for prevention efforts to be effective.

The difficulty of these issues is compounded by the fact that we do not yet have evidence to show that child sexual abuse programs prevent child sexual abuse. While there is evidence to support that programs encourage disclosures, there is none to support that the programs prevent abuse from ever occurring in the first place. Despite the complexity surrounding the relatively new field of sexual abuse prevention, one thing is certain. Child sexual abuse does occur and it occurs at an alarmingly high rate. Therefore, even though prevention programs may never eliminate this social problem, efforts to further develop and investigate such programs is necessary when considering the alternative, which is to do nothing.

References

- Anderson, C. (1986). A history of the touch continuum. In M. Nelson & K. Clark (Eds.), The educator's guide to preventing child sexual abuse (pp. 15-25). Santa Cruz: Network Publications.
- Asher, S. J. (1988). The effects of childhood sexual abuse: A review of the issues and evidence. In L. Walker (Ed.), Handbook on sexual abuse of children (pp. 3-180). New York: Springer Publishing Company.
- Badgley, R. F., Allard, H. A., McCormick, N., Proudfoot, P. M., Fortin, D., Ogilvie, D., Rae-Grant, Q., Gelinas, P. M., & Sutherland, S. (1984). Sexual offenses against children in Canada. Report of the Committee on Sexual Offenses Against Children and Youths. Ottawa: Minister of Supplies and Services Canada.
- Bagley, C. (1986). Mental health and the in-family sexual abuse of children and adolescents. In B. Schlesinger (Ed.), Sexual abuse of children in the 1980's (pp. 30-50). Toronto: University of Toronto Press.
- Binder, R., & McNeil, D. (1987). Evaluation of a school-based sexual abuse prevention program: Cognitive and emotional effects. Child Abuse and Neglect, 11, 497-506.
- Browne, A., & Finkelhor, D. (1986). Initial and long-term effects: A review of the research. In D. Finkelhor and Associates (Eds.), A sourcebook on child sexual abuse (pp. 143-179). Beverly Hills: Sage Publications Incorporated.
- Budin, L. E., & Johnson, C.F. (1989). Sex abuse prevention programs: Offenders' attitudes about their efficacy. Child Abuse and Neglect, 13, 77-87.

- Butler, J. R., & Burton, L. M. (1990). Rethinking teenage childbearing: is sexual abuse a missing link. Family Relations, 39 (1), 73-80.
- C.A.R.E. Productions Association. (1981). The C.A.R.E. Kit. P.O. Box 183, Surrey, B.C.
- C.A.R.E. Productions Association. (1986). Feeling good about yourself: The C.A.R.E. intermediate program. P.O. Box 183, Surrey, B.C..
- Colby, I., & Colby, D. (1987). Videotaping the child sexual-abuse victim. Social Casework, 68 (2), 117-121.
- Committee For Children. (1983). Talking about touching: A personal safety curriculum. Committee for Children, P.O. Box 15190, Seattle, WA 98115.
- Conte, J. R., & Berliner, L. (1988). The impact of sexual abuse on children: Empirical findings. In L. Walker (Ed.), Handbook on sexual abuse of children (pp. 72-93). New York: Springer Publishing Company.
- Conte, J. R., Rosen, C., & Saperstein, L. (1986). An analysis of programs to prevent the sexual victimization of children. Journal of Primary Prevention, 6 (3), 141-155.
- Conte, J.R., Rosen, C., Saperstein, L., & Schermack, R. (1985). An evaluation of a program to prevent the sexual victimization of young children. Child Abuse and Neglect, 9, 319-328.
- Conte, J., & Schuerman, J. (1987). Factors associated with an increased impact of child sexual abuse. Child Abuse and Neglect, 11, 201-211.
- Conte, J.R., Wolf, S., & Smith, T. (1989). What sexual offenders tell us about prevention strategies. Child Abuse and Neglect, 13, 293-301).

- Daugherty, L. B. (1986). What happens to victims of child sexual abuse? In M. Nelson & K. Clark (Eds.), The educator's guide to preventing child sexual abuse (pp. 47-55). Santa Cruz: Network Publications.
- Department of Justice Canada. (1989). The secret of the silver horse. Ottawa: Minister of Supply and Service Canada.
- deYoung, M. (1988). The good touch/bad touch dilemma. Child Welfare, 27 (1), 61-68.
- Finkelhor, D. (1979). Sexually victimized children. New York: Free Press.
- Finkelhor, D. (1984). Child sexual abuse: new theory and research. New York: Free Press.
- Finkelhor, D. (1986). The prevention of child sexual abuse: An overview of needs and problems. In B. Schlesinger (Ed.), Sexual abuse of children in the 1980's (pp. 16-29). Toronto: University of Toronto Press.
- Finkelhor, D. & Baron, L. (1986). High-risk children. In D. Finkelhor and Associates (Eds.), A sourcebook on child sexual abuse (pp. 60-88). Beverly Hills: Sage Publications Incorporated.
- Finkelhor, D. & Browne, A. (1988). Assessing the long-term impact of child sexual abuse: A review and conceptualization. In L. Walker (Ed.), Handbook on sexual abuse of children (pp. 55-71). New York: Springer Publishing Company.
- Fromuth, M. E. (1986). The relationship of childhood sexual abuse with later psychological and sexual adjustment in a sample of college women. Child Abuse and Neglect, 10, 5-15.

- Gelinas, D. G. (1983). The persisting negative effects of incest. Psychiatry, 16, 312-332.
- Gilgun, J. (1986). Sexually abused girls' knowledge about sexual abuse and sexuality. Journal of Interpersonal Violence, 1 (3), 309-325.
- Gothard, S. (1987). The admissibility of evidence in child sexual abuse cases. Child Welfare, 66 (1), 13-23.
- Government of Canada (1986). Guide to the federal government's response to the reports on sexual abuse of children, pornography and prostitution. Ottawa: Minister of Supply and Services Canada.
- Government of Manitoba (1986). Guidelines on identifying and reporting child abuse. Winnipeg: Manitoba Community Services.
- Haugaard, J. J., & Reppucci, N. D. (1988). The sexual abuse of children: A comprehensive guide to current knowledge and intervention strategies. San Francisco: Jossey-Bass Publishers.
- Harvey, P., Forehand, R., Brown, C., & Holmes, T. (1988). The prevention of sexual abuse: Examination of the effectiveness of a program with kindergarten-age children. Behavior Therapy, 19, 429-435.
- Hodson, D., & Skeen, P. (1987). Child sexual abuse: A review of research and theory with implications for family life educators. Family Relations, 36, 215-221.
- Jehu, D., & Gazan, M. (1982). Long range effects of sexual abuse on victims. Manitoba Proceedings of the Conference on Sexual Abuse of Children (pp. 188-207). Winnipeg: Department of the Attorney General.
- Kraizer, S. (1986). Rethinking prevention. Child Abuse and Neglect, 10, 259-261.

- Madak, P., & Berg, D. (in press), The prevention of sexual abuse: An evaluation of "Talking About Touching". Canadian Journal of Counselling.
- Miller-Perrin, C. L., & Wurtele, S. K. (1988). The child sexual abuse prevention movement: A critical analysis of primary and secondary approaches. Clinical Psychology Review, 8 (3), 313-329.
- Morgan, M. K. (1984). My feelings. Eugene, Oregon: Equal Justice Consultants and Educational Products.
- National Film Board of Canada. (1984). Feeling yes, feeling no: A sexual assault prevention program for young children. Ottawa: Queen's Printer.
- Nibert, D., Cooper, S., & Ford, J. (1989). Parents' observations of the effect of a sexual-abuse prevention program on preschool children. Child Welfare, 28 (5), 539-546.
- Painter, S. L. (1986). Research on the prevalence of child sexual abuse: New directions. Canadian Journal of Behavioural Science, 18 (4), 323-339.
- Pelletier, G., & Handy, L. C. (1986). Family dysfunction and the psychological impact of child sexual abuse. Canadian Journal of Psychiatry, 31, 407-412.
- Peters, S. D., Wyatt, G. E., & Finkelhor, D. (1986). Prevalence. In D. Finkelhor and Associates (Eds.), A sourcebook on child sexual abuse (pp. 15-55). Beverly Hills: Sage Publications Incorporated.
- Plummer, C. A. (1986). Prevention education in perspective. In M. Nelson, & K. Clark (Eds.), The educator's guide to preventing child sexual abuse (pp. 1-5). Santa Cruz: Network Publications.

- Rape and Abuse Crisis Center. (1987). Red flag, green flag people. P.O. Box 1655, Fargo, ND.
- Reppucci, N. D., & Haugaard, J. J. (1989). Prevention of child sexual abuse: Myth or reality. American Psychologist, 44 (10), 1266-1275.
- Rimsza, M. E., Berg, R. A., & Locke, C. (1988). Sexual abuse: Somatic and emotional reactions. Child Abuse and Neglect, 12, 201-208.
- Robertson, J. R. (1988). Current issue review on sexual offences against children: The Badgley report. Ottawa: Minister of Supply and Services Canada.
- Russell, D. E. (1983). The incidence and prevalence of intrafamilial and extrafamilial sexual abuse of female children. Child Abuse and Neglect, 7, 133-146.
- Seng, M. J. (1986). Sexual Behavior between adults and children: Some issues of definition. Journal of Offender Counseling, Services and Rehabilitation, 11 (1), 47-61.
- Sgroi, S. M. (1982). Handbook of clinical intervention in child sexual abuse. Lexington: D. C. Heath.
- Sigurdson, E., Strang, M., & Doig, T. (1987). What do children know about preventing sexual assault? How can their awareness be increased? Canadian Journal of Psychiatry, 32 (7), 551-557.
- Silbert, M., & Piven, A. (1981). Sexual abuse as an antecedent to prostitution. Child Abuse and Neglect, 407-411.
- Swan, H., Press, A., & Briggs, S. (1985). Child sexual abuse prevention: Does it work? Child Welfare, 24 (4), 395-405.

- Tharinger, D. J., Krivacska, J. J., Laye-McDonough, M., Jamison, L., Vincent, G. G., & Hedlund, A. D. (1988). Prevention of child sexual abuse: An analysis of issues, educational programs, and research findings. School Psychology Review, 17 (4), 616-634.
- Trudell, B., & Whatley, M. (1988). School sexual abuse prevention: Unintended consequences and dilemmas. Child Abuse and Neglect, 12, 103-113.
- Van Dam, C., Halliday, L., & Bates, C. (1985). The occurrence of sexual abuse in a small community. Canadian Journal of Community Mental Health, 4 (1), 105-111.
- Wachter, O. (1983). No more secrets for me. Boston: Little, Brown and Company.
- White, L. A., & Spencer, S. L. (1983). Take care with yourself. U.S.A.: Daystar Press.
- Wodarski, J. S., & Johnson, S. R. (1988). Child sexual abuse: Contributing factors, effects and relevant practice issues. Family Therapy, 15 (2), 157-173.
- Wolfe, D.A., MacPherson, T., Blount, R., & Wolfe, V. (1986). Evaluation of a brief intervention for educating school children in awareness of physical and sexual abuse. Child Abuse and Neglect, 10, 85-92.
- Wurtele, S. K. (1987). School-based sexual abuse prevention programs: A review. Child Abuse and Neglect, 11, 483-495.
- Wurtele, S., Marrs, S., & Miller-Perrin, C. (1987). Practice makes perfect? The role of participant modelling in sexual abuse prevention programs. Journal of Consulting and Clinical Psychology, 55 (4), 599-602.

- Wurtele, S. K., & Miller-Perrin, C. (1987). An evaluation of side effects associated with participation in a child sexual abuse prevention program. Journal of School Health, 57 (6), 228-231.
- Wurtele, S. K., Saslawsky, D., Miller, C., Marrs, S., & Britcher, J. (1986). Teaching personal safety skills for potential prevention of sexual abuse: A comparison of treatments. Journal of Consulting and Clinical Psychology, 54 (5), 688-692.
- Wyatt, G. E. (1985). The sexual abuse of Afro-American and White-American women in childhood. Child Abuse and Neglect, 9, 507-519.
- Wyatt, G. E., & Peters, S. D. (1986). Methodological considerations in research on the prevalence of child sexual abuse. Child Abuse and Neglect, 10, 241-251.
- Zellman, G. (1990). Linking Schools and Social Services: The case of child abuse reporting. Educational Evaluation and Policy Analysis, 12 (1), 41-55.

Appendix A

Coding Sheet

General Program Information

Program Name:

I. Program Rationale (i.e., scope of problem, importance of program)

- yes
 brief
 extensive
 no

II. Identification of Sexually Abused Children

- Symptoms listed
 Symptoms not listed

III. Reporting Information For Presenters

- Legal Responsibility to Report Specified
 yes no
 Who to Report To Specified
 yes no

IV. Information for Presenters on Reacting to Disclosures

- yes no

Information for Ongoing Reaction/Interaction With Children who Disclose

- yes no

V. Information for Parents

- Reporting Information
 yes no
 Responding Information
 yes no

VI. Parental Concerns About Program Addressed

- yes no

Specific Program Content

I. Program Objectives:

- Overall Objectives
 - Stated, list
 - Not stated
- OBJECTIVES, CLASSIFICATION
 - Primary prevention
 - Secondary prevention
 - Both: Primary & Secondary
 - Other, specify

II. Target Audience:

- Specified: Age Level
 - list:
 - Grade Level
 - list:
 - Not Specified
 - list (if any age information)

III. Mode of Presentation:

- AUDIOVISUAL
 - Films, specify
 - Slide presentations, specify
 - Video tapes, specify
 - Other, specify
- PRINTED MATERIALS
 - Structured curricula
 - Books
 - Colouring books
 - Posters/Pictures (specifically related to themes)
 - Other, specify
- THEATRICAL PRESENTATIONS
 - Plays/skits
 - Puppet shows
 - Other, specify
- LECTURES
 - Lectures by presenter (no child involvement)
 - Class discussion
 - Role playing
 - Other, specify
- COMBINATIONS (specify)
- Presentation Methods Suggested But Not Provided; (specify)

IV. Subject Content/Themes:

- Sexual offender identification (proximity continuum)
 - stranger
 - friends
 - family members
 - parents
 - adults only
 - peers
 - authority figures (teachers, etc.)
 - other, specify

- Body Ownership
 - emphasized
 - not emphasized
 - rightful accessors
 - described
 - not described

- Behavioral/Assertiveness Skills
 - say "NO"
 - hit/kick, fight back
 - run away
 - report attempts
 - other, specify

- Precautions to Avoid Abuse
 - avoidance (i.e., do not get into strangers cars)
 - reporting unusual incidents/persons
 - potentially dangerous situations exemplified (i.e., alone with babysitters), list:
 - other, specify
 - none specified

- Secrecy
 - secrets not kept
 - always tell someone
 - who to tell, specify:
 - repeated telling
 - not addressed

- Blame for abuse
 - not abused person's fault
 - not addressed

- The Abuser
 - evil, bad
 - ill, sick
 - no mention

- Force/coercion exemplified
 - bribes
 - lies
 - threats
 - physical force
 - other, specify
- not addressed

Other Themes, Specify

V. Sexual Terminology

- Sexual Abuse:
 - defined
 - undefined
 - touch continuum
 - (good, bad, confusing)
 - Other variations, describe
 - other, specify
- Acts of Sexual Abuse
 - vague
 - specifically described
- Range of Sexually Abusive Acts Described
 - exposure
 - kissing
 - fondling
 - encouraged to touch other person
 - oral sex
 - intercourse
 - prostitution
 - pornography
 - other, specify
- Body Parts, Terminology
 - euphemisms (i.e., private zones), specify
 - correct terminology
 - vague
 - examples:
 - program encourages correct terminology,
but does not incorporate it

VI. Program Length

- one event
 - recommended time
 - recommended time not specified
- more than one session
 - number of sessions
 - recommended time per session
 - recommended time per session not specified
- program incorporated into overall school curriculum
- Review
 - encouraged
 - not encouraged

VII. Primary Program Presenters

- teachers
 - regular classroom teachers
 - specialists
- parents
- self taught
- others, specify (i.e., volunteers, specialists, police)
- Various presenters are specified,
(could be a variety of persons) list possibilities:
- not specified

VIII. Preparation/training for Presenters

- workshops
- curricula guides
- literature incorporated into program
- additional literature
 - provided
 - referenced
- other, specify
- no preparation, training

Resource Materials:

Listed yes no

Resources Listed

- films
- anatomically correct dolls
- books for teachers
- books for students/children
- books for parents
- other, specify

IX. Parental Involvement

program could be obtained/used by parents
 information for parents provided within program
 supplementary parental information referenced
 yes no

involved in program implementation
 not involved in program implementation
 other, specify:
 Adjunct Involvement

parent/child interaction encouraged through
 home activities
 yes no

Homework for students
 yes, describe no

X. Student Assessment

Knowledge tested yes No
 Other student evaluations, specify (i.e., opinions)

XII. Over all comments/impressions (i.e. quality of content, training, presentation modes, parental involvement)

XIII. Coder's Personal Ratings

Overall impression

1	2	3	4	5	6	7	8	9
Poor								Excellent

'Appropriate' (intended audience would understand)

1	2	3	4	5	6	7	8	9
Poor								Excellent

Primary Prevention, achievement

1	2	3	4	5
Not				Achieved
Achieved				

Secondary Prevention, achievement

1	2	3	4	5
Not				Achieved
Achieved				

Appendix B
Cover Letter

Cheryl Fraehlich
166 Beckinsale Bay
Winnipeg, Manitoba
September 27, 1990

John Doe
Organization Name
1 Any Street
Winnipeg, Manitoba
HOH OHO

Dear :

As I explained during our telephone conversation, I am a Masters student in the department of Family Studies at the University of Manitoba. I am currently conducting research for my thesis on the topic of child sexual abuse prevention programs. As part of this research project I require information from professionals who have worked with some of these programs. Please find enclosed the survey which I would like for you to complete and return to me by October 5, 1990, in the enclosed stamped envelope.

Your responses will be kept confidential and your identity will be known only by myself. Neither your name nor your position in the community will be identified in the thesis. Please feel free to make any comments and notations about the program you are addressing, as I will welcome and appreciate your opinions and ideas.

If you have any questions regarding the research or the survey, please feel free to contact me at 254-2736. Thank you for consenting to assist in this research. Your time and effort are greatly appreciated.

Sincerely,

Cheryl Fraehlich

Enclosures

Child Sexual Abuse Prevention Program Evaluation Cont'd.
Please Provide Additional Comments Which Would Express Your
Evaluation of the Program: