

DESIGN AND FIELD TEST OF
PREVENTATIVE PROGRAM OF CHILD SEXUAL ABUSE
GRADES FOUR AND FIVE

by

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Design and Field Test of Preventative Program Of Child

Sexual Abuse Grades Four and Five

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ABSTRACT

A preventative program of child sexual abuse for Grades Four and Five was designed and field tested. The program was designed in consultation with Child Abuse Research and Education's program developers, parents, teachers, counselors, principals, district administrators, and various community resource professionals. The most recent research on child sexual abuse was considered in the development. The program was field tested in 12 classrooms, by 263 students. Two French immersion classes received the program in French. The other ten classes received it in English. Teachers, students, and parents involved in the field test used questionnaires and rating scales to evaluate the program. The purpose of the evaluation was to collect information to improve and revise the program. Evaluation data were used to refine the program. Further research is needed to assess the effectiveness of the program on the prevention of child sexual abuse.

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CHAPTER 1

Introduction

In recent years society has become increasingly aware of the problem of sexual abuse. Media attention focusing on sexual abuse has raised the public's level of consciousness. The women's movement and the children's protection movement are responsible for drawing attention to the problem (Finkelhor, 1984). The community is alarmed at the existence and extent of sexual abuse.

Canadians are deeply concerned about the need to provide better protection for sexually abused and exploited children and youths. This strongly held concern is national in scope. It cuts across all social, religious and political boundaries.

(Badgley, 1984, p. 29)

Child sexual abuse is a widespread social problem. Since the late 1970's society has become increasingly aware of the sexual victimization of children (Finkelhor, 1984). In British Columbia, the problem received public notoriety when a school teacher, Robert Noyes, was convicted of sexually abusing a number of his students in successive school districts, and over a number of years. The frequency and prevalence of the problem is alarming.

The growing recognition of child sexual abuse can be traced in the trends occurring in the reporting of these offences in the annual statistics reports of provincial child protection services.... Prior to 1977, there were few references to child sexual abuse in the

annual reports of provincial child protection services and few statistics listing these incidents. This situation changed in 1977 when 300 sexually abused children were identified. There was an increase of 431 percent by 1980 when 1593 cases were reported.

(Badgley, 1984, p. 127)

The number of incidents of child abuse (including, but not exclusively, sexual abuse) in British Columbia is soaring--from 605 reported cases in 1978 to 2,500 reported cases in 1984.

(Canadian Red Cross Society, 1985, p. 1)

In British Columbia a person is obliged under law to report suspected child abuse. The Family and Child Service Act (1981), Section 7(1) states:

A person who has reasonable grounds to believe that a child is in need of protection is to report forthwith to the superintendent, or a person delegated by him to receive reports, including those social workers who respond to calls to the Helpline for Children.

(Province of British Columbia, 1979, p. 24)

Professionals in the fields of health, human resources, law, and education suspect a high correlation between increased public awareness and revised mandatory reporting laws, and the number of reported cases (Badgley, 1984). There is still, however, an urgent need for more public education, revisions in the justice system, prevention, and treatment of the problem. A discussion of all of these areas is far beyond the scope of this paper. As an educator, I am most concerned with the prevention of sexual abuse.

Statement of the Problem

The purpose of this thesis is to document the process of the development, implementation, evaluation, and revision of a child sexual abuse prevention program for grades four and five. An educational kit, the Child Abuse Research and Education (C.A.R.E.) Kit has been designed for the primary grades. It teaches young children to be assertive and to protect themselves from unwanted touching. Parents, administrators, and teachers alike indicated the need for a follow-up program at the intermediate level.

Background of the Primary C.A.R.E. Kit

In 1979, the Surrey Royal Canadian Mounted Police (R.C.M.P.) Crime Prevention Unit approached the Surrey School Board regarding educational programs dealing with the topic of sexual abuse. The R.C.M.P. was concerned about the increasing number of reported cases of sexual abuse in the community. Subsequent to finding that there was a lack of preventative material on the subject, the School Board formed a committee to develop a suitable program.

Child Abuse Research and Education Productions Association of British Columbia was formed in 1980 to prevent child sexual abuse. A committee consisting of professionals in education, health, social services, and law enforcement was instrumental in the development and implementation of a preventative kit suitable for the primary grades (Kindergarten to Grade Three).

In 1982 the primary kit was pilot tested in 12 classrooms in Surrey. It was evaluated by parents, students, educators and a special evaluation team. The evaluators' report stated:

The pilot program was received favorably by the parents, teachers, administrators, government officials and pupils. When the results and responses were presented to the School Board officials on May 19th, 1982, they were accepted unanimously and a motion was passed to make the C.A.R.E. Kit available to schools for the School Year 1982 - 83. In conclusion, the program can be termed a great success.

(Lennox, 1982, p. 34)

The kit has since been revised according to the recommendations in the evaluator's report. C.A.R.E. Productions relies on corporate, foundation and public donations, and government grants to produce and distribute the material. The kit is available and distributed on an international basis.

The Initiation of the Intermediate C.A.R.E. Program

As a teacher in the Abbotsford, B.C. School District, I was asked to attend a one-week workshop on child sexual abuse and the C.A.R.E. kit in the summer of 1983. At this time I was trained as a facilitator, qualified to teach the other primary grade teachers in the District about the kit and to conduct parent information meetings. The program was widely accepted; at every parent meeting, however, there were requests for a comparable program for older students. In March, 1986, I approached C.A.R.E. Productions, inquiring about the

possibility of developing an intermediate grade program. C.A.R.E. was interested in my proposal, since they received daily requests for such a program. After consulting with counsellors, administrators, and intermediate grade teachers, I decided to limit the program to Grades Four and Five because the groups believed that the maturity level and needs of students from Grades Four to Seven were too broad to be sufficiently addressed in one program. I wrote the program in consultation with C.A.R.E.'s program developers, parents, teachers, counsellors, principals, district administrators, and various community resource professionals. I conducted the teacher in-service for the field-test, and the parent information meetings. The program was field-tested in 12 grade four and five classrooms in the Abbotsford School District. The same material was taught in both grades. During the field-test, I acted as an internal consultant, attempting to facilitate program implementation and alleviate teacher concerns. At the completion of the program, I collected evaluations by students, parents, and teachers, which I used to revise the program.

Chronological Review of Key Events

Initiation of the program

1. Winter/Spring 1986

- need was determined for a program by interviewing and/or questioning parents, students, teachers, administrators and counsellors

- existing prevention programs were reviewed
- after consulting with teachers, I decided to use the medium of a video movie followed by lesson cards
- met with District Superintendent to discuss program
- he recommended schools to field-test program

Development of the program

2. Spring/Summer 1986

- literature on sexual abuse was used to develop program
- primary C.A.R.E. kit provided a framework for the lessons
- first draft of a program was presented to a group of teachers, parents, administrators, district administrators, and community resource personnel
- revisions were made based on input at meeting

3. Fall 1986

- funding to publish program was secured
- program was presented to C.A.R.E. Board of Directors

4. Winter 1987

- program was presented to District Superintendent, Assistant Superintendent, and Supervisor of Special Education
- revisions were made based on input at meeting

- program was presented to principals, teachers, elementary school counsellors, parents, and representatives from Mental Health, Police and Human Resources
- revisions were made based on input at meeting

Implementation of the program

5. Spring 1987

- program was presented to the Abbotsford School Board
- permission was granted to field test the program in Abbotsford
- program was duplicated in English and French
- teachers involved in field-test received in-service
- program was presented to principals of field-test schools to keep them informed
- program was presented to parents
- program was field-tested

Evaluation and revision of the program

- teachers, parents, and students evaluated the program

6. Fall 1987

- program was revised based on evaluations
- planning for implementation on a broader scale and for periodic evaluating to determine the need for further refinements

Organization of Document

This thesis is organized into six chapters. Chapter Two provides a review of the literature and programs presently available; it discusses the dynamics of child sexual abuse. Chapter Three describes the development of the program. Chapter Four documents the process of the implementation of the program in terms of Fullan's (1982) model. Chapter Five provides data from the field test and a review of the results. Chapter Six offers reflections on the field-test and implications of the study.

CHAPTER 2

Review of the Literature

Throughout the document sources of information are used as they become relevant. The discussion on the development of the program refers to the work of Bloom (1956). Bloom's taxonomy of cognitive objectives was used to design discussion questions and suggested lesson activities. The work of Fullan (1982) was used to guide the adoption, implementation and continuation phases of the program. The evaluation phase of the program was guided by the work of several theorists, namely, Cronbach (1963); Patton (1980); Scriven (1986); Stake (1973); and Stufflebeam (1986). These theorists have addressed issues relevant to the present study, i.e., formative evaluation and evaluator bias. The ensuing discussion focuses on a review of the literature on child sexual abuse.

An examination of the literature on child sexual abuse helps to provide some insight into the problem. This chapter describes the dynamics and incidence of the problem. The discussion also includes the feminist approach to child sexual abuse. Child sexual abuse is discussed in relation to the offender, the victim and family. Case studies and relevant points in the literature are used to support the discussion. Materials designed to prevent child sexual abuse are reviewed. A review of the available materials revealed a lack of suitable prevention programs, therefore I concluded that there was a

need for the proposed program.

The Problem of Child Sexual Abuse

Sexual abuse is defined as: "the sexual exploitation of a child who is not developmentally capable of understanding or resisting the contact, or a child or adolescent who may be psychologically and socially dependent upon the perpetrator" (Province of British Columbia, 1979, p. 24). In approximately 75 percent of the reported cases the offender is someone known and trusted by the child, such as a parent, relative, friend, neighbour or teacher (Badgley, 1984; DeFrancis, 1969; Finklehor, 1979; Justice & Justice, 1979; Russell, 1984; Walters, 1975). The abuse ranges from offender exhibitionism, through fondling of the victim's genitals, to vaginal, anal, or oral intercourse (DeFrancis, 1969; Geiser, 1979; Kempe & Kempe, 1984). The most common type of child sexual abuse involves touching and fondling of the genitals (Berliner & Stevens, 1979; Finklehor, 1979). Tricks, bribes or threats are often used to keep it a secret (Burgess & Holstrom, 1978; DeFrancis, 1969; Groth, 1978).

Silence and "keeping the secret" is a central dynamic of sexual abuse. Fear and shame keep sexually abused children and adult survivors silent, often for a lifetime. Yet, the cost of that silence is high when one considers that almost every facet of a person's functioning may be affected by the abuse. (Hyde, 1984, p. 450)

Victims of sexual abuse often experience a variety of psychological problems. These problems range from somatic complaints such as stomach and throat aches; through sleep related problems such as nightmares and insomnia; to self destructive behaviours such as suicide. Victims often report feelings of guilt, depression, withdrawal and low self-esteem (Adams-Tucker, 1982; Buck & Forward, 1978; Greenberg, 1979; Herman, 1981; and Hyde, 1984). As children, the victims often have difficulty relating to schoolmates, parents, and siblings (Adams-Tucker, 1982). Once grown to adulthood, the victims may experience a variety of sex-related problems contributing to difficulties in forming lasting relationships and marital problems (Greenberg, 1979; Hyde, 1984).

Irrevocable damage has been done to a child's developmental process, and there is insufficient ego strength available for the victim to cope with the frustration, rage and conflict sexual abuse generates. These feelings heighten the already significant loss of self esteem and unresolved grief and anger felt by the victim and precipitate, in adolescence, the urgent need to find relief from the burden of his or her secret, resulting in what professionals label "anti-social" behaviour. (Butler, 1985, p. 38)

Sexual abuse that continues over a period of years may lead the victim to such self destructive behaviour as alcoholism, drug abuse, suicide, crime or prostitution (Buck & Forward, 1978; Daugherty, 1986; Greenberg, 1979; Kempe & Kempe, 1984).

The statistics on sexual abuse suggest the magnitude and the severity of the problem. The findings of some surveys (DeFrancis, 1969; Finklehor, 1979) indicate that sexual abuse of children is more prevalent among families of lower socioeconomic status. DeFrancis (1969) found 50 percent of the families in his sample were wholly or partially supported by welfare. Finklehor (1979) found girls from lower income families were 60 percent more vulnerable to incest and sexual abuse than other girls in the sample. It is likely that these surveys were biased against groups of lower socioeconomic status. Many researchers believe that sexual abuse occurs in all socioeconomic levels, but that middle and upper class families have easier access to private therapy, thus decreasing the number of cases brought to the attention of public agencies (Butler, 1985; Finklehor, 1984; Kempe & Kempe, 1984; Walters, 1975).

Estimates of the incidence of child sexual abuse vary widely depending on the researcher's definition of incest and sexual abuse, the ages of the victims and offenders, and the size and characteristics of the population sample (Greenberg, 1979). Badgley (1984) found one in two females and one in three males were victims of unwanted sexual acts when they were children or youths. Finkelhor (1979) found 19 percent of the girls in his survey of 796 college students experienced sexual victimization. He also found 9 percent of the boys experienced sexual victimization. Russell (1984) found 54 percent of 930 women reported incestuous abuse or extrafamilial sexual

abuse or both before 18 years of age. Daugherty (1986) estimates that one in four girls and one in seven boys are victims of a type of sexual abuse before the age of 18. The victims range from infants to adolescents under 18 years of age. The average age of male and female victims is nine to eleven years old (DeFrancis, 1969; Finklehor, 1979, 1984; Geiser, 1979). At all age levels, girls are more sexually victimized than boys (DeFrancis, 1969; National Center on Child Abuse and Neglect, 1981). Finklehor (1979) suspects a greater number of boys are being sexually abused than the statistics indicate. Badgley (1984) found female victims were more than twice as likely to report sexual abuse than boys. Finklehor (1984) suggests male socialization and fear of homosexuality as reasons for underreporting of male sexual abuse.

The Feminist Approach to Child Sexual Abuse

The feminist movement has provided theories of the causes of child sexual abuse. Butler (1978); Herman (1981); Rush (1980); and Russell (1984) have contributed to our understanding of the problem. The feminists believe that child sexual abuse is a social problem which stems from the socialization process of males and females. In 94-97 percent of the reported cases of sexual abuse the offenders are male (DeFrancis, 1969; Finklehor, 1979; Russell, 1984). Feminists believe that the socialization process is partially responsible for this statistic. Men are not encouraged to express their feelings

except in sexual ways, conversely, females are allowed to express their feelings in sexual and nonsexual ways (Russell, 1984).

Butler (1978) identifies age and gender as key factors contributing to the problem of child sexual abuse. Males, traditionally in a position of power, are socialized to be attracted to younger weaker females. This imbalance of power between males and females is central to child sexual abuse. Rush (1980) and Russell (1984) believe the media also contributes to the existence of the problem. Pornography and sexually suggestive advertising showing female children and adults in a passive, seductive manner contribute to society's tolerance of child sexual abuse.

The Offender

Characteristics of Offenders

A. Nicholas Groth (1978), a clinical psychologist working with offenders, has reported the following information about 175 of his clients. All committed their first offence by age 40, and over 80 percent were first offenders by age 30. There is no significant difference in the intelligence between offenders and the population in general. There is no evidence of homosexuality in his clients. The majority of the offences involve one offender. The offenders are usually not psychotic, retarded, or criminal. Fewer than one third of Groth's clients were alcohol- or drug-dependent. The use of alcohol is often noted in cases of child sexual abuse (Kempe & Kempe, 1984;

Renvoize, 1982). Finklehor (1979, 1984) suggests that alcohol is likely used as an excuse or rationalization for the abusive behaviour.

On a more psychological level, the offender is characterized by:

a sense of isolation or alienation from others, an ineptitude in negotiating interpersonal relationships, deep-seated feelings of inadequacy, and a tendency to experience themselves as helpless victims of an overpowering environment.... The child offender appears handicapped by poor impulse control, especially in regard to sexuality; poor ability to tolerate frustration or to delay immediate gratification of his needs; and low self-esteem. He is relatively helpless in meeting psychosocial life-demands and appears to be concerned only with his own needs and feelings. There is a relative insensitivity or unawareness of the needs and feelings of others and little insight into or understanding of his own behaviour.

(Groth, 1978, p. 23)

Types of Offender

Groth (1978) categorizes the offender into two types, fixated and regressed pedophile, depending on the level of psychosexual development and primary sexual orientation. Pedophilia is defined as: "the preference of an adult for prepubertal children as the means of achieving sexual excitement" (Kempe & Kempe, 1984, p. 11). Groth (1978) uses the terms offender and pedophile interchangeably.

Fixated offender. The fixated offender is described as: "a person who has from adolescence been sexually attracted primarily or exclusively to significantly younger people, and this attraction persisted throughout his life, regardless of what other sexual experiences he has had" (Groth, 1978, p. 6). The fixated offender

rarely becomes involved with adults, and even more rarely initiates contact with them. In some cases he may be afraid of rejection, but usually he simply does not find adults sexually attractive. He sometimes marries, but only in order to gain access to children. A fixated pedophile may also attempt to become involved with children through activities such as coaching, counselling or teaching. He becomes very skillful at befriending children in a non-threatening manner, he relates easier to them than adults. His sexual preference is males. He rarely shows guilt or remorse about his offences. He often feels compelled to act out his sexual fantasies about children (Groth, 1978). Consider the case of Jeff, who was sexually abused by two teenage boys, as well as his own father during his pubescent years. At the age of 20, Jeff was arrested for performing oral sex on two young boys.

Jeff masturbates to fantasies of young boys whom he finds physically attractive because "their bodies are soft and smooth and they are sexually innocent." He fantasizes that they will enjoy the sexual encounter and seek further contact. He is repelled by the thought of adult men and women as sexual partners and finds adult homosexuality particularly offensive.

(Groth, 1978, p. 8)

His behaviour is not precipitated by stress, rather it is "an attempted resolution--albeit a maladaptive one--to specific life issues or conflicts encountered in his psychosocial development" (Groth, 1978, p. 7).

Regressed offender. In contrast, a regressed offender's behaviour is usually brought on as an attempt to deal with specific, present stresses of life (Groth, 1978). The regressed offender is: "a person who originally preferred peers or adult partners for sexual gratification. However when these adult relationships became conflictual in some important respect, the adult became replaced by the child as the focus of this person's sexual interests and desires" (Groth, 1978, p. 9). The regressed offender tends to be older than the fixated offender. He usually has a traditional lifestyle, including marriage. He often does not have strong peer relationships. His own children or stepchildren may become his victims. He shows a preference for females. The regressed pedophile has difficulty coping with the responsibilities of adulthood. He has a poor self image, which is weakened further by problems such as marital difficulties or job loss. He becomes involved with a child in an attempt to resolve his feelings of inadequacy. His initial offence is often impulsive. He may have feelings of guilt and embarrassment after the incident. He does not, however, have any consideration for the child's feelings. He expects the child to play the role of an adult. It is important for the regressed offender to exert his power. He is typically authoritarian and overprotective of his children (Groth, 1978).

Gary is an example of a regressed pedophile. At the age of 15 Gary was forcibly sodomized by an older boy. Gary left home after experiencing difficulties with his parents. He became involved with

his cousin who had one daughter from a previous marriage.

Mounting financial problems, increasing stresses with his parents, and continuing pressures with his cousin led to some heavy drinking. Then one day the little girl brought some of her young friends into the apartment while Gary was taking a shower. He felt a sudden urge to expose himself to the three girls, ages 7, 6 and 5. He undressed them, put them on the bed, and fondled them. He had them play with his penis and perform oral sex until he ejaculated. Prior to the incident Gary had had a couple of drinks but stated he wasn't drunk. He was depressed and discouraged and felt trapped and desperate. He was lonely and saw the girls as undemanding and loving. Gary had no previous history of any sexual involvements with underage people or any unconventional sexual experiences.

(Groth, 1978, p. 10)

It is interesting to note that in both case studies the offenders were sexually abused as children. At least half of a group of known offenders were themselves victims of sexual abuse (Butler, 1985; Geiser, 1979). An examination of case studies is helpful in outlining typical characteristics of fixated and regressed pedophiles. More research is needed in order to fully understand the behaviour of pedophiles and discover the causes of sexual abuse (Greenberg, 1979).

Women offenders. Men are the offenders in 94 - 97 percent of the reported cases of sexual abuse (DeFrancis, 1969; Finkelhor, 1979; Russell, 1984). Some researchers (Groth, 1978; Justice & Justice, 1979) suggest that the incidence of female offenders is higher than indicated in the surveys for the following reasons:

1. Sexual abuse by adult female offenders is less often perceived as abusive than abuse by men.
2. Women can mask inappropriate behaviour more easily than men.
3. Women commit special kinds of sexual abuse that go unnoticed and unmeasured.
4. Sexual offences by females are less likely to be reported because they are primarily incestuous.
5. Sexual abuse by females is obscured because women more often abuse boys, who are more reluctant to report the abuse than girls.

(Finkelhor, 1984, pp. 177-180)

At present, there is no empirical evidence to support these arguments (Finkelhor, 1984). "All evidence cited supports the conclusion that the traditional view of child molestation as a primarily male deviation is essentially correct. Women rarely use children for their own direct sexual gratification" (Russell, 1984, p. 228). Finkelhor (1984) outlines several differences in the socialization process of men and women in an attempt to explain this conclusion:

1. Women learn earlier and much more completely to distinguish between sexual and nonsexual forms of affection.
2. Men grow up seeing heterosexual success as much more important to their identities than women do.
3. Men are socialized to be able to focus their sexual interest around sexual acts isolated from the context of a relationship.
4. Finally, men are socialized to see as their appropriate

sexual partners persons who are younger and smaller than themselves, while women are socialized to see as their appropriate sexual partners persons older and larger.

If one thinks about these as some of the reasons why men abuse children while women do not, there are clear implications about social changes that could help to eliminate sexual abuse.

(pp. 12-13)

Offender-Victim Relationship

A review of the literature reveals several consistent characteristics of the offender. As previously mentioned, in at least 75 percent of the reported cases of sexual abuse the offender is known by the victim (Badgley, 1984; DeFrancis, 1969; Finkelhor, 1979; Justice & Justice, 1979; Russell, 1984; Walters, 1975). The national surveys reported by Badgley (1984) show the proportions of children sexually abused by strangers as: 17.8 percent (National Population Survey); 35.9 percent (National Police Force Survey); 17.8 percent (National Hospital Survey); and 1.0 percent (National Child Protection Survey). DeFrancis (1969) found 27 percent of offenders were members of the child's own household--parent, stepparent, or mother's paramour; 11 percent were related to the child by blood or marriage, but did not live in the child's household; 37 percent were friends or acquaintances; and 25 percent of offenders were alleged to be strangers. Finkelhor (1979) found 43 percent of the girls in his sample had sexual experiences with a family member, including fathers, stepfathers, brothers, uncles, cousins and grandparents; 33 percent

had an experience with an acquaintance; and 24 percent had an experience with a stranger. The sexual experiences of the boys in his sample were as follows: family member--17 percent; acquaintance--53 percent; and stranger--30 percent. Russell (1984) found that when cases of incest and extrafamilial child sexual abuse were combined, the majority of the offenders are not relatives: 60 percent were known but unrelated to their victims; 29 percent were relatives; and 11 percent were strangers. The results of the studies are fairly consistent. Offenders are most likely known by the child. It is also important to be aware of a child's conception of a stranger.

The offender may have at one time been a stranger to the child, and may still be a stranger to the parents, but over the course of the molestation the child established a relationship with the offender which, in the child's mind, was built on trust and love.

(Sanford, 1980, p. 139)

Badgley (1984) and DeFrancis (1969) found 55-60 percent of the cases of sexual abuse occurred in the victims or the offender's home. These are places where a child should be safe. "The results clearly show that the main need of sexually assaulted children is for adequate protection from persons whom they already know and trust" (Badgley, 1984, p. 218).

The offender relies on familiarity with the child to initiate and maintain the sexual activity.

In almost every instance, however, there was a pre-existing relationship between the offender and the child, and the offender used the strength of this tie to obtain compliance.... The offender relied on the child's wish to not displease him even though to the child the request may have seemed unpleasant or distasteful, or even bizarre. In other words, the child's need and wish to please, was exploited by the offender. In some instances, the child was assured that what was requested was perfectly normal and proper between them because of the relationship.

(DeFrancis, 1969, p. 46)

When the offender is a family member, he often has repeated access to the child because his presence is not questioned by the family (Burgess & Holmstrom, 1975).

The Victim

Burgess and Holmstrom (1975) outline the methods many offenders use to gain access to their victims and to keep the abuse a secret. The offender does not usually use physical force to engage a child in sexual activities (Butler, 1978; DeFrancis, 1969; Finkelhor, 1979; Justice & Justice, 1979). The abuse may begin as a non-threatening, fun social activity. In some cases material rewards or bribes are offered (Groth, 1978). A fifteen-year-old victim describes the method used by her father.

I used to get extra things from Daddy for being nice to him. He told me never to tell anybody and he would keep on giving me things, like extra spending money. I was only nine when he started, and I liked getting those presents. I didn't like what I had to do to get them, but it was the only spending money I ever got.

He never hurt me, and it didn't take too long, so I would just not let myself think it was happening at all. After a while I started to worry all the time and was afraid of anybody finding out. But I had let it go on for so many years without telling anyone, I was afraid people would think it was my fault. So I never told. I just became withdrawn and didn't make friends and tried to stay by myself all the time.

(Butler, 1978, p. 30)

The child does not realize that the offender's demands are not normal. The victim is vulnerable because of her feelings of love and trust toward the offender. The offender uses this bond to his advantage (Burgess & Holmstrom, 1975; Sanford, 1980). A young woman remembers her incestuous relationship with her father.

When I was small, I never thought to get angry at Daddy. He was very gentle and kind while he was touching me. He never hurt me, and it usually felt nice. I was utterly mystified about him touching me that way.

(Butler, 1978, p. 31)

Children tend to comply with the offender's wishes because they have been taught to respect authority. Many children are anxious to gain the approval of adults. Good children are easy targets for sexual abuse. Children desperate for human contact are also more likely to become victims (Burgess & Holmstrom, 1975; DeFrancis, 1969; Sgroi, 1978).

The offender often threatens the child with physical punishment if she reveals the abuse, although he rarely carries out these threats. Sexual abuse continues because it has few physical,

detectable signs. In the case of incest the child is taught to believe that she will be responsible for any family break-up resulting from a disclosure (Sgroi, 1978). Sexual abuse continues for years because the victim feels that she will not be believed (Butler, 1978). Children also have difficulty disclosing the abuse because they lack the necessary communication skills (Sanford, 1980).

Sgroi (1978) discusses several variables instrumental in determining the child's reaction to the abuse. The closer the relationship between the victim and abuser, the more emotional trauma the victim will experience. Sexual assault by a stranger, although traumatic, is likely to be less upsetting to the victim than assault by someone she knows (Berliner & Stevens, 1979; Kempe & Kempe, 1984). The victim experiences tremendous confusion when the abuser is someone she loves and trusts. The longer the abuse continues, the more damaging it will be to the victim (Justice & Justice, 1979). A victim's self-image is severely affected by prolonged sexual abuse.

A growing child gains self-esteem and confidence from the value placed upon her by adults whom she trusts and upon whom she must depend. The sexually exploited child, however, rarely elicits a reaction necessary to promote a positive identity. Unsupported in her right to be protected, to be angry, or to express justified indignation, she feels she deserves no more than to be sexually abused. To expose the incident is to expose her own insignificance.

(Rush, 1980, p. 13)

The victim's emotional stability depends on the amount of force, fear and shame involved in the abuse (Miller, 1986). When the abuser is a family member, the child often feels responsible for keeping the family intact. The family is often affected financially and emotionally when the sexual interaction terminates and the offender is removed from the situation. The degree of emotional trauma to the victim will depend to a great extent on the amount of support she receives from her mother and family (Berliner & Stevens, 1979; Sgroi, 1978). Ideally, community agencies should work together to provide therapy and support to the offender, the victim, and the family.

Incest

The legal definition of incest is: "sexual intercourse between persons so closely related that marriage is prohibited by law" (Geiser, 1979, p. 43). Geiser (1979) also refers to psychological incest as: "sexual activity between a child and an adult in a parenting role, including stepfathers, foster fathers and live-in boyfriends" (p. 44). Hyde (1986) identifies covert incest as: "no overt genital sexual contact, although in the case of father-daughter covert incest there is sexually motivated sexually intrusive behavior" (p. 74). Examples of covert incest include a father watching his daughter undress or making sexually suggestive comments to her. The most common types of incest (i.e., 75 percent of the reported cases) involves father-daughter or stepfather-daughter relationships (Buck &

Forward, 1983; Greenberg, 1979; Kempe & Kempe, 1984). The ensuing discussion is limited to these two types of incest.

Russell (1984) found 47 percent of the women in her survey were sexually abused by stepfathers, compared to 26 percent by biological fathers. Finkelhor (1979) found a girl was five times more likely to be sexually abused by her stepfather than her real father. Girls with stepfathers were also more likely to be abused by parents' friends. Russell (1984) suggests that this might be due to the fact that: "stepfathers, because of their nonsanguineal relationships to their daughters, may feel less bound by the normative disapproval of incest" (p. 251). She cites a lack of early bonding as another possible explanation.

Finklehor (1984) explains:

the high vulnerability of girls who have stepfathers is a function of both the presence of a stepfather and the earlier exposure to a mother who was dating actively and may have put her daughter in jeopardy through the men she brought into the home. (p. 25)

Kempe and Kempe (1984) believe that incest is increasing in recent years because of changes in family life such as, rising divorce rates and increasing tolerance about sexuality in general. Their belief also helps to explain the findings of Finkelhor (1984) and Russell (1984).

Kryso and Summit (1978) describe the two characteristics most common to those who sexually abuse their children.

One problem, lack of impulse control, may be as a result of transient stress or it may be characteristic of the individual. The second problem is a confusion of roles. The child is regarded at times as something other than a child, or as a surrogate of someone else.

(p. 239)

The Family

There is a lack of organized knowledge on families in which incest occurs (Greenberg, 1979). Family patterns differ greatly. Kempe and Kempe (1984) compare two typical kinds of families in which incest is more likely to occur.

The first kind of family is characterized by a multitude of problems. This family is found at all socioeconomic levels. Problems may include emotional deprivation, difficulty in forming lasting relationships, alcohol or drug abuse, poor impulse control, physical abuse and neglect (Kempe & Kempe, 1984).

The second kind of incestuous family appears on the surface to be more stable. The family tends to be middle-class, financially and socially (Russell, 1986). There is often a tendency toward social isolation (Finklehor, 1979). The father is often a rigid authoritarian, who may or may not be successful at his job. The mother is either dependent, immature and passive, or independent, assertive and critical (Butler, 1985; Groth, 1978). As the marriage deteriorates, the husband turns to his child for affection without the demands of adult responsibility (Groth, 1978). The incest offender rarely goes outside the family for his sexual needs (Kempe & Kempe, 1984).

The relationship between mother and daughter is often strained (Butler, 1985). Herman (1981) interprets the relationship between the abused daughter and her parents in the following terms:

These daughters, in short, were alienated from their mothers, whom they saw as weak, helpless, and unable to nurture or protect them. They were elevated by their fathers to a special position in the family, in which many of the mothers' duties and privileges were assigned to them. They felt obligated to fulfill this role in order to keep their families together. Moreover, their special relationship with their fathers was often perceived as their only source of affection. Under these circumstances, when their fathers chose to demand sexual services, the daughters felt they had absolutely no option but to comply. (p. 83)

Many communities are experiencing an increase in the number of reported cases of sexual abuse (Badgley, 1984). Society is being forced to deal with the problem. Professionals and the public alike see the need for more educational programs on child sexual abuse (Herman, 1981; Finkelhor, 1984). A variety of preventative materials is presently available.

Preventative Materials

The National Film Board of Canada (1985), produced a sexual abuse prevention program, developed by the Green Thumb Young People's Theatre of Vancouver. It consists of three short films directed at children between the ages of six and twelve years old. The series, entitled "Feeling Yes, Feeling No," reiterates many of the messages of

the primary C.A.R.E. kit. The children are taught that they are responsible for their own feelings and bodies. They are given the opportunity to assess a variety of problem situations and suggest how they would handle themselves. The children are also exposed to assertiveness techniques. Teachers who have used the series report that it lacks a straightforward, concise implementation procedure. In order to gain acceptance by teachers the program must integrate easily into the school day. It should involve a minimal amount of preparation and class time, while still achieving the objectives of the program.

There are two American films entitled, "No More Secrets" (O.D.N. Productions, 1982) and "Who Do You Tell?" (M.I.T. Telegrams, 1979) that are appropriate for the intermediate grades. In the first film, four young people discuss touching incidents that have made them feel uncomfortable. They also practice displaying assertive behaviour. The latter film explains sexual abuse and reviews possible resource people to help deal with the problem.

You Can Say "No" (1985) by Betty Boegehold is a storybook that provides children with a variety of difficult situations, then suggests ways to handle those situations. No More Secrets for Me by Oralee Wachter (1983) is also written in the storybook format. This book teaches children to assert themselves against unwanted touching and to report the incident to a trusted adult. Alerting Kids to the Danger of Sexual Abuse by Joy Berry (1984) describes sexual abuse in

language appropriate to the child's level of understanding. The storybook uses brief messages and humorous illustrations to warn children about methods used by offenders. A Better Safe than Sorry Book by Sol and Judith Gordon (1984) is designed to read by parents and their children together. It is intended to act as a vehicle for discussion about child sexual abuse. Concise, informative messages and appealing illustrations warn children about unwanted touching. A Very Touching Book by Jan Hindman (1983) discusses good and bad touches in a frank, humorous manner. This book is more suitable for parents and their children than classroom use as the vocabulary and illustrations are very explicit. The National Committee for Prevention of Child Abuse (1984) together with Marvel Comics Group have published comic books that deal with child sexual abuse. Characters such as Spiderman and Power Pack help children address the problem (Cohn, 1984).

There are many books and pamphlets designed as guides for parents. The Silent Children by Linda Tschirhard Sanford (1980), Understanding Sexual Child Abuse by Gary May (1978); He Told Me Not to Tell by King County Rape Relief (1979); and No More Secrets by Caren Adams and Jennifer Fay (1981) are some examples of these materials.

Parents play a critical role in the prevention of child sexual abuse (Sanford, 1980). It is, however, unreasonable to expect all parents to discuss the problem with their children. Many parents have difficulty providing their children with accurate information due to

the sensitive nature of the problem and a lack of knowledge (Finkelhor, 1984). Thus there is a need for preventative educational programs in the schools which encourage and support parent involvement.

The Committee for Children (1985) designed two personal safety curricula known as Talking about Touching, A Personal Safety Curriculum (K-4) and Personal Safety and Decision Making (Grades 5-8). The contents, design, and implementation procedures are very similar to the C.A.R.E. program except these materials go beyond the primary grades. Some educators have indicated the need for a comparable Canadian program. Dr. Marlys Olson, in consultation with C.A.R.E. Productions, developed Personal Safety (1982), a curriculum for the prevention of child sexual abuse. As in the C.A.R.E. kit, the curriculum teaches students about personal safety; appropriate and inappropriate touching; assertiveness; and support systems. The Personal Safety (1982) curriculum, however, ranges from kindergarten to high school. It stresses parent and community involvement. It was helpful to consider the objectives, content and medium of both the Committee for Children (1985) curriculum and the Personal Safety (1982) curriculum in the development and implementation of the intermediate C.A.R.E. program.

Many of the books and films that are readily available constitute a good source of supplemental material to the intermediate C.A.R.E. program. They help to attain and reinforce the objectives of the program.

Many of the materials on the market concentrate only on potentially dangerous situations involving strangers. It's O.K. to Say No!, for example, is an American tape and book set by the Child's Justice Foundation, Inc. (1984). The Safe Child Book by S. K. Kraizer (1985) also emphasizes the hazards of strangers. Although these materials are instrumental in raising the public's level of awareness, they fail to address one of the main characteristics of sexual abuse. As previously mentioned, 75 percent of the reported cases of sexual abuse involve an offender who is known to the child.

I do not believe that any of the materials can sufficiently prevent sexual abuse. It is not enough to merely read a book or watch a film to ensure the safety of children. Children need exposure, practice and review of a new concept or skill several times before it can be considered learned. There is a need for a systematic approach to the prevention of sexual abuse at the intermediate grade level. This approach should go beyond describing the offender as a stranger. It should be designed to fit into the school curriculum. If such programs were implemented into the school system, their potential benefits could be received by many children.

All of these factors were taken into consideration in the development of the intermediate C.A.R.E. program, as is demonstrated in the next chapter.

CHAPTER 3

Program Development

Awareness of the need for an intermediate grade C.A.R.E. program arose after several meetings with parents and teachers. Parents in particular requested a follow-up program to the primary C.A.R.E. kit. They wanted a program designed to teach and reinforce prevention skills at the intermediate grade level. Since none of the available material was suitable, I saw the need to develop a new program. After reviewing the literature on child sexual abuse, and reading about the suffering of victims of abuse, I was convinced of this need.

Finklehor (1986) explains the logic of prevention programs:

the logic of prevention has grown out of experience working with victims of sexual abuse. Such experience suggested that many children could have been spared substantial vulnerability and suffering if they had had simple pieces of information, for example, about the right to refuse sexual advances or about the inappropriateness of the behavior that an adult was engaged in. It made obvious sense to try to provide children with such information to see if it could reduce the toll of victimization. (p. 225)

The ensuing discussion describes the content and objectives of the intermediate grade C.A.R.E. program and documents the process of consultation with various groups in the program development.

Program Content

The intermediate program reviews the key messages of the primary kit, while at the same time providing a more sophisticated approach for dealing with sexual abuse. This approach includes training in improving self-confidence, role playing, decision making, problem solving, and effective communication skills. The program also addresses the needs of students not exposed to the primary kit.

The program begins with the video, Yes, You Can Say No! by the Committee for Children (1986). Various groups of parents and educators previewed the video and liked it because it was a positive, interesting way to begin the program, it was appropriate to the age level of the students, and it covered many of the key messages of the program. The format used in the primary program was adopted because teachers found it easy to use (see Appendix A). Students focus on large black and white sketches which portray the situation for the lesson. The back of each card includes the following information for teachers: purpose of lesson; materials required, procedure for handling disclosure; background material and rationale; vocabulary; suggested introduction; discussion guidelines; and suggested activities.

Research on child sexual abuse, particularly statistical information and case studies, guided the selection and creation of lesson situations. Some key program features are described in the ensuing discussion. Since men are the offenders in 94 - 97 percent of

the reported cases (DeFrancis, 1969; Finkelhor, 1979; Russell, 1984), five out of six situations describe the offender as male, and only one situation describes a female offender. Children are more likely to be abused by someone they know and trust (Badgley, 1984; DeFrancis, 1969; Finkelhor, 1979; Justice & Justice, 1979; Russell, 1984; Walters, 1975). Therefore five situations reflect this finding, while only one situation describes the offender as a stranger.

The sequencing of situations is based on the degree of emotional involvement between the child and the offender. Sexual abuse by an acquaintance or stranger, while traumatic, is likely to have less long-term effects on the victim than prolonged abuse by someone he/she knows and loves (Berliner & Stevens, 1979; Justice & Justice, 1979; Kempe & Kempe, 1984; Sgroi, 1978). Thus, lesson six focuses on a child/stranger encounter, progressing to lesson ten involving a child and parent figure. The progression from a child/stranger encounter to the more sensitive situation involving a child and family member was intended to teach students to become more adept at recognizing potentially harmful situations and solving problems.

Girls are more sexually victimized than boys (DeFrancis, 1969; National Center on Child Abuse and Neglect, 1981). Finkelhor (1979), however, suspects a greater number of boys are sexually abused than the statistics indicate. Badgley (1984) found female victims are more likely to report abuse than males. In the lesson situations, there is equal representation of male and female victims in an attempt to

demonstrate that boys are also vulnerable to sexual abuse. At the same time, all students are provided with prevention and reporting skills.

Bloom's (1956) taxonomy of cognitive objectives was used to design discussion questions and suggested activities pertaining to each lesson. In recent years there has been an increasing emphasis on teaching complex thinking skills in our school systems. The higher levels of Bloom's (1956) taxonomy are receiving greater attention than in the past. Although the areas of knowledge and comprehension are still considered to be important, the areas of application, analysis, synthesis and evaluation are being stressed by many teachers. This trend on teaching thinking skills influenced the development of the program (see Table 1). The questions became more complex as the lessons progress. Thus, lesson one begins with knowledge and comprehension questions, progressing to an emphasis on application, synthesis, and evaluation questions in later lessons. In lessons six through eleven for example, students are asked to think of some possible solutions to the problem and predict the consequences of their solutions.

The intermediate grade C.A.R.E. program integrates easily into several subject areas at the grade four and grade five level. The program could be regarded as a Health Unit. Students are encouraged to express their thoughts and feelings through Art. Many of the student learning activities that help to teach and reinforce the

TABLE 1
Distribution of Questions by Lesson According to Bloom's Taxonomy

	Lesson										
	1	2	3	4	5	6	7	8	9	10	11
Knowledge	- What - What										
Comprehension	- Explain										- What - Who - Who
Application	- Give example - Give example - List	- List	- How do we know - How do we know - Give example - Give example	- List				- List			- Name
Analysis	- What - How do you decide ...		- Compare - How do you decide ...								
Synthesis	- Why - Would - Why - Create - Role-play	- Imagine	- Compose - Create	- What do you think - Would happen ... - What would you do ... - What if ... - Why - Role play - Write	- Why - Why - Why	- Infer - Think of some possible solutions - Predict - Role-play	- Infer - Think of some possible solutions - Predict - Role-play	- Infer - Think of some possible solutions - Predict - Role-play	- Infer - Think of some possible solutions - Predict - Role-play	- Infer - Think of some possible solutions - Predict - Role-play	- What would you do if ... - What would you say ... - Role-play - Write
Evaluation			- How did it feel ... - Was it easier ... - Personal evaluation								- Choose - Choose - Choose - Choose - Choose - Choose - Who do you trust

messages of the kit--for example: creative writing, role plays, puppetry, poetry, poster contests, preparing questions for guest speakers, and expanding vocabularies--could be incorporated into Language Arts and Drama programs.

Program Objectives

The main purpose of the primary C.A.R.E. kit is the prevention of child sexual abuse. The intermediate program has the same goal. The specific objectives of the program are as follows:

1. To understand the meaning of personal safety.
2. To develop and improve the self-confidence of children.
3. To learn to distinguish between comfortable and uncomfortable touching.
4. To realize that children are able to have control over their own body and feelings.
5. To identify the private parts of the body.
6. To recognize and learn how to avoid potentially harmful situations.
7. Children learn to solve problems as they:
 - i) identify the problem
 - ii) consider possible solutions
 - iii) predict consequences of actions
 - iv) make a decision.

8. To learn to be assertive.
9. To develop and improve communication skills.
10. To be aware of the people available to help children.

Objectives one, three through five, and eight to ten are a review and consolidation of the objectives of the primary kit. Objectives two, six and seven are specific to the intermediate program. Many of the objectives of the primary kit are an integral part of prevention programs, for example, learning to be assertive. Skills such as this are so key to prevention that I believed that it was critical to reinforce them in the intermediate program. After reviewing the research on child sexual abuse, I saw the need to include additional program objectives.

A review of the literature reveals the importance of developing students' self-confidence, i.e., children with self-confidence are less likely to become victims. They are also more able to resist unwanted touching (Burgess & Holmstrom, 1975; DeFrancis, 1969; Sgroi, 1978). A victim's self-image is severely affected by child sexual abuse (Rush, 1980). There are likely to be victims in every classroom. The self-confidence lessons were also intended to help these children. Offenders often suffer from low self-esteem (Groth, 1978). By aiming to improve the self-confidence of all the students, the program may contribute a reduction in the number of potential offenders. Teachers are informed that developing students'

self-confidence is a long-term goal, and that the program lessons are intended to be a start toward that goal.

Children at the intermediate grade level are more independent than most primary grade children. They are starting to venture out, take more risks than younger students. Lesson seven, for example, portrays the independent nature of children of this age group. As previously mentioned, the average age of male and female victims is nine to eleven years old (DeFrancis, 1969; Finklehor, 1979, 1984; Geiser, 1979). There is a need therefore to teach these students how to recognize and learn to avoid potentially harmful situations, and to solve problems when they are on their own.

Consultation of Various Groups in the Program Development

Many British Columbia school districts have accepted the primary C.A.R.E. kit. By building on the success of the primary kit, I hoped that the intermediate program would have more acceptance. There was still, however, a possibility of resistance to the program, for a variety of reasons. Some groups may not have seen the need for a follow-up program in the intermediate grades. Others may have been completely against such a program at any level. The development stage took into account the concerns of the District Superintendent, community, resource personnel, administrators, teachers, and parents. The concerns of each group are discussed, including descriptions of how I dealt with problem areas. After the meetings, the objectives of

the program remained the same; their order, however, was rearranged. Examples of changes to the content of the program as a result of the meetings are noted in the text.

The program was discussed with several administrators involved in the development of the primary kit in Surrey. They were most helpful in pinpointing possible sources of resistance to the intermediate program. Their information was used along with selected literature in the field of education administration in the discussion of the concerns of the various groups.

The Superintendent, Assistant Superintendent, Supervisor of Special Education, and Intermediate Supervisor were involved at appropriate stages of development. I hoped to gain their approval of the program by consulting them on issues relevant to their roles. They were most helpful in pinpointing potential problem areas and offering suggestions for improvement. The importance of the superintendent in the adoption process has been documented:

The superintendent ... may not be--and frequently is not--the original source of interest in a new type of program, but unless he gives it his attention and actively supports its use, it will not come into being.

(Carlson, 1965, p. 11)

Consequently, I discussed my plans with the District Superintendent in the Spring of 1986 during the initiation phase. He agreed that there was a need for an intermediate grade program and he suggested schools to field-test the program. He also kept the School Board informed of

the progress of the program throughout the development, implementation, and evaluation phases. I met again with the Superintendent, Assistant Superintendent, and Supervisor of Special Education on February 10th, 1987. We reviewed the lessons and they offered suggestions which I used to revise the program. For example, in the suggestions for discussion section of Lesson Two, I originally instructed the teachers to say to the students, "Put up your hand if you would like to share with us a compliment or insult that you received recently." The Superintendent, Assistant Superintendent, and Supervisor of Special Education believed that possible student embarrassment or ridicule may result from the comment. We therefore changed the instruction to read, "Put up your hand if you would like to give an example of a compliment." "Put up your hand if you would like to give an example of a negative remark or insult."

Community involvement was an integral part of successful development and implementation of the program. Mrs. Vivian Weldon, Primary Supervisor of Surrey School District, was very involved in developing the primary kit. She acknowledged that frequent consultation with community agencies and organizations--for example, school trustees, police, Ministry of Human Resources, public health organizations, counsellors, parents, church groups, and politicians--during the development and implementation of the primary kit contributed to its success. This approach is supported in the literature.

If the objective of participation is to lower resistance to a decision by gaining acceptance, the administrator's role probably will be to communicate openly the rationale for the proposed action. Bridges has suggested that a risk technique might be used. This strategy involves the staff in considering risks or dangers likely to develop if a specific alternative is implemented; hence, teachers can express their fears, anxieties and opposition before the action is taken. Such an approach not only gives the administrator an idea of potential staff resistance but also provides an opportunity to supply additional information, which may allay anxieties and opposition and create a climate of acceptance.

(Hoy & Miskel, 1982, p. 285)

For these reasons consultation with various groups was an important feature of the program development phase.

On August 29th, 1986, I presented a draft of the intermediate grade program to a group of teachers, principals, parents, Public Health nurses and other community resource personnel, and the Intermediate Grade Supervisor. The program was revised according to their suggestions. All of the feedback I received was written anonymously on copies of the program. At this meeting, for example, it was suggested that the lessons include a vocabulary section, focusing on key words which may be unfamiliar to students.

On February 17th, 1987, a revised draft of the program was presented to a different group of teachers and principals, all elementary school counsellors, the Intermediate Grade Supervisor, parents, and representatives from Mental Health, Matsqui Police, and Human Resources. The program was revised again according to their suggestions. Their suggestions included: changing the order of the

lessons--most people at the meeting agreed that the self-confidence lessons should follow the video, since the video shows children modelling self-confident, assertive behavior; recognizing the importance of friends, particularly "best friends" at this age into the program, e.g., lessons eight through ten suggest to the students to tell a friend as well as their parents if they have been sexually abused; and addressing sensitive issues such as "Why wouldn't someone believe you?" in Lesson 11.

The appropriateness of these suggestions demonstrate how critical it was to have the involvement, experience, and expertise of all of the various groups and individuals in the development of the program. The responsibility and expertise of developing a child sexual abuse program is far beyond the scope of one person.

Once the program was developed, there were a number of reasons for continuing to involve members of the community. These reasons are outlined in the Training and Implementation Manual for the primary C.A.R.E. kit.

1. The agencies and organizations represent the support system on which both the school and the community rely for assistance.
2. Representatives from these agencies and organizations can assist the facilitator with presentations to school district personnel and parents.
3. The implementation of a school based program is likely to have an impact on the work of health, law enforcement and social service personnel. They could start preparing for a possible increase in the reporting of cases of child sexual abuse.

(C.A.R.E., 1983, p. 55)

It was important to have the support of the parents during the development and implementation phases of the program. Administrators in the Surrey School District stressed the need for well informed parents. They have found that parents who are aware of the problem of sexual abuse and familiar with the contents of a preventative program are less likely to show resistance. Parental acceptance and support of the intermediate program was achieved by involving parents in the development process, informing them and giving them the opportunity to evaluate the program.

Student involvement in the primary kit is by parental request. The intermediate program had the same requirement (see Appendix B). When the primary C.A.R.E. kit was field-tested, 241 out of 252 children participated in the program (C.A.R.E. Productions, 1983). There were 263 out of 285 students involved in the field-test of the intermediate C.A.R.E. program. Several teachers involved in the field-test of the intermediate program phoned parents who did not allow their children to be involved. After explaining the nature of the program, most parents gave their permission.

CHAPTER 4

Program Implementation

The program implementation phase of the study was guided by Michael Fullan's approach. In The Meaning of Educational Change, Fullan (1982) compiles the best of practice and theory in an attempt to explain the reasons for successful change. He outlines the three major phases of the change process as adoption, implementation, and continuation. At each phase a variety of factors affect the change. The factors are discussed in terms of their relevance to the program. Literature on educational administration is used to support the discussion.

According to Fullan, the adoption, mobilization, or initiation phase "consists of the process which leads up to and includes a decision to adopt or proceed with a change" (p. 39). The adoption phase of the field-test of the intermediate C.A.R.E. program included: determining the need for such a program by interviewing parents, students, teachers, administrators and counsellors; reviewing existing prevention programs; and discussing the program with the District Superintendent and gaining his approval to field-test the program. In the ensuing discussion I outline the factors Fullan identifies as affecting adoption and discuss the ways I addressed them in the adoption phase of the intermediate program.

Factors Associated with Adoption

1. Existence and quality of innovations

Fullan (1982) cites existence and quality of innovations as the first factors affecting program adoption. A review of preventative materials available during the Winter/Spring 1986 was an integral part of the development of the intermediate program. At the time none of the material available for intermediate grades sufficiently addressed the problem of sexual abuse. For example, although several school districts in British Columbia were using Feeling Yes, Feeling No, as previously mentioned, teachers were not satisfied with the program because the implementation procedure was not straightforward.

The C.A.R.E. Kit has been widely accepted at the primary level of many school districts in British Columbia. Materials suitable for the intermediate grades have not experienced such acceptance. For example, a report by the British Columbia School Trustees Association states:

89 percent of 56 school districts have prevention programs in approximately 60 percent of their elementary schools, the most frequently used program is C.A.R.E.--far fewer programs are found in the intermediate and secondary schools and appropriate materials may be lacking. (British Columbia School Trustees' Association, 1986, p. 78)

The British Columbia School Trustees' Association (1986) finding of an apparent lack of appropriate materials at the intermediate grade level

contributed to the decision to develop the intermediate C.A.R.E. program as an alternate to programs such as Feeling Yes, Feeling No. Since the British Columbia School Trustees' Association (1986) finding, the Vancouver School Board has developed a comprehensive approach to child sexual abuse using a new implementation package to accompany Feeling Yes, Feeling No as well as the primary C.A.R.E. kit.

2. Access to information

Teachers rarely have the opportunity to interact and exchange new ideas. Their level of awareness of the most recent innovations depends on their district communication system, district size, and type, i.e., urban or rural (Fullan, 1982). Teachers in the Abbotsford School District were aware of the intermediate C.A.R.E. program because it was developed by a colleague. I attempted to facilitate teachers' access to information by inviting them to several meetings to preview the program and offer their feedback. Problem identification and definition are of crucial importance to the success of a program (Lawler, 1958). A variety of sources (e.g., the media and government sponsored surveys) were instrumental in suggesting the need for preventative materials at the intermediate grade level.

3. Advocacy from central administrators

Fullan (1982) contends that advocacy by central administrators is central to the adoption or blocking of innovations. "It is the

superintendent and central staff who combine access, internal authority, and resources necessary to seek out external funds for a particular change and/or to obtain board support" (Fullan, 1982, p. 45). Doll (1982) reiterates the finding of Fullan (1982): "If improvement programs are to work, superintendents must give them personal attention" (p. 333). The superintendent plays an important part in supporting the introduction of the program and securing funds. I received verbal and written support of the central administrators of the Abbotsford School District to develop and field-test the intermediate C.A.R.E. program in Abbotsford. The Superintendent provided a list of schools to field-test the program. The Assistant Superintendent provided a list of names and home phone numbers of the principals and Grade Four and Five teachers at those schools. The Intermediate Supervisor offered his support and assistance by helping to arrange meetings and contact district personnel. It was essential to forestall any problems by keeping the administrators well informed. During individual conversations with teachers and group meetings, I informed teachers that the district administrators supported the program and were willing to offer their assistance.

4. Teacher advocacy

Teachers rarely have access to innovations, nor do they have the opportunity to interact with one another. If given the opportunity to interact, however, teachers can be powerful agents of change at the

adoption and in particular the implementation phase (Doll, 1982; Fullan, 1982; and Gorton, 1976). At the August 29th, 1986 meeting at the Abbotsford School Board office, I presented a draft of the intermediate program to any persons likely to be teaching the program or be affected by its implementation. In August, 1986 I contacted many of the relevant people by telephone, explaining the proposed program and inviting them to the meeting. I stressed to the intermediate grade teachers that their involvement would be strictly voluntary. A group of 30 people attended including primary teachers familiar with primary C.A.R.E. kit and teachers of Grades Four to Seven familiar with the level of maturity and ability of intermediate students. The principals of the designated field-test schools, central administrators, school counsellors, and community resource personnel, such as public health nurses, and social workers also attended. The program was very well received. Everyone had the opportunity to make anonymous comments on their copies of the program as it was presented. There were a number of concerns and suggestions that have since been incorporated into the program. I also obtained the names of 12 teachers interested in field testing the program.

Fullan (1982) contends that "fellow teachers are often the preferred and most influential source of ideas" (p. 46). It was hoped that the adoption and implementation phases were facilitated since the intermediate program was designed by a colleague. Ultimately the teachers involved in the field-test were critical to the development

of the program, as demonstrated in the section on staff development and participation (p. 61).

5. Consultants and change agents

Consultants have the potential for facilitating the adoption process. According to Fullan (1982) teachers are likely to utilize consultants if they see the need for the innovation. Fullan (1982) believes that the ideal consultant, whether internal or external, should have expertise in the program while at the same time facilitating the implementation process by providing continuous assistance and encouraging teacher participation. I acted as an internal consultant in Abbotsford School District during the adoption and implementation phases of the change process. I attempted to assist teachers during the implementation phase by distributing and collecting the programs; phoning them periodically to check the progress of the program; observing lessons in progress; and meeting teachers with specific concerns.

6. Community pressure/support/opposition/apathy

Community involvement in the adoption of the program can take the form of (a) pressure to address a problem, (b) opposition, (c) passive support or apathy (Fullan, 1982). Sexual abuse of children is an extremely sensitive issue. At all times the concerns of the community must be considered. While some members of the community will support

the program, others (e.g., religious groups) may attempt to block it.

Doll (1982) describes the function of community opinion surveys in determining the community's tolerance levels and expectations from its schools. In June, 1986 the Abbotsford School District published the results of a recent opinion survey of 1,843 people, consisting of business people, teachers, the general public, and students. Although there was not an item on the survey specific to sexual abuse prevention programs, two items related to the topic received large support. Teachers, the general public, and students were asked: With parental consent, sex education, suitable to students' age levels, should be provided by qualified personnel. The respondents strongly agreeing or tending to agree with the statement were as follows: Teachers--88 percent, the general public--82%, and students--89%. Another item stated: A guidance program should be offered at the elementary level, e.g., decision-making, prevention of alcohol, drug abuse, smoking. The responses were as follows: 94 percent of the teachers and 93% of the general public strongly agreed or tended to agree. The students were not included on this item. It is interesting to note the strong level of support received by these traditionally controversial topics.

Doll (1982) suggests that rather than attempting to resist community influences, program developers should use them in the development of the materials. The concerns and interests of the community were considered in the development of the intermediate

C.A.R.E. program. For example, the District Superintendent referred to the community surveys several times during our first meeting to discuss the program plans. I believe the community opinions helped to justify the need to extend the primary C.A.R.E. kit into the intermediate grades. During the development phase of the program I considered the concerns and interests of the community by presenting the program to various groups, i.e., parents, teachers, principals, community resource personnel, principals, and district administrators. I revised the program based on their suggestions.

7. Availability of government or other funds

The initial material production was funded by a grant for \$20,000 from the Vancouver Foundation. Expense to the school district was minimal, and consequently program funding, at least for the field-test, was not an issue.

8. New central legislation or policy

The federal government published a guide in June, 1986 in response to the Badgley report (1984) on sexual abuse of children, pornography, and prostitution. In response to concern about these phenomena, the federal government proposed major changes in the law, educational and treatment programs. The guide states:

Initiatives to increase public and professional awareness and understanding are important both for prevention and treatment of child sexual abuse. By increasing awareness and understanding we help change the social and cultural environment such that child sexual abuse is less likely to occur. At the same time, we increase the probability that abuse will be recognized and treated effectively.

(Government of Canada, 1986, p. 20)

The federal government is proposing to support the development and assessment of preventative materials. In recognition of the roles of the provincial governments in the areas of health and social services, the federal government proposes "to serve as a catalyst and will actively seek to work together with the provinces in this area" (Government of Canada, 1986, p. 1).

At the provincial level, the Ministry of Education responds to the concerns of the citizens on educational matters (Bondi & Wiles, 1985). A task force sponsored by the provincial government recently examined the problem of child sexual abuse in British Columbia. The Task Force recommends:

that the government, in consultation with the groups represented on the Task Force, develop a clear mandate statement describing the responsibilities of the school system in regard to child abuse; and that appropriate changes be made in the School Act and curriculum and that additional funding be provided to school boards to reflect that statement. (British Columbia School Trustees' Association, 1986, p. 19)

It is also recommended: "that the description cover all aspects of child abuse, namely: prevention; detection; reporting; investigation;

community awareness; interagency coordination; employment practices; in-service programs; and treatment, as well as include provision for periodic evaluation" (British Columbia School Trustees' Association, 1986, p. 21).

The Attorney General and the Ministers of Education and Human Resources established an enquiry by Sullivan and Williams (1986). The list of recommendations included:

that there should be, as part of the curriculum in every funded and partially funded school, a mandated prevention program in place in every school district in the province. These programs could be phased in over a short period but each school district would be responsible for notifying the Ministry as to the actual start date of their program and the type of program therefore selected. The school district should also collect the data necessary to evaluate the effectiveness of the program.

(Sullivan & Williams, 1986, p. 9)

The federal and provincial governments' recognition of the problem of child sexual abuse, and subsequent need for prevention materials helped to facilitate the adoption phase of the intermediate C.A.R.E. program. During the process of developing the program and presenting it to various groups I referred to the government reports to understand the extent of the problem of child sexual abuse and to help justify the need for more prevention materials.

9. Problem-solving orientations

Fullan contends that some school districts are problem-oriented:

i.e., once certain needs are identified, there is an attempt to address them. Rebore (1984) explains this role of the school board more fully.

The board of education, as the elected representatives of the people living within a school district's boundaries, is, therefore, directly responsible for translating the values and beliefs of the community into educational goals and objectives. Ongoing input from students, parents, teachers, administrators, and other citizens is essential if the school board is going to truly understand the needs and desires of the school district's constituents.... District administrators are responsible for translating the educational goals established by the school board into a curriculum.

(p. 165)

This factor is particularly applicable to child sexual abuse. Sechelt School District, for example, obtained and developed personal safety material after Robert Noyes, a local teacher/administrator was charged with sexually abusing his students. The field test of the intermediate C.A.R.E. program in Abbotsford School District is not a response to an immediate, local problem; rather it is an attempt to address community concern about sexual abuse in general. This board recognized the problem of child sexual abuse, and were willing to deal with it. This willingness facilitated the adoption phase of the program. The school board was informed of the local statistics of sexual abuse to help justify the need for a preventive program. I presented the program to the Abbotsford School Board in the spring of 1987. They unanimously approved the field-test of the program.

Summary

The adoption phase of the intermediate program was facilitated by taking into consideration the factors of the previous discussion. For example, initially it was essential to determine the need for the program by reviewing existing materials and interviewing parents and teachers. It was also important to enlist the support of central administrators, teachers, and community members by consulting them during the development of the program.

Fullan explains that the process from the adoption phase to implementation phase is not linear, but rather is an interactive process. The change process is not clear-cut. Many of the factors already discussed continued to operate in the implementation phase. Nevertheless, it was helpful to consider these factors during the adoption phase of the intermediate program.

Factors Affecting Implementation

The implementation phase "involves the first experiences of attempting to put an idea or program into practice" (Fullan, 1982, p. 39). The implementation phase of the intermediate program includes steps such as: confirming the teachers and schools to be involved in the field-test; conducting an in-service session; presenting the program to the school principals; presenting the program to the parents, and the actual field-test. In the ensuing discussion I outline the factors Fullan (1982) identifies as affecting

implementation. I discuss the ways I addressed these factors in the implementation phase of the intermediate program.

Characteristics of the Change

Fullan (1982) describes need, clarity, complexity and quality and practicality of materials as the major factors of the change affecting the implementation phase. It was important to consider all of the factors during the implementation phase of the program.

1. Need. Fullan (1982) claims that in order to have an effective implementation, specific needs must be identified. I conducted a random survey of several local school districts and found a perceived need for a preventative program at the intermediate level. The British Columbia School Trustees' Association (1986) survey and the Sullivan and Williams (1986) enquiry support the need for more preventative materials. Curriculum change and improvement should be based on meeting the needs of the students and community (Tankard, 1974). During my initial meetings with district administrators, principals, teachers, and community members I reported community survey results, government reports, and the statistics on child sexual abuse, in an attempt to demonstrate the extent of the problem and the need for more prevention materials. The various groups seemed to share my perception of a need since they offered their support of the program. Teachers in particular showed their apparent commitment by volunteering to field-test the program.

2. Clarity. Lack of clarity about the goals and means of implementation represents a major barrier at the implementation phase (Fullan, 1982; Gross, 1971). In order to ensure success, Gross (1971) found that teachers need a clear understanding of the materials and their role in the implementation procedure. McLaughlin and Marsh (1978) found successful program implementation was due in part to conceptual clarity, i.e., the extent to which the teachers involved are clear about their roles and the program rationale. Many of the teachers involved in the field-test also assisted in the development of the program. It is likely that they gained an understanding of the program through this involvement. I believe that the success of the primary C.A.R.E. kit can be attributed in part to a clear statement of objectives and straight-forward implementation procedure. Teachers gain an understanding of the materials and their role during in-service sessions. In the primary kit all of the information required by the teacher is found on the backs of the lesson cards. The intermediate program follows the same lesson format. The teacher's role was outlined during an in-service session (see Appendix C). Teachers watched demonstration lessons and reviewed the materials individually and in small groups during the session. They had the opportunity to clarify any part of the lessons or their role. They were also provided with a checklist to assist them with the implementation process and to keep variation to a minimum (see Appendix D).

3. Complexity. "Complexity refers to the difficulty and extent of change required of the individuals responsible for implementation" (Fullan, 1982, p. 58). Complex changes are most likely to be implemented because more change is attempted (Fullan, 1982). The subject of child sexual abuse prevention is new enough to be of interest to teachers. The intermediate C.A.R.E. program was sufficiently complex to be professionally challenging to the them. Teachers had the opportunity to teach or reinforce decision-making and problem-solving skills. Many of the discussion questions focused on the more complex levels of Bloom's taxonomy. They were provided with suggested activities to add interest to the lessons and reinforce the objectives. I attempted to make the implementation procedure clear through the information provided on the backs of the cards and by outlining the procedure during the in-service session.

4. Quality and practicality of program. Fullan (1982) stresses the need for materials that are practical, available, and of a high quality. Gross (1979) found that a major barrier to the implementation of an innovation was the failure to provide the teachers with the necessary assistance and materials. To facilitate the implementation process of the program, all teachers involved in the field-testing were provided with the relevant materials. It was thought that the materials were of a high quality; however, as it turned out many teachers and students found the art work inadequate.

This problem will be dealt with in more detail in Chapter 5. I attempted to provide teachers with assistance during the field-test by being available as much as possible for their questions, telephoning and visiting periodically to check their progress.

Characteristics at the School District Level

Fullan (1982) describes in detail the factors at the district level likely to effect the change. The relevance of each factor to the intermediate program is discussed.

5. The history of innovative attempts. According to Fullan (1982) teachers are often skeptical and subsequently not supportive of educational change if their school district has a history of adopting programs without adequate follow-through. The Abbotsford School District, was the second district in the province to systematically adopt and implement the primary C.A.R.E. kit in the schools. The implementation was well organized and received. It was hoped that the success of the primary C.A.R.E. kit would ease the implementation of the intermediate program.

6. The adoption process. Successful implementation of a new program is most likely if the decision to change was committed by the school district (Fullan, 1982). Participation during the initiation phase of the intermediate program was invited to increase the

likelihood of implementation. The consultation meetings previously described were a concise, efficient way of involving various groups at the initiation phase of the program.

7. Central administration support and involvement. The support and follow-through of central administrators is essential to the successful implementation of a new program (Fullan, 1982). Gross (1971) found that lack of support by central administrators was a major barrier to change, especially at the later phases of the implementation process. Good communication between a qualified consultant and the central administrators is also important to successful change (Gross, 1971). In the implementation phase of the intermediate program it was critical to continue to develop and maintain the support of central administrators through effective communication. I kept the central administrators in the Abbotsford School District informed during the field-test through telephone conversations with the Assistant Superintendent. At the completion of the field-test I submitted a written report to the District Superintendent and Board of School Trustees.

8. Staff development (in-service) and participation. Staff development and participation was a key factor in the implementation phase. Fullan (1982) emphasizes the need for teacher involvement before and during implementation, and Babin (1981) explains why

their involvement is so important.

The teacher, going beyond the work of the curriculum developer, zeroes in on the needs and interests of the learner and considers these and the proposed curriculum in the light of his or her own beliefs and curriculum orientations. Regardless of the content of a curriculum document, the teacher and the learners are ultimately responsible for its expression in the classroom. They are the final curriculum developers.

(Babin, 1981, p. 66)

Since teachers learn best from other teachers, Fullan (1982) suggests training teachers as staff developers. The teacher in-service for the primary C.A.R.E. kit uses this procedure. I was responsible for providing the in-service work before and during implementation of the intermediate program (see Appendix C). During the session teachers were provided with information on: the problem of child sexual abuse; behavioral indicators; reporting procedures; handling a disclosure; and responding to the needs of a sexually abused child in the classroom. Teachers also had the opportunity to preview the video and program; learn the implementation procedure, ask questions and share ideas. Most teachers evaluated the program by providing an assessment of each lesson and giving specific and general suggestions to enhance the program. Their feedback was used to revise the program.

The field-testing of the intermediate program provided teachers with the opportunity to be involved in the decision-making process of clarification and refinement of the program.

9. Timeline. Fullan (1982) identifies lack of time as a major obstacle to successful implementation. The key role of time became evident during the field-test of the intermediate program. Since the development phase of the program was not completed until Spring 1987, and material production required time, there were only a few months in the year to field-test the program. Ideally, prevention programs should be taught in the latter half of the school year, when a rapport has been established between teacher and students. With this in mind I decided to carry out the field-test in May-June of 1986, avoiding a wait until January 1988. The burdens of unrealistic timelines include problems such as a poor communication system and teacher overload (Fullan, 1982). Both of these problems became evident in the evaluation of the program. The issue of timing will be discussed in more detail in the final chapter.

10. Board and community characteristics. A degree of commitment from the school board at the initial stages of implementation was imperative. The school trustees were responsible for allocating funds for expenditures such as providing substitutes for teachers involved in an all-day in-service session. At the completion of the program they received feedback on it based on evaluations by teachers, parents, and students. Finch (1969) pointed out:

It would be disastrous to create expectations about and raise hopes for a new continuing education program for an educational staff, and then have the board refuse corporate, financial and individual support of the program. (p. 15)

It was important to enlist parental support at the initial stages of implementation, particularly of preventative programs (Finkelhor, 1984; Plummer, 1986; Sanford, 1980).

Parents are the most powerful allies of a prevention program. Initially program developers were apprehensive that parents would not understand or support giving such explicit information to their children. The fact is that parents have seldom questioned and often welcomed the introduction of child sexual abuse prevention into the schools.... The key to channeling parents' concern into support for prevention is education and involvement.

(Plummer, 1986, p. 77)

The parents were informed about the program at individual school meetings (see Appendices E and F). Parent participation was an integral part of the intermediate program. At the end of each lesson parents were required to sign a review sheet which summarized the lesson. Parents were kept well informed by doing this activity. The first review sheet explained the system and the purpose of encouraging parental involvement (see Appendix G). The sheets following described the lesson situation as well as stating the discussion questions (see Appendix H). Parents were also involved in the evaluation of the program. It was hoped that parental involvement helped to dispel any concerns about the program; encourage home discussion; and inform parents of the nature of the program and the problem of child sexual abuse.

Characteristics at the School Level

Fullan (1982) describes the three main school level factors influencing program implementation as the principal, teacher-teacher relationships, and teacher characteristics and orientations.

11. The principal. Fullan (1982) asserts that principal support is important to the successful implementation of a new program. This factor has long been recognized; for example, over 25 years ago, Brickell (1961) stressed the need for a commitment from administrators.

New types of instructional programs are introduced by administrators. Contrary to general opinion, teachers are not change agents for instructional innovations of major scope. Implication: To disseminate new types of instructional programs, it will be necessary to convince administrators of their value.

Instructional changes which call for significant new ways of using professional talent, drawing upon instructional resources, allocating physical facilities, scheduling instructional time or altering physical space ...depend almost exclusively upon administrator initiative.

(in Carlson, 1965, p. 11)

This is largely due to the principal's ability to anticipate and alleviate any problems encountered by the teachers implementing the program (Gross, 1971). Gross attributes the degree of teacher commitment to a new program to their perception of the principal's acceptance.

Ideally principals should be involved in the teacher in-service sessions to provide them with a better understanding of the program. None of the principals of the field-test schools attended the teacher in-service session for the intermediate program. They were kept informed, however, by attending a meeting before the program began in their schools. At this meeting I reviewed the program with them and discussed their role in the implementation of the program, e.g., arranging parent meetings, providing teacher support, and handling parental concerns.

Gorton (1976) believes that principals interested in implementing change must communicate their positive feelings to the staff. The intermediate C.A.R.E. program was only field-tested in schools which had the support and endorsement of the principal. Due to the potentially sensitive nature of the program principal, teacher, and student participation in the field-test was strictly voluntary.

12. Teacher-teacher relations. Teacher isolation is cited as a possible barrier to implementation (Lawler, 1958). Fullan (1982) again stresses the need for teacher interaction before and during the implementation phase. Fullan (1982) notes the positive correlations between teacher-teacher support and teacher-principal support in the implementation of a new program. I did not provide opportunities for teachers to interact during the implementation phase because the program was field-tested at the end of the year and there was very

little time available. The relevance of these notions to the present study will be discussed in greater detail in Chapter 6.

13. Teacher characteristics and orientations. One of the most critical factors in determining the success of implementation is the teacher's belief that the program will work (Fullan, 1982). The important role of the teacher at the implementation phase is discussed by Saylor et al. (1974).

The teacher is the final decision maker concerning the actual learning opportunities provided to students, although students have the final choice regarding their response to experiences provided. The best designed curriculum, as well as the poorest, owes its ultimate success or failure to the quality of the teacher's own planning and implementation.

(p. 100)

According to Connelly and Dukacz (1980), "teachers can provide an extremely valuable service by noting problems and proposing changes in curriculum materials" (p. 34) during the field-testing of new materials. Often, more able teachers are involved in field-testing new materials because they have the necessary competence to carry out the process of implementation (Lewy, 1977). The success of the field-test of the intermediate program depended to an extent on the confidence and competence of the teachers involved.

Teacher involvement in the primary C.A.R.E. kit is voluntary. The same policy was adopted for the intermediate program. This is

based on the assumption that teachers should not be pressured into teaching material with which they feel uncomfortable. The program deals with a sensitive issue. The success of the program depended to some extent on enthusiastic, informed, and supportive teachers.

Summary

Obstacles teachers may encounter during program implementation include: role uncertainty, insufficient knowledge and skills, unavailability of materials, incompatibility with established organizational arrangement (Gross, 1971). These potential obstacles were addressed during the implementation of the program. Teachers' concerns about the amount of class time required for the program were alleviated by stressing the potential for integrating the program with other subject areas.

Continuation of the program depended on the success of the implementation phase, which was reflected in the evaluation of the program. The importance of many of the factors identified by Fullan (1982) as affecting implementation, e.g., quality of materials; teacher-teacher relationships; and teacher characteristics, became evident in the program evaluation.

CHAPTER 5

Program Evaluation

Evaluations of the intermediate program were conducted before and after the implementation phase. Consultations constituted a form of evaluation during the development phase, before implementation had even begun. Feedback from these meetings was used to revise the program. Examples of the revisions were discussed in Chapter 3. After the program was implemented, it was evaluated by the parents, students, and teachers involved in the field-test. Their feedback was used to revise the program again. The main focus of this chapter is the presentation, discussion, and interpretation of the field-test evaluation results. Before beginning this discussion, however, this chapter addresses some general program evaluation issues and issues specific to the evaluation of child sexual abuse prevention programs. The discussion begins with a summary of major approaches to evaluation and their relevance to the present study (see Table 2).

Program Evaluation Issues

An analysis of the literature on program evaluation in general and the evaluation of child sexual abuse prevention programs specifically, reveals the need to consider several key issues. I selected these issues because they seemed particularly relevant to the present study. Each of the issues is discussed separately and applied to the evaluation of the intermediate program.

TABLE 2

Evaluation Models

The following table is a summary of the major approaches to evaluation. Stufflebeam and Webster (1980) classify the approaches into three categories: politically-oriented, questions-oriented, and values-oriented evaluations. Politically-oriented evaluations attempt to promote a positive or negative view of an object, regardless of its worth. Questions-oriented evaluations attempt to answer specified questions, whose answers may or may not determine the worth of an object. Values-oriented evaluations attempt to assess and/or improve the worth of an object.

This table is an elaboration of information compiled by Stufflebeam and Webster (1980). Additional sources of information are noted below each section.

Approaches	Proponents	Purpose	Methods	Strengths	Weaknesses	Relevance to Present Study
POLITICALLY-ORIENTED EVALUATIONS						
1. Politically Controlled Study	None	To acquire, maintain, or increase a sphere of influence, power or money	Covert investigations and simulation studies	Helps to ascertain advantageous information in a potential confrontation	Client controls the release of information, allowing for a biased evaluation	It was important to be aware of the weakness, i.e., conducting a biased evaluation
2. Public Relations Inspired Studies	None	To help client or propagandist create a positive public image for a school district or program	Biased use of surveys, experiments, and consultants	Client seeks information to secure public support	Dubious methods are used to create a positive image of a school district or program	In order to carry out an objective assessment it was essential to report both positive and negative evaluations of the program
QUESTIONS-ORIENTED EVALUATIONS						
3. Objectives-based Studies	Bloom, Hammond, Mcfessel & Michael, Popham & Provus, Tyler	To determine whether the objectives have been achieved	Collection and analysis of performance data, e.g. achievement tests (e.g., Behavioural Objectives)	Is the most commonly used type of evaluation, therefore educators have a great deal of experience with it	Information obtained is not useful in improving a program. Information is too narrow to judge a program's worth	While it was important to determine whether the objectives of the program were achieved, the main purpose of the present evaluation was to obtain information to improve the program
Additional Source of Information: House (1978)						
4. Accountability Studies	Kearney, Lessinger, Stenner & Webster	To ensure that educators improve education and evaluators identify the effects of improvement programs	Mandated testing programs and auditing procedures	Popular among constituents and aimed at improving quality of education	Causes problems between educators and their constituents. Political pressure demands accountability studies before the technology is developed and field tested	All programs, especially new ones should be held accountable

Approaches	Proponents	Purpose	Methods	Strengths	Weaknesses	Relevance to Present Study
5. Experimental Research Studies	Airasian, Campbell & Stanley, Cronbach, Glass, Lindquist, Suchman, Wiley,	To determine causal relationship between independent and dependent variables, e.g., instructional method and student standardized-test performance	Experimental and quasi-experimental design, (e.g., Societal Experimentation)	Provide strong methods for establishing causal relationship between treatment and student achievement	<ul style="list-style-type: none"> - Is usually not workable in field settings - Information provided is too narrow to evaluate programs 	<ul style="list-style-type: none"> - Not appropriate because the goals of social programs, e.g., the prevention of child sexual abuse, are usually multi-layered - There is a need for a long-term study to analyze the intended and unintended effects of the program - Society has a short attention span, social problems receiving attention are soon replaced by more urgent needs, e.g., sexual abuse to A.I.D.S. (Airasian, 1977)
Additional Source of Information: Airasian (1977)						
6. Testing Programs	Flanagan, Hyronymous, Linquist, Lord & Novick, and Thorndike	To compare test performance of individual students and groups to select norms	Select, administer, score, and report standardized tests	Are a familiar educational strategy and are efficient in producing valid and reliable information on student performance	<ul style="list-style-type: none"> - Provide data only about student performance - Tend to indicate the socioeconomic levels of students rather than the quality of teaching and learning as - Reinforce student test-taking skills opposed to speaking and writing skills 	Further research is needed to assess student knowledge of sexual abuse prevention skills

Approaches	Proponents	Purpose	Methods	Strengths	Weaknesses	Relevance to Present Study
7. Management Information Systems	Cook, Kaufman, Kerr, Rivlin	To continuously supply information needed to plan, direct, and control programs	System analysis, Program Evaluation and Review Technique (PERT), Critical Path Method, Program Planning and Budgeting System (PPBS), Management by Objectives, cost analysis (e.g., Systems Analysis)	Provides information to plan, monitor, and to control complex operations	<ul style="list-style-type: none"> Products of education are not amenable to a narrow, precise definition as with profit-and-loss statement of a business Information required lacks the scope needed to assess program's worth 	<ul style="list-style-type: none"> Points out the need for a long term evaluation While the main purpose should not be testing efficiency, it is a critical factor to consider, e.g., if testing program is too costly for districts to purchase, it will not be used and will be of little value
Additional Source of Information: House (1978)						

VALUES-ORIENTED EVALUATIONS

8. Accreditation/Certification Studies	College Entrance Examination Board (1901) Cooperative study of secondary school standards (1933) North Central Association	To determine whether institutions, programs, or personnel should be approved to perform specified functions	Self-study and visits by expert panels (e.g., Flexner, Accreditation, and Certification; Accreditation)	Helps lay people to make informed judgments about quality of educational institutions and personnel	Self-study and visits by experts allow for corruption and inept performance	Teachers were required to take a training session before using the program
Additional Sources of Information: Floden (1980); House (1978)						

9. Policy Studies	Clarke, Coleman, Jenks, Levine, Owens, Rice, and Wolf	To identify and assess the potential costs and benefits of competing policies for an institution or society	Experimental, quasi-experimental design, scenarios, forecasting and judicial proceedings (e.g., Adversary Model; Judicial Evaluation Methods)	Allows for public participation in controversial issues	Open to corruption by the political environment in which they are conducted and reported	Due to the controversial nature of child sexual abuse prevention, it was critical to involve various interest groups (e.g., parents/ taxpayers, teachers, school board members, administrators and students) and to consider their concerns in the evaluation of the program
Additional Sources of Information: Popham & Carlson (1977); Wolf (1979)						

Approaches	Proponents	Purpose	Methods	Strengths	Weaknesses	Relevance to Present Study
10. <u>Decision-oriented Studies</u>	Alkin, Ashburn, Brickell, Cronbach, Estes, Guba, Merriman Ott, and Reinhard	To provide necessary information and value base to make and defend decisions	Surveys, questionnaires, interviews, observations, case studies (e.g., Naturalistic Inquiry; Decision Making; Discrepancy Evaluation Model; CIPP (Context, Input, Process and Product) Model for Program Evaluation)	Encourages educators to use a systematic, continuous evaluation process to plan and implement programs to meet educational needs	Collaboration between evaluator and decision-maker allows for potentially biased results	This approach was particularly applicable since it emphasizes the proactive role of evaluation, i.e., improving the program. It also recommends that evaluation be used retroactively to judge the program's worth
Additional Sources of Information: Guba & Lincoln (1982); House (1978); Steinmetz (1976); Stufflebeam (1986)						
11. <u>Consumer-oriented Studies</u>	Glass Scriven	To judge the relative merits of educational goods and services	Checklist, needs assessment, goal-free evaluation, experimental and quasi-experimental designs, cost analysis, modus operandi (e.g., Goal Free)	Consumer groups consider it to be highly credible A strong, independent assessment aimed at protecting educators, parents and students from educational products and services	- May be too independent from educators - Requires a credible, competent expert - Is often too expensive to do properly and inaccurate, unrealistic data	All new programs should ideally be evaluated to ensure a useful product, of high quality
Additional Source of Information: House (1978)						
12. <u>Client-centered Studies</u>	Guba McDonald Rippey and Stake	To assist local people to understand their program, how it is valued by those affected by it, and valued by program experts	Case study, sociodrama, responsive evaluation, interviews, observations (e.g., Naturalistic Inquiry; Transaction; Responsive Evaluation; Case Study Method)	People implementing program conduct their own evaluation	Lack of external credibility and potential for bias	Several different groups were involved in the evaluation of the program. The potential for bias was taken into consideration
Additional Sources of Information: Guba & Lincoln (1982); House (1978); Stake (1973, 1978)						
13. <u>Connoisseur-based Studies</u>	Eisner Guba Sanders	To critically describe, appraise, and illuminate the merits of an object	Critical review, systematic use of perceptions (e.g., Naturalistic Inquiry; Art Criticism)	Benefits from insightful analysis of experts	Dependent on expertise and qualifications of the expert, allowing for subjectivity, bias, and corruption	It was important to be aware of the weaknesses and attempt to counteract it by involving several different groups in the evaluation process
Additional Sources of Information: Guba & Lincoln (1982); House (1978)						

Program Evaluation and the Political Climate

Program evaluation is linked closely to the political climate of the time. "Evaluation at its best has a fluid responsiveness to incoming observations and to the changing concerns of the political community" (Cronbach, 1982, p. 19). For example, early attempts to reform educational and social programs were associated with the Industrial Revolution. Tyler (1934) attempted to renew education which was experiencing a lack of resources and optimism due to the Depression. As mentioned in Chapter 1, the women's movement and children's protection movement were instrumental in drawing the attention of today's society to the problem of child sexual abuse. At the same time, however, today's society is concerned with extra expenditures of time and money in education. A sound evaluation process should help to contribute to the decision to continue or discontinue prevention programs by determining student needs and assessing program effectiveness. Airasian (1977) reminds us that society's concerns quickly shift to other problems, e.g., the present shift from child sexual abuse prevention programs to A.I.D.S. education. While society may also focus on more immediate issues, the sheer number of child sexual abuse cases reported in the media alone continues to bring the problem into the forefront.

Purpose of the Evaluation

The various approaches to evaluation can be classified into two major phases: formative and summative evaluations. Patton (1980) defines the purpose of summative evaluation: "to make an overall judgment about the effectiveness of a program" (p. 11). Leventhal (1987) and Plummer (1984) emphasize the need to evaluate the effectiveness of child sexual abuse prevention programs. A summative evaluation is appropriate for a long term assessment of prevention program effectiveness. It is difficult to ascertain the value of a preventative program without looking at long term effects: positive and negative, intended and unintended. The need for summative evaluations is dealt with in more detail in the final chapter.

The purpose of formative evaluation is "to collect information that can be used primarily for ongoing program development and improvement" (Patton, 1980, p. 71). Hence it seemed particularly appropriate to use formative evaluation in assessing and revising the intermediate program.

The greatest service evaluation can perform is to identify aspects of the course where revision is desirable.... To be influential in course improvement, evidence must become available midway in curriculum development, not in the home stretch when the developer is naturally reluctant to tear open a supposedly finished body of materials and techniques. Evaluation, used to improve the course while it is still fluid, contributes more to improvement of education than evaluation used to appraise a product already placed on the market. (Cronbach, 1963, p. 105)

The evaluation was also used to assess the quality of the program; i.e., if the majority of the evaluations by parents, students, and teachers were negative, the program would have been terminated. The evaluations considered issues such as students' reaction to the program and understanding of the lessons; parents' evaluation of the program; and teachers' assessment of each lesson, with suggestions for improvement. Stufflebeam (1986) explains the importance of using program evaluations for this purpose:

some programs are unworthy of efforts to improve them and thus should be terminated. By promoting the demise of unneeded or hopelessly flawed programs, evaluations also serve an improvement function by helping to free resources for allocation to more worthy efforts.

(p. 118).

Evaluator Bias

As the initiator, developer, implementor, and evaluator of the Intermediate Grade (Four and Five) C.A.R.E. Program it was critical to be aware of and attempt to avoid evaluator bias. Scriven (1986) argues the potential for bias is most likely when the evaluator is aware of the program goals. With an aim to please, the evaluator may study and report only the intended outcomes of the program, without considering the negative, or side effects. Scriven (1986) recommends that in order to avoid bias, evaluators should not be aware of program goals and also they should consider the views of program clientele, not only program staff. As the developer of the intermediate Program,

it was impossible to be unaware of the goals; I attempted to consider the views of program staff, as well as the clientele, by involving the teachers, students and parents in the evaluation process; I provided opportunities for them to express their perceptions of the program on evaluation forms (see Appendices I-M). Stake (1973) also discusses evaluator tendency to focus on issues and variables which demonstrate program success. He advises evaluators to consider both the positive and negative effects of the program. All data received were recorded and summarized into categories in table form. I considered all of the evaluations in the program revisions.

Evaluations of the Field-Test

Participants

The field-test group consisted of 12 classrooms, distributed across seven schools in Abbotsford, British Columbia. The program was taught at the end (May-June) of the 1986-1987 school year. The District Superintendent suggested the seven schools, which represented a mix of large and small, urban and rural, and multi-ethnic populations. The classroom teachers volunteered to be involved in the field-test. Due to the controversial nature of the program, written parent consent was required before students were allowed to participate. The number of potential students involved was 285 (see Table 3). There were 263 students taking the program, i.e., 92% of the total number of students. The grade distribution was as follows:

TABLE 3
Characteristics of Students by School Class

School	Teacher	Distribution of Students by Grade			Percentage of Students Participating in Program	Number of Students by Gender		Percentage of Students With No Previous Personal Safety Program
		3	4	5		M	F	
A	1	-	10	14	100	9	15	13
	2	-	-	20	87	9	11	30
B	3 (French)	11	8	-	100	10	9	0
	4	-	24	-	77	?	?	?
C	5	-	22	-	96	13	9	32
	6	-	8	14	88	11	11	27
	7	-	-	26	86	16	10	69
D	8 (French)	-	-	22	100	13	9	0
	9	10	12	-	88	14	8	27
E	10	-	-	17	94	7	10	88
F	11	-	21	-	100	?	?	?
G	12	-	18	6	96	10	14	63
Totals	-	21	123	119	92	112	106	43

Grade 3--21 students; Grade 4--123 students; and Grade 5--119 students. There were 112 males and 106 females involved in the field-test. Two French immersion classes included in the study received the program in French. The other ten classes received the program in English. Student evaluations were received from nine classrooms. Parents were also involved in the program evaluation. Parent evaluations were received from 10 classrooms. Eight of the 12 teachers involved completed evaluation forms.

Evaluation Forms

Three different groups evaluated the program, i.e., students, parents, and teachers. A different instrument was used for each group. The evaluations were similar to the ones used for the Primary C.A.R.E. Kit. The student evaluation form consists of a rating scale of the overall program as well as several opinion questions such as "What did you like the most? What did you like the least?". The parent evaluation is in the form of a questionnaire addressing issues such as, "Did your child talk about the C.A.R.E. program at home?" and "Do you think the C.A.R.E. program has contributed to the safety of your child?". The teachers were asked to provide specific feedback on the lessons. Teachers had two forms to complete for each lesson. Areas such as suggestions/concerns; suggested learning activities; and suggested vocabulary activities were addressed.

Evaluation Process

At the completion of the program, which took approximately four weeks, the parents and students filled in their evaluation forms. All evaluations were anonymous. Teachers evaluated the lessons as they completed them. I collected all of the evaluation forms. The suggestions and criticisms of all evaluations were taken into consideration in the revision of the program.

Discussion of the Results

Evaluations by the parents, students, and teachers involved in the field-test are summarized in table form. The data are presented and interpreted, noting interesting patterns and trends. Each set of evaluations are discussed separately; however, connections between the sets are made whenever applicable. The results of the parent evaluations are presented and discussed first, followed by the student and teacher evaluation results.

Data from all three sets of evaluations are missing for a variety of possible reasons. In all cases teachers' failure to complete the lesson evaluations, and to distribute and collect the student and parent evaluation forms may indicate an oversight due to: lack of understanding of the evaluation procedure; lack of time because of school year-end activities, e.g., Sports Day, field trips, report cards; or lack of interest in the field-test. All teachers who distributed parent and student evaluation forms received returns. It

was assumed that all 12 teachers were interested in the field-test since their involvement was voluntary. Several teachers reported, however, that they were rushed to complete the field-test requirements due to year-end activities. Unfortunately, the missing data affects the overall field-test evaluation somewhat, because less information was available for program revisions. The data received, however, were substantial enough to provide some insight into parent, student, and teacher responses to the program, and to make considerable revisions.

Parent Evaluations

Parent evaluations were received from 10 out of 12 classrooms. Excluding the two classes, the overall parent evaluation return rate was 73%. Table 4 summarizes parent responses to the questions on their evaluation form by class. Table 5 displays the frequency of parent comments by class. Rather than focusing on every response, only the more noteworthy or interesting results are discussed. This discussion includes: the issue of parent involvement; child's understanding of/reaction to the program; and program's contribution to child's safety.

Issue of parent involvement. Parents were encouraged to be involved in the program through the use of review papers, as described on page 64. It is interesting to note in question 1 that the overall percentage of students discussing the program at home was: 61%

TABLE 4

Parent Evaluation Responses by Class

School	A	B	C	D	E	F	G	Total					
Teacher	1	2	3	4	5	6	7	8	9	10	11	12	
Return Rate	63	85	74	54	0	73	77	95	36	0	100	75	73
1. Did you child talk about the C.A.R.E. Program at home?													
a. Yes, voluntarily -	60	66	86	46	-	38	70	52	50	-	52	83	61
b. Yes, but only when questioned -	33	17	14	38	-	50	30	38	38	-	24	11	29
c. No, not at all -	7	17	16	16	-	12	12	10	12	-	24	6	10
2. Do you think you child understood the overall message of the C.A.R.E. Program?													
a. Yes, completely -	93	94	86	77	-	88	85	86	100	-	76	94	87
b. Yes, partially -	7	7	14	23	-	12	15	14	6	-	24	6	12
c. No, not at all -					-					-			1
d. Don't know -		6			-					-			1
3. How would you describe your child's reaction to the program?													
a. Positive -	80	70	93	69	-	94	80	62	63	-	48	72	74
b. Negative -	7	7	8	8	-	8	12	5	12	-	9	4	4
c. Neutral -	13	24	7	15	-	15	28	28	25	-	24	28	19
d. Don't know -		6		8	-	6	20	5	5	-	9		3
4. Do you think the C.A.R.E. program has contributed to the safety of your child?													
a. Yes -	93	94	100	92	-	100	85	86	100	-	100	100	94
b. No -		6			-	10	10			-			2
c. Don't know -	7			8	-	5	5	14		-			4
5. Are you more comfortable talking to your child about the prevention of child sexual abuse as a result of this program?													
a. Yes -	73	59	86	92	-	56	70	71	50	-	76	61	70
b. No -	7	6	14		-	10	10	10	12	-	14	6	8
c. Don't know -	20	23			-	25	25	25	25	-	10	11	6
d. Some -		12		8	-	44	20	19	12	-	22	22	16

TABLE 4 (Continued)

School	A	B	C	D	E	F	G	Total					
Teacher	1	2	3	4	5	6	7	8	9	10	11	12	
Return Rate	63	85	74	54	0	73	77	95	36	0	100	75	73
6. Request for additional information on child sexual abuse?													
a. Yes -	26	24	29	23	-	19	15	10	50	-	14	17	20
b. No -	60	76	71	77	-	81	85	90	50	-	86	83	80
7. In your opinion, was sufficient opportunity given for parent involvement in the program?													
a. Yes -	80	88	86	84	-	69	85	71	63	-	76	72	78
b. No -	13	8	8	8	-	6	15	5	12	-	14	11	9
c. Don't know -	7	12	14	8	-	25	24	24	25	-	10	17	13

Note. The numbers recorded represent the percentage of parents selecting a particular response.

TABLE 5
Frequency of Parent Comments by Class

School	A	B	C	D	E	F	G	Total						
Teacher	1	2	3	4	5	6	7	8	9	10	11	12		
1. Evaluative Statements:														
a. Expression of high approval	10	17	11	7	-	1	1	1	1	-	1	3	52	
b. Negative comment	2				-		1			-		2	5	
2. Request to see program extended	3	3			-					-		2	8	
3. Opportunity for parent involvement														
a. Good	1	2	3		-			1	1	-		3	11	
b. Prefer more	2	3	2		-					-			7	
4. Nature of child's comments														
a. Positive	2	6	7	2	-	1				-	1	1	20	
b. Negative	1				-					-			1	
c. Questions/Suggestions	2	2	2		-		2	1	1	-	1		11	
5. Parent questions or suggestions														
	1	2			-					-			3	
TOTAL	23	34	27	9	-	2	3	3	3	-	3	11	118	

voluntarily; and 29% when questioned. Combining items a and b, 90% of the students whose parents responded to the question engaged in home discussions about the program. Reported home discussions of the program ranged from a low of 76% (Teacher 11) to a high of 100% (Teachers 3 and 7).

Questions 5 and 7 are related to the issue of parental involvement. In question 5, 70% of the parents overall believed they are more comfortable discussing child sexual abuse prevention as a result of the program. Parent evaluations from Teacher 9 reported the lowest percentage at 50; while parent evaluations from Teacher 4 had the highest percentage at 92. In question 7, parents reported their satisfaction with respect to the level of parent involvement. Overall, 78% of the parents found parental involvement was sufficient. Parents from Teacher 2 reported the highest percentage at 88; parents from Teacher 9 reported the lowest at 63.

Overall, 11 parents made positive comments about their level of involvement. A number of parents made positive comments regarding the review papers; for example:

Parent involvement was excellent--having the sheets come home for discussion was very helpful. (Teacher 4 Parent)

Appreciated the questions my child brought home to discuss different problems and issues. (Teacher 9 Parent)

I liked the review papers. At this age it gives an outline to open up the conversation and it was really

easy to discuss each incident. I'm sure it was good for the parents who may not have felt comfortable before about discussing this subject. (Teacher 12 Parent)

Overall, seven parents made suggestions for more involvement. These parents wanted the opportunity to attend class during the program, engaging in group discussions and role plays. Parents are not permitted in the class during the program to protect student privacy in the event of a disclosure. C.A.R.E. Productions plans to address the issue of the need for respecting student privacy in a parent information package.

In reviewing the response to parental involvement questions in Tables 4 and 5, it appears that overall the parents were very satisfied with amount of home discussion and their involvement. The review papers in particular were an effective means of informing parents and encouraging their involvement.

Child's understanding of/reaction to the program. In Table 4, question 2 addresses the child's understanding of the program. Overall, 87% of the parents believed their child understood the program messages completely. Parents from Teachers, 1, 2, 9, and 12 reported percentages of 93, 94, 100, and 94 respectively. Parents from Teacher 11 reported the lowest percentage at 76.

Question 3 of Table 4 records the child's reaction to the program. Overall, 74% of the parents believed their child had a

positive reaction to the program while 26% reported their child's reaction to the program was negative, neutral, or not known. The highest percentage of positive child reactions were from Teacher 3 at 93, and Teacher 6 at 94. The lowest percentage was from Teacher 11 at 48. Twenty parents reported that their children made positive comments about the program, while only one reported that their child (see 4a and 4b, Table 5) made a negative comment. Eleven parents cited questions their child asked about the issue on child sexual abuse or made suggestions concerning program improvements, e.g. the art work should be clearer. Examples of student comments and questions are:

Child felt he learned a lot and is more confident in facing a potentially harmful situation. (Teacher 11 Parent)

Child asked, "Why would people do this?". (Teacher 7 Parent)

Child felt he knew all this anyway. (Teacher 1 Parent)

Many student comments and questions reported by the parents were used to revise the program. The issue of offender behaviour for example is addressed in a new lesson. This topic is discussed in more detail in a discussion on lesson revisions.

Program's contribution to child's safety. In Table 4, question 4 asks parents if they think the program contributed to the safety of

their child. Overall, 94% of the parents responded positively. The highest percentages were from Teachers 3, 6, 9, 11, and 12 at 100. The lowest percentage was from Teacher 7 at 85. It is interesting to note that although there was considerable variation in parent responses on various issues, both overall and between school classes, they were very consistent in responding to this question. The ultimate goal of the program was to contribute to the safety of children.

Evaluative statements about the program.

The frequency and type of evaluative statements about the program in general which the parents wrote on the evaluation form are reported in Table 5. Overall, 52 parents expressed high approval (1a); 5 made negative comments (1b); and 8 requested the program be extended to higher grades (2). Some examples of negative statements are:

We have a good communication system in our home, we feel it is the parents responsibility to teach about sex, child abuse, etc., in our home. We feel that discussion of these subjects in public places just encourages more talk among children and more interest. To us sex is a sacred, private thing, not hush-hush, but not public. These things have been taught at home, so we didn't need this. But this is our house, not others. Thank-you. (Teacher 7 Parent)

I think if we continue to overstress this point it will have a negative effect. Children will become paranoid. Every child should have the course, but not year after year; maybe every other year. (Teacher 1 Parent)

In contrast to this comment, consider the following:

I would like to see every grade have this CARE program, to the level of understanding per grade. (Teacher 2 Parent)

A strong feature of this program is the complete confidence and lack of embarrassment my daughter has talking about this at home. I have very little doubt that she would not come to me or my husband if she were put in a position where she needed to tell someone. (Teacher 4 Parent)

The positive comments were rewarding and confirmed the need for the program. The negative comments, however, must be considered. The comment about students becoming paranoid for example, is a good point in that it may or may not be necessary to teach personal safety programs every year. The issue of long-term and unintended effects of the program is addressed in the final chapter.

Student Evaluations

Table 6 represents a summary of student responses to their evaluation by class. Nine out of 12 classes returned student evaluations, i.e., 196 forms from a possible 263, or 75%. The figures represent the frequency of student responses to specific categories in the question. In most cases, only the overall responses are discussed, since the between class responses are so similar that comparisons are meaningless. Question 1 asked students to name something new they learned in the program. Students listed 16 types

TABLE 6
Summary of Student Evaluations by Class

School	A	B	C	D	E	F	G	Total					
Teacher	1	2	3	4	5	6	7	8	9	10	11	12	
Number of Returns	24	20	19	0	0	22	26	22	22	17	0	24	196
1. Learned something new:													
a. terminology/facts	11	3	1	-	-	2	4	11	4	0	-	5	41
b. culpability	8	9	3	-	-	4	1	0	2	0	-	1	28
c. personal safety	4	6	13	-	-	11	11	9	10	13	-	12	89
d. other	1	2	2	-	-	0	0	1	2	0	-	2	8
e. no response	0	0	0	-	-	5	10	1	4	4	-	4	30
2. Liked most:													
a. stories/audio-visual material	6	6	5	-	-	9	6	9	8	4	-	10	63
b. program activities	11	9	4	-	-	7	11	6	2	2	-	4	56
c. learning about personal safety	6	4	10	-	-	4	6	6	11	5	-	6	58
d. no response	1	1	0	-	-	2	3	1	1	6	-	4	19
3. Liked least:													
a. quality of artwork	0	1	4	-	-	4	6	0	4	7	-	1	27
b. feeling embarrassed	7	1	1	-	-	6	6	6	6	1	-	8	42
c. nature of problem of child sexual abuse	7	3	6	-	-	6	10	5	6	1	-	4	48
d. program activities	5	5	4	-	-	4	4	6	4	7	-	8	47
e. no response	5	10	4	-	-	2	2	5	2	1	-	3	34
4. Recommended program to other students:													
a. yes	24	18	18	-	-	22	24	19	21	14	-	18	178
b. no	0	2	1	-	-	2	2	3	1	3	-	6	20
5. Overall rating: 1-10													
a. mean	8.2	9.2	8.4	-	-	6.6	6.5	6.2	6.6	5.5	-	8.0	7.2
b. range	5-10	5-10	5-10	-	-	2-10	2-10	2-10	1-10	1-9	-	1-9	1-10

of responses, which were summarized into five categories: (a) terminology facts: e.g., learned names for private parts, or learned that children are usually abused by someone they know as opposed to a stranger; (b) culpability: e.g., the touching is not your fault; (c) personal safety: e.g., you have the right to say "no", or what to do if someone touches your private parts; (d) other: e.g., how to compliment people; and (e) no response. Overall, it is interesting to note that 158 students or 94% of the total number answered in categories (a), (b), or (c).

Question 2 asked students what they liked the most about the program. Students listed 26 different types of responses, which were summarized into four categories: (a) stories/a.v. materials (the video); (b) program activities: e.g., role playing, (c) personal safety: e.g., learning to say "no", and (d) no response. Overall, 63 students liked the stories or video the most; 56 students liked the program activities; and 58 students liked learning about personal safety. Positive ratings by students provided justification for continuing or expanding various program features, e.g., the video, stories, and role-playing.

Question 3 asked students what they liked the least about the program. Students listed 19 different types of responses, which were summarized into five categories: (a) quality of art work, (b) feeling embarrassed: e.g., talking about private parts; (c) nature of problem of child sexual abuse: e.g., that some people touch others' private

parts; (d) program objectives: e.g., review papers; and (e) no response. Overall, 27 students responded in category (a), 41 in category (b), 48 in category (c), 47 in category (d), and 34 in category (e). Negative ratings or suggestions by students in some cases provided justification for deleting, adding, or changing various program features. Many students and teachers commented on the quality of the art work; for example: the pictures often did not match the story; distinguishing features of the people were unclear; and one could not distinguish males from females. As a result of these comments a new artist was hired for the revised program. Although some students did not like the review papers, they are still included in the revised program because many teachers and parents believed that they were a valuable review activity, they informed the parents of the program content, and they encouraged home discussion.

Question 4 asked students if they would recommend the program to other students. Overall, 178 students, or 91% responded affirmatively. Question 5 asked students to rate the program on a scale of 1-10. The figures represent the mean and range of the ratings by class. The overall rating was 7.2. It is interesting to note that although the between-class ratings vary considerably--from a high with Teacher 2, at 9.2 to a low with Teacher 10, at 5.5--overall, the majority of the students would recommend the program to others. Are the students saying that although they had various criticisms about the program, they believe it is worthwhile for others? It is

also interesting to compare the number of no responses in each question to the ratings between classes. When students were asked about the positive aspects of the program, there were few no responses with Teachers 1 and 3; when asked about the negative aspects of the program, there were few no responses with Teacher 2. Teachers 1, 2, and 3 correspond to the highest student ratings of the program. Conversely, the highest number of no responses to the positive aspects correspond to the lowest student ratings with Teachers 7 and 10.

It is noteworthy to compare students' rating of the program by class to the data in the last column of Table 3. In Table 6, students from Teachers 2, 3, and 1 rated the program the highest at 9.2, 8.4, and 8.2 respectively. Table 3 shows the percentage of students in these classes without previous personal safety programs as 30, 0, and 13 respectively. In contrast, Table 6 shows that students from Teachers 7 and 10 gave some of the lowest ratings to the program at 6.5 and 5.5 respectively. Table 3 shows the percentage of students in these classes without previous personal safety programs as 69 and 88 respectively. Although there are exceptions, e.g., Teachers 8 and 12, these figures could mean that the earlier students are taught about personal safety, or the more education they receive, the more comfortable and positive they will be about the subject. Further research is needed to determine if there is any truth to this finding.

Teacher Evaluations

Table 7 represents a summary of teacher comments and suggestions about the program by class. Eight out of 12 teachers completed and returned evaluation forms about each lesson.

Category 1 classifies teachers' positive comments. Overall, there were 27 positive comments about the lesson activities; 7 about the audiovisual material; and 50 about the success of lessons. Positive comments had a large influence on decisions to continue or expand various program features in the revisions. An example of each type of positive comment is, respectively, "students enjoyed giving compliments"; "the video was great"; and small groups worked very well."

Category 2 classifies teachers' negative comments. Overall, there were 4 negative comments about lesson activities--e.g., "Grade 3 students had difficulty completing the review papers", and 21 negative comments about the artwork--most teachers made reference to the pictures on Lesson 5, and larger clearer pictures of the private parts were recommended.

Category 3 classifies teachers' suggestions. Overall, teachers made 42 specific lesson suggestions and 9 general program suggestions. Teachers 9 and 11 reported that the suggested activities were good ideas but they did not have time for them. All of the teachers agreed that the lesson vocabulary was appropriate, and most students understood the central messages.

TABLE 7
Teacher Evaluation Responses by Class

School	A	B	C	D	E	F	G	Total					
Teacher	1	2	3	4	5	6	7	8	9	10	11	12	
1. Positive comments re:													
a. lesson activities	5	4	-	-	5	4	4	1	3	-	1	-	27
b. audiovisual material	1	1	-	-	1	1	1	1	-	-	1	-	7
c. overall lesson	6	5	-	-	6	3	9	9	6	-	6	-	50
2. Negative comments re:													
a. lesson activities	-	-	-	-	1	-	1	-	1	-	1	-	4
b. quality of artwork	3	1	-	-	2	2	6	3	2	-	2	-	21
3. Suggested activities													
a. did not have time	-	-	-	-	-	-	-	-	5	-	7	-	12
b. number of specific suggestions	6	12	-	-	7	5	5	3	1	-	3	-	42
c. number of general suggestions	5	4	-	-	1	-	-	2	-	-	-	-	9
TOTAL	26	24	-	-	23	15	26	19	18	-	21	-	172

Program Revisions

All of the suggestions by teachers were incorporated into the program revisions. In some cases their suggestions resulted in entirely new lessons, e.g., a female offender/male victim situation that deals with teasing (see Appendix N) and a lesson focusing on why a person would sexually abuse a child and the results of reporting the abuse (see Appendix O). After discussing these issues with the program directors of C.A.R.E. Productions, we decided that they were important enough to warrant entirely new lessons. Table 8 shows the general suggestions by teachers and the resulting program revisions. Table 9 shows the teachers suggestions used to revise specific program lessons. The only concerns about Lessons Five, Seven, and Eleven regarded the quality of artwork; therefore these lessons were not included in the table. There were no suggestions or concerns about Lesson Three. Table 10 lists the order and titles of the lessons in the revised program.

Summary

An interpretation of the field-test evaluation data resulted in several interesting findings. Most students discussed the program at home with their parents. The review papers seemed to be an effective means of involving the parents in the program. Many parents believed that their child understood the lessons. Regardless of the parents' reaction to various aspects of the program, the majority of them

TABLE 8

General Teacher Suggestions and the Resulting Program Revisions

General Suggestions

1. establish a C.A.R.E. Corner, setting up lesson cards and student work for display
2. set up duotang to keep review papers. Students could make title pages for their duotangs.
3. Give marks for each review paper completed: I used ten marks a page, it made students keep papers organized and up to date--five marks for completing page; five marks for getting parents to sign it
4. go over question box questions at beginning of each lesson --provides a good discussion tool
5. I open each lesson with, "What are the main messages of the last lesson?"
6. we also practice assertive behavior--stand with shoulders back, head up, eye to eye contact, and say "no" like you mean it
7. we make up situations and role-play them
8. could show the video at the beginning and the end of the program - is a positive way to end
9. mix up the cards from Lesson six, i.e., boy-girl-boy do not have all three boy situations together--the students asked, "Does it only happen to boys?"
10. students wanted more facts, perhaps a lesson about disclosing and discussing serious nature of problem
11. many students asked, "Why would someone do this?" Perhaps we need a lesson on: offender background and reasons; how that person can get help; and results of reporting a case
12. student asked, "What if I tell my friends about the touching and they make fun of me?". Perhaps we need a lesson focusing on teasing.
13. provide more space for students to write answers on review papers
14. number the questions on the review papers for easy referral
15. the art work should be clearer. It often does not relate to the situation. It is difficult to distinguish males from females; and details are too small to see (e.g., the private parts card).

Revisions

Suggestions 1-4 were related to starting the program, organizing student work, and introductory lesson activities. Therefore these suggestions were included under the Suggested Activities section of Lesson One.

Suggestions 5-7 were also good general suggestions suitable for the beginning lessons. Therefore these suggestions were included under the Suggested Activities section of Lesson Two. Suggestions 6 and 7 reinforce the assertive behaviour the students saw in the video in Lesson One.

Suggestion 8 was included under the Suggested Activities of the final lesson since it relates to the end of the program.

Several students commented on the order of male-female victim situations. As a result of their comments, the child and stranger situation now uses a female victim example.

Suggestions 10 and 11 resulted in an entirely new lesson (see Appendix O). This lesson provides background on offender behaviour; encourages students to report an incident of sexual abuse; and deals with the system's response to a disclosure, i.e., the help available for the offender, victim, and family.

Suggestion 12 also resulted in a new lesson (see Appendix N). This lesson focuses on a child's feelings and provides some ways to deal with teasing. The situation involves a female teenage offender and a male victim.

Suggestions 13 and 14 were concerned with the organization of the review papers. These suggestions were used to revise the review papers.

Most teachers and many students commented on the inadequacy of the art work. As a result of these criticisms a new artist was hired to do the art work for the revised program.

TABLE 9

Teacher Suggestions Resulting in Specific Lesson Revisions

Suggestions	Revisions
<p><u>Lesson 1</u></p> <p>1. students had difficulty with the question: "What would be a good reason?" We were not sure whether it meant, "What would be a good reason for touching your private parts?" or "What would be a good reason for you telling a trusted person that someone is touching your private parts?"</p> <p><u>Lesson 2</u></p> <p>2. focus on the similarities and differences in the picture</p> <p>3. we compared large colored pictures of children</p> <p>4. brainstormed on personal strengths, and then used suggested activity--very successful</p> <p>5. we went around in a circle and gave compliments to the person beside us</p> <p>6. have students list strengths about themselves</p> <p>7. students could draw a picture of themselves with a classmate or family member. They could use cartoon captions to give a compliment to that person.</p> <p>8. we wrote "positive" words on flashcards and pinned them up around the room</p> <p>9. students could work with a partner writing down each other's strengths</p> <p>10. have students write compliment charts</p> <p>11. I used pictures with compliments under them on a bulletin board</p> <p><u>Lesson 4</u></p> <p>12. The lesson would be more positive if it dealt solely with comfortable touches and different lesson focused on uncomfortable touches</p> <p><u>Lesson 6</u></p> <p>13. may need to explain problem solving process before lesson</p> <p><u>Lesson 8</u></p> <p>14. perhaps offender could be a different type of teacher --Gym teacher example was used in primary kit</p> <p><u>Lesson 9</u></p> <p>15. have students work through problem-solving process and fill out review papers on their own</p> <p>16. students could design advertisements, instructing others about personal safety</p> <p><u>Lesson 10</u></p> <p>17. as an alternative activity I had students write letter of advice to a friend who was having a touching problem</p>	<p><u>Lesson 1</u></p> <p>Suggestion 1 deals with an unambiguous discussion question. The question was revised to read "What would be a good reason for someone to touch your private parts?"</p> <p><u>Lesson 2</u></p> <p>Suggestion 2 was included at the beginning of the Suggestions for Discussion section. Students are asked, "How are the students in this picture the same? How are they different?"</p> <p>Suggestion 3 was included as a suggested activity.</p> <p>Suggestions 4, 6 and 9 were included in the Suggestions for Discussion section as additional activities on giving compliments.</p> <p>Suggestions 7, 8, and 10 were included in the Suggested Activities section.</p> <p><u>Lesson 4</u></p> <p>As a result of Suggestion 12, lesson four was divided into two lessons in the revised program. The revised lesson four deals with comfortable touches; the new lesson five deals with uncomfortable touches.</p> <p><u>Lesson 6</u></p> <p>Suggestion 13 was inserted at the beginning of the Suggestions for Discussion section.</p> <p><u>Lesson 8</u></p> <p>As a result of suggestion 14, the gym teacher situation now uses a band teacher (see Appendix P).</p> <p><u>Lesson 9</u></p> <p>Suggestion 15 was included at the beginning of the Suggestions for Discussion section.</p> <p>Suggestion 16 was included as a Suggested Activity.</p> <p><u>Lesson 10</u></p> <p>Suggestion 17 provided an alternative to the problem solving process. It was included in the Suggestions for Discussion section.</p>

TABLE 10

Order and Titles of Lessons in Revised Program

Lesson 1.	Introduction
Lesson 2.	Feeling Good About Yourself
Lesson 3.	Learning to Compliment Others
Lesson 4.	Different Kinds of Touching (comfortable)
Lesson 5.	Different Kinds of Touching (uncomfortable)
Lesson 6.	Private Parts of Your Body
Lesson 7.	Child and Teenager
Lesson 8.	Child and Stranger
Lesson 9.	Child and Acquaintance
Lesson 10.	Child and Teacher
Lesson 11.	Handicapped Child and Teenager
Lesson 12.	Child and Parent
Lesson 13.	Child and Neighbour
Lesson 14.	Child and Coach

believed that the program contributed to their child's safety. A large majority of students were able to name something new they learned in class. They would also recommend the program to other students. It seems that students with previous personal safety program experience are more comfortable and positive about the subject.

Questions/suggestions from students and teacher suggestions were used to revise the program. Student questions resulted in additional lessons to the program addressing key issues such as offender behaviour. Teacher suggestions were particularly valuable in helping to clarify the lessons, reinforce the objectives, and make the lessons more interesting.

During the interpretation of the evaluation data, several issues critical to the success of the implementation became apparent. Issues such as: classroom involvement of the students; the attitude of the teacher; the importance of providing opportunities for teacher interaction; and the timing of the field-test in the school year seemed to influence the success of the field-test. These issues as well as others are addressed in the final chapter.

CHAPTER 6

Reflections on the Field-Test and Implications of the Study

The purpose of this thesis was to document the process of the development, implementation, evaluation and revision of a child sexual abuse prevention program. Various federal and provincial government reports--Badgley (1984), Sullivan and Williams (1986), and the British Columbia School Trustees' Association (1986) report--provided support for the need for additional prevention programs. Other prevention materials were reviewed to determine whether or not they were sufficiently addressing child sexual abuse prevention and the extent of their usage. Research on child sexual abuse particularly statistical information and case studies, guided the selection and creation of lesson situations during the development phase of the program.

The development phase of the program involved several consultations with various groups of people, e.g., parents, teachers, administrators, and community resource personnel. These meetings yielded suggestions which were used to improve the program. The program was field-tested in 12 classrooms in the Abbotsford School District. During the implementation it was critical to have the support and assistance of the central district administrators, the school board, parents, principals and teachers. At the completion of the field-test, the program was evaluated by parents, students, and

teachers. Their suggestions, questions and concerns were used to revise the program.

During the implementation and evaluation phases of the program, several key issues arose. Further research is needed to determine the unintended and negative effects of the program as well as the intended, positive effects. It is also interesting to speculate about the influence of environmental factors such as: involvement of the children; teacher attitude; teacher interaction; and the timing of the field-test in the school year on the success of program implementation. Finally, the possible role of the provincial government is considered in extending the program into the continuation phase. These issues are discussed in this final chapter.

Intended and Unintended Effects of the Program

The purpose of the evaluation of the intermediate program was to collect information to revise and improve the program and to assess its quality. Further research is needed to assess the effectiveness of the program. Plummer (1984) outlines the areas that need to be addressed by a summative evaluation as: knowledge or attitudes changed by the program; acquired skills; longevity of program benefits; and most effective teaching methods.

It is also important to consider the unintended effects of prevention programs (Stufflebeam, 1986; Tyler, 1986). Programs should be monitored to ensure that they are not harmful to children's

emotional development, i.e., students should not become fearful or anxious as a result of the program (Plummer, 1984), nor should the programs adversely affect their normal and healthy attitude toward sexuality.

Role of Environmental Factors during Program Implementation

Eisner (1986) and Tyler (1986) identify several factors that significantly influence program implementation. There is a need to evaluate such factors as students' expectations and the teacher's attitude and expectations. It was likely that these factors were operating during the field-test of the intermediate program, affecting student evaluations of the program. An analysis of these factors may explain between class differences in the field-test results.

It is critical to consider environmental factors in future plans for implementation of the program. The timing of the field-test in the school year may also have affected evaluation results. Several teachers mentioned that, due to year-end activities, there was little time for many of the suggested activities. Future plans for implementation should consider the factor of timing. I recommend that the program be taught in the Winter/Spring after classroom routines are established and while teacher and student energy levels are sufficient to devote the necessary time to the program. The teacher's role should be clearly defined at the outset of implementation. If teachers are aware of the expectations of them and have a positive

attitude toward the program; it is likely that they will have a greater degree of commitment, thus perform more effectively and students will ultimately benefit.

Importance of School-Based Change

Goodlad (1983) contends that the school is the key unit for educational improvement. This is a useful concept for several reasons. First, the individual school is most likely to gain community support and increase satisfaction. Second, the likelihood of placing unrealistic expectations on just a part of the school is reduced. Thirdly, it is easier to identify and address individual concerns and needs. Finally, chances are improved for increasing the personal satisfaction of school personnel while at the same time making the school more effective. Thus, Goodlad's (1983) conception of school-based change allows for growth of individual teacher's skills and resources as well as staff improvement as a whole. Watkins (1973) believes that many objectives will remain inert unless considered by the staff as a whole.

Even if the intermediate program is mandated by the provincial government, it is still possible that its implementation could be part of a school-based goal. Principals and teachers could jointly coordinate and plan the implementation by making decisions such as which teachers would offer the program and when it would be taught during the school year. If the program was implemented as a

school-based goal to extend the primary kit and provide alternatives to available materials, many classes from Kindergarten to Grade Five would be addressing the issue of personal safety, increasing the potential for teacher interaction.

Need for Providing Opportunities for Teacher Interaction

Several researchers (Fullan, 1982; Guskey, 1986; Little, 1981, 1982; McLaughlin, 1976) stress the need to encourage teacher interactions in staff development programs. Little (1982) found that staff development efforts are most likely to succeed when there is a norm of collegiality. "The successful program rested on long-term habits of shared work and shared problem solving among teachers" (Little, 1981, p. 100). McLaughlin (1976) found program implementation and continuation depended on the use of frequent and regular staff meetings enabling teachers to solve problems together, share ideas, and offer support.

If strategies such as these had been used during the field-test of the intermediate program it is possible that more classes would have rated the program more favourably. For example, Teachers 1 and 2 received consistently high ratings. This could be due to the fact that they were in the same school and consequently had the opportunity to share problems and ideas resulting in consistently high ratings. In contrast, Teacher 10 was isolated in one school with little opportunity for teacher interaction and student ratings were very low.

If the intermediate program is implemented on a larger scale I recommend that program co-ordinators ensure that there are opportunities for teacher interaction before, during, and after the implementation phase.

In ensuring success at the implementation phase, Fullan (1982) stresses the importance of providing sustained interaction and staff development. This concept is reiterated in other discussions on staff development. "The opportunity for the continuing development of teachers should whenever possible be a guiding principle in designing in-service courses" (Lewy, 1977, p. 144).

Overcoming Resistance to Change

Staff development efforts will not succeed unless resistance to change is overcome. Teachers are more likely to be supportive of a new program if they are encouraged to participate in decisions about the proposed changes (Gross, 1979). Principals and teachers will be more committed to a new program if their involvement is voluntary and they participate in the original negotiations (Little, 1981). McLaughlin and Marsh (1978) believe that a more personal approach to staff development is suitable for the older, more experienced teacher. Guskey (1986) identifies several factors that often affect teachers' adoption of a new practice or program. He argues: "Significant change in teachers' beliefs and attitudes is likely to take place only after changes in student learning outcomes are evidenced" (p. 7).

Student and parent evaluations should continue to be an integral part of the intermediate program, providing teachers with evidence of student learning outcomes, thus increasing the likelihood of adoption. Change usually requires extra time, energy, and work. Learning new practices is often an anxious endeavour for teachers. A principal can alleviate teachers' fears and facilitate the change process by being aware of these factors. Effective principals attempt to build trust among their staff during frequent interpersonal meetings and by listening to staff concerns and ideas (Leithwood & Montgomery, 1982).

If possible there should be an effort to continue with the voluntary nature of teacher involvement in the intermediate program, to increase the likelihood of teacher commitment. Teachers committed to the program are more likely to share their enthusiasm with their students. Thus students are more likely to enjoy the program and learn from it. It may be necessary to have an itinerant teacher or team teacher system in place to accommodate teachers uninterested in teaching the program. These systems could also assist the school principal who is uncommitted to the program.

Role of the Provincial Government

At present the provincial government has not mandated prevention programs in the school systems. If the government develops a policy based on the recommendations of either the Sullivan and Williams (1986) report or the British Columbia School Trustees' Association

(1986) report, or both, it is possible that the intermediate program will be continued and implemented on a broad scale in British Columbia school districts.

The British Columbia School Trustees' Association study (1986) found the need for improved communication and coordination within the educational system. Doll (1982) describes ways to improve communication in the school systems. The ideas suggested by Doll (1982)--brief written reports, tape recordings or videos, individual contacts with staffs, news bulletins, meetings, and conferences--may be used along with the network already established by C.A.R.E. Productions to market an intermediate program. An enquiry by Sullivan and Williams (1986) into the problem of sexual abuse in the British Columbia school system included recommendations to establish in the Ministry of Education a central clearinghouse for the further development, ongoing evaluation and distribution to school districts of prevention material and programs (p. 25). If the Ministry of Education accepts this recommendation, the evaluation and distribution of all prevention programs will be facilitated. A system of long-term feedback, evaluations and revisions should also contribute to the extension of prevention programs into the continuation phase.

Concluding Remarks

The development, implementation, evaluation and revision of the intermediate program was a rewarding experience. As previously

mentioned, future research is needed to determine the effectiveness of the program of preventing child sexual abuse.

Many school districts in British Columbia have shown an interest in the intermediate program. I plan on acting as an external consultant in the near future, assisting school districts with the implementation of the program. It will be important to be aware of many of the issues addressed in this final chapter, i.e., the role of environmental factors, overcoming resistance to change; and the need to provide opportunities for teacher interaction during program implementation.

APPENDIX A

The Intermediate C.A.R.E. Kit

Lesson 1**INTRODUCTION**

PURPOSE OF LESSON

1. To introduce the topic of personal safety.
2. To provide an overview of the C.A.R.E. program.

Vocabulary Words

Personal safety, private parts, assertive, trusted, protect.

MATERIALS REQUIRED

- Video program: "Yes, You Can Say No!"
- Video machine
- Television set
- Blackboard or chart paper
- Review papers

INFORMATION FOR THE TEACHER

Discuss the topics of personal safety and the C.A.R.E. Program before showing the video to the students. Many students will already be familiar with these topics. (If the names used in any of the lessons are the same as students in the class, the teacher should change the names in the lessons.)

INTRODUCING THE LESSON

- The following is a suggested introduction:

- **Put up your hand if you had the C.A.R.E. Kit or any other Personal Safety program in another grade.**

(Allow for some brief discussion.) Ask specific students to tell the class about the C.A.R.E. Kit. Reinforce and guide their answers. If no one puts up their hand, explain to the students that the C.A.R.E. Kit teaches children about personal safety. **Personal safety means**

protecting yourself from unwanted touching which can be harmful to your body and feelings. No one except a doctor or nurse for health reasons should look at or touch your private parts. No one should force you to look at or touch their private parts.

- Today we are going to begin a new C.A.R.E. Program, designed for older students such as yourselves.
- To introduce the program we are going to watch a video

GUIDELINES FOR DISCUSSION

- The discussion questions throughout the program are intended to be used as a guide. Acceptable student answers should be added to the answer list. If necessary the teacher should provide the answers listed in the discussion outline to ensure consistency.

- **What do you think are the main messages in the video?**

Children can learn to stand up for themselves, to be assertive. You can say "no" to unwanted touching. Keep on telling people about the touching until someone listens. It isn't your fault if someone touches your private parts.

- **Why is it important for you to tell a trusted person that someone is touching your private parts without a good reason?**

It's against the law for a teenager or an adult to touch a younger person's private parts without a good reason. If you don't tell, the touching may continue.

- **What would be a good reason?**

Health reasons.

- **Who should you tell about the touching?**

You should always tell a trusted adult such as your mom, dad, or teacher. If they do not listen or understand you could tell a friend as well. Your friend may be able to give you the courage to say no to the touching and to tell someone about it.

Your friend may tell an adult who could help.

- **Why is it important to protect your body and your feelings?**

Your body and your feelings belong to you. Other people should respect your body and your feelings.

SUGGESTED ACTIVITIES

- Students complete and return review paper at school and/or home.
- Select age-appropriate novels dealing with the topic of self-confidence.
- Students should create situations that require assertive behaviour. They could then role play the situations.
- Star of the week: At the beginning of each week choose one student to be the star of the week. Set up photograph of student and comment sheet on the bulletin board display. Students write positive characteristics of the star on the comment sheet. At the end of the week give the student his/her comments. This is an on-going activity. Ensure that everyone has a chance to be a star.

A NOTE TO THE TEACHER

If a child discloses abuse during the lesson, acknowledge the child's statement and continue the lesson. Seek a private moment to speak to the child after class. Follow school procedures for reporting child abuse.

Lesson 2

FEELING GOOD ABOUT YOURSELF

INFORMATION FOR THE TEACHER

The following two lessons aim to improve the self-confidence of your students. Research on child sexual abuse tells that offenders often seek out children who appear to lack self-confidence. Children who are confident are less likely to become victims. They will also find it easier to assert themselves and to resist unwanted touching.

PURPOSE OF LESSON

To develop and improve the self-confidence of each student.

Vocabulary Words

Self-confidence, compliment, insult, criticize, personality, strengths.

MATERIALS REQUIRED

- Review papers.
- Age-appropriate novels (optional).

INTRODUCING THE LESSON

- The following is a suggested introduction:
 - In the video the other day we saw examples of children being confident and assertive. You can help to build your classmates' self-confidence by giving them compliments.
 - Think about how you feel when someone gives you a compliment.
 - What is the nicest compliment you have ever been given?
 - Think about how you feel when someone insults you or says something negative to you.
 - Most people feel good about receiving compliments and are hurt by insults or negative remarks.

GUIDELINES FOR DISCUSSION

- Describe what is happening on the card, using the following description as a guide.

Description of Situation

This is a group of students about your age. Note how they look different from one another. They have their own bodies and feelings. This is also true in our class. You each have your own body and feelings. Each one of you is a special person. It is important to feel good about yourself. It is easier to stand up for your rights when you have self-confidence.

SUGGESTIONS FOR DISCUSSION

- Give me an example of a compliment.
- Give me an example of a negative remark or insult.

If no one puts up their hand, explain to the students that you understand their embarrassment about discussing compliments and insults. Continue with the lesson. Some examples of compliments are: You have a good sense of humour. You are kind.

- From now on I would like you to practice being positive. For example, say something nice to others. Try very hard not to criticize others. Nasty comments may hurt someone's feelings. Constructive criticism is used by someone trying to help you improve. For example, a soccer coach may criticize how you kick the ball to help you score more goals.
- Compliments often describe a person's strengths. Some examples of strengths are: kindness, politeness.

As a class, brainstorm a list of possible strengths. List on blackboard or chart paper.

- Now turn to the person beside you and make turns giving one another a compliment. Tell the person one thing you like about them. (Structure this activity so that no one is left out.)
- Concentrate on personality strengths, rather than physical appearances.

The students may feel uncomfortable with this activity at first but eventually they will admit that it makes them feel good to give and to receive compliments. The teacher should be prepared to intervene with children who are often criticized, or who often criticize others.

- **Picture in your mind a person who insulted or criticized you. Imagine saying to them, "No matter what you do or say, I'm still a worthwhile person."***

- Students could role-play this activity using puppets.

* Jack Canfield/Harold C. Wells, 100 WAYS TO ENHANCE SELF-CONCEPT IN THE CLASSROOM: A Handbook for Teachers & Parents, c1976, p. 69.

SUGGESTED ACTIVITIES

- Set up an anonymous question box for concerns students may have throughout the program.
- After each lesson a review paper will be sent home to be completed and returned the next day. Some days students will complete the review paper in class. Other days parents and students may work on the paper together. Both parent and student should sign each paper. This activity is intended to inform parents of the contents of the program as well as to encourage their participation. The papers could be kept in a duo-tang for student's reference and review.
- Pass out the duo-tangs during the first lesson. Each day students add the review paper for the day. At the beginning of each lesson, various students share their answers to the previous day's questions. This exercise acts as a review of the material and ensures consistency.
- During the review time the teacher should monitor student papers, noting answers, and checking signatures.

A NOTE TO THE TEACHER

If a child discloses abuse during the lesson, acknowledge the child's statement and continue the lesson. Seek a private moment to speak to the child after class. Follow school procedures for reporting child abuse.

Lesson 3

LEARNING TO COMPLIMENT OTHERS

INFORMATION FOR THE TEACHER

Small group skills and recording skills may have to be taught previous to this lesson.

Many of the exercises and activities suggested in Lessons 4 and 5 are intended to be ongoing throughout the year. Developing the self-confidence of students is a long term goal.

PURPOSE OF LESSON

To develop and to improve the self-confidence of each student.

Vocabulary Words

Unique, focus.

MATERIALS REQUIRED

- Review papers
- Class copies of personal evaluation sheets
- Paper for poems and collages
- Magazines, scissors and glue for collages

INTRODUCING THE LESSON

- **You are a special person because you are unique and have many strengths.**

GUIDELINES FOR DISCUSSION

- Show the card to the students using the following description as a guide.

Description of Situation

This is Lisa. She is a special person. She is feeling very good about herself. Lisa is learning to compliment others and she is trying not to hurt other people's feelings.

SUGGESTIONS FOR DISCUSSION

- Today you are going to work in groups of four or five. One person should be a recorder. Focusing on one student at a time, tell him/her three strengths that you see in him/her. Positive remarks only. The recorder should give each student his/her list of strengths.

The teacher should assign groups. Mix males and females. Students should list their strengths on the review paper. When the class reconvenes, ask students:

- How did it feel to give and to receive compliments?
- Was it easier to give or to receive compliments?

SUGGESTED ACTIVITIES

- Students complete review paper at school and/or home.
- Complete Personal Evaluation* section at home or school.

Today I feel very

I enjoy

I am happy when

I feel good when

My classmates think I.....

I wish grown-ups would.....

I wish

Tomorrow I would like to.....

- "Me" Poem:* Students compose a poem entitled "Me!"
- Collage of self:* Students make a collage entitled: "Me!" on a 12x8 inch paper. They should collect pictures, words and symbols that represent things they like to do, own, would like to own, places they have been, etc. Students should not sign the collages. Once they are completed, display the collages in the classroom. Students could guess who made each collage. Each student could explain the items on his/her collage. Note how each collage is unique just like each poem.

• Jack Canfield/Harold C. Wells, 100 WAYS TO ENHANCE SELF-CONCEPT IN THE CLASSROOM: A Handbook for Teachers & Parents c 1976, pp. 94.

A NOTE TO THE TEACHER

If a child discloses abuse during the lesson, acknowledge the child's statement and continue the lesson. Seek a private moment to speak to the child after class. Follow school procedures for reporting child abuse.

Lesson 4

DIFFERENT KINDS OF TOUCHING

INFORMATION FOR THE TEACHER

The main goal of the program is the prevention of sexual abuse. This lesson focuses on various kinds of touching. It is important to inform students about exploitive touching. The lessons should be presented in a positive manner providing students with the necessary, practical skills to prevent child sexual abuse.

PURPOSE OF LESSON

1. Students will learn to distinguish between comfortable and uncomfortable touching.
2. Students will learn to realize that they are able to have control over their own bodies and feelings.

Vocabulary Words

Bullied, comfortable, uncomfortable

MATERIALS REQUIRED

- Blackboard or chart paper
- Paper for other suggested activities
- Review papers

INTRODUCING THE LESSON

- The following is a suggested introduction:

_ Before showing the card to the students, say to them:

- **Tell me the kinds of touches that you like. Tell me the kinds of touches you don't like.**

List their answers on the blackboard or chart paper, for example:

Touches I like

Hugs
Kisses
Back rub
Handshake

Touches I don't like

Kicking
Pushing
Choking
Touching on private parts

GUIDELINES FOR DISCUSSION

- **Different people will like different touches. That is okay. You each have your own body and feelings. You should have a say in what happens to your body and feelings.**

Describe what is happening on the card, using the following descriptions as guide.

Description of the Situation

One half of the card shows Jillian giving her dad a big hug. Jillian loves her dad. They spend time together.

The other half of the card shows George and his babysitter. Usually the babysitter is nice, but sometimes she twists George's arm behind his back and tickles him until it hurts. George doesn't like to be bullied by the babysitter.

SUGGESTIONS FOR DISCUSSION

- At this point in the program it should no longer be necessary for the teacher to write the answers to the discussion questions on the blackboard or chart paper unless indicated on the lesson plan. Students are encouraged to participate in the discussion and to remember the answers.

- **How do we know how Jillian feels about the hug?**

She has a smile on her face.

- **How do we know how George feels about being tickled and having his arm twisted?**

George looks uncomfortable. His face is in a grimace.

- **Give an example of a comfortable touch.**

Accept all answers.

- **Compare the kinds of touch shown in the two pictures.**

The first picture shows a positive, good, comfortable touch. The second picture shows a negative, uncomfortable, hurting touch.

- **What do you think would happen if George told his babysitter that he didn't like having his arm twisted and that he was going to tell his parents?**

The babysitter might twist his arm harder.
 The babysitter might stop twisting his arm.
 George should tell his parents anyway.

- **How do you decide what kinds of touches you like and don't like?**

You think about whether the touch makes you feel comfortable. You listen to your feelings.

- **What would you do if someone touches you in a way that makes you feel uncomfortable?**

Tell them "No!"
 Tell someone else about it.

- **What if you say "no", but the uncomfortable touching continues?**

Tell the person again that you don't like the touching and to stop, be assertive.
 Tell someone about it.

- **When someone touches you in a way that makes you feel uncomfortable, why it is important to tell him/her how you feel?**

It is important to express your feelings so that the person will stop the touching. Other people should respect your feelings. You have the right to say "no".
 You should tell a trusted adult about the touching to make sure it will not happen again.

- **What should you do if you tell a trusted adult about the touching and he/she does not believe you?**

Tell someone else.
 Keep on telling until someone believes you and does something about it.

SUGGESTED ACTIVITIES

- Students complete and return review paper in class and/or at home.
- Students could write a story about a time when they had comfortable or uncomfortable touching experiences.

A NOTE TO THE TEACHER

If a child discloses abuse during the lesson, acknowledge the child's statement and continue the lesson. Seek a private moment to speak to the child after class. Follow school procedures for reporting child abuse.

Lesson 5

Private Parts of Your Body

INFORMATION FOR THE TEACHER

This lesson introduces the private parts of the body. It is important to know the correct names of the private parts. It is easier for children to understand and report sexual abuse if they are familiar with the correct terms.

PURPOSE OF LESSON

1. Students will be able to identify the private parts of the body using the correct terms.

Vocabulary Words

Terms, breasts, vagina, vulva, buttocks, penis, scrotum, testicles, embarrassed

MATERIALS REQUIRED

- Blackboard or chart paper
- Review papers

INTRODUCING THE LESSON

- The following is a suggested introduction. Before showing the cards explain to the students:

In the first lesson we discussed that no one, except a doctor for health reasons, has the right to look at or to touch your private parts. Also no one should force you to look at or touch their private parts. Today, you are going to learn the correct terms for the private parts of the body.

GUIDELINES FOR DISCUSSION

- As you show the card to the students, describe what is happening in the picture using the following description as a guide.

Description of the Situation

These students are learning the correct terms for the private parts of the body. The private parts of the girl are the breasts, vagina/vulva and buttocks. The private parts of the boy are the penis, testicles, scrotum and buttocks. The private parts of your body are usually covered. No one has the right to look at or to touch your private parts without a good reason.

When the lesson is introduced, it is likely that some children will show their embarrassment by giggling or acting out. The teacher should address their feelings of discomfort. The following questions should help to bring the class in order and encourage a discussion about their feelings. The information will be easier for the students and teachers to handle if it is presented in a matter of fact manner.

- **Why are some people laughing?**

They are feeling embarrassed with these words.

- **Why are some people embarrassed?**

We don't usually talk about the private parts of our bodies.

SUGGESTIONS FOR DISCUSSION

- **The private parts of a boy are: the penis, testicles/ scrotum and buttocks.
The private parts of a girl are: the breasts, vagina/vulva and buttocks.**

(The teacher should point to the parts on the chart as he/she names them.)

- **Why is it important to learn the correct terms for your private parts?**

Print answers on blackboard or chart paper.

So you can feel comfortable about your body.

So you can get used to using the correct words instead of slang.

So you can explain clearly to your parents, doctor or nurse if you have a medical problem.

So you are able to protect yourself from unwanted touching.

So you are able to tell someone about unwanted touching.

SUGGESTED ACTIVITIES

- Pass out review papers so that students can copy the terms.
- Students should complete review paper at home or school.
- Students and parents sign and return it the following day for checking.

A NOTE TO THE TEACHER

If a child discloses abuse during the lesson, acknowledge the child's statement and continue the lesson. Seek a private moment to speak to the child after class. Follow school procedures for reporting child abuse.

Lesson 6

CHILD AND STRANGER

INFORMATION FOR THE TEACHER

Lessons 6 to 11 present various situations involving sexual abuse. The focus should be on the situation, not the people. The design of the situation is based on the degree of emotional involvement between the child and the offender. Sexual assault by an acquaintance or by a stranger, while traumatic is likely to have less long term effects on the victim than prolonged abuse by someone he/she knows and loves. Thus, Lesson 6 focuses on the child and the acquaintance/stranger encounter, progressing to Lesson 11 involving a child and parent figure. The students should become more adept at recognizing potentially harmful situations and solving problems as the lessons progress.

PURPOSE OF LESSON

1. To recognize and to learn how to avoid potentially harmful situations.
2. Students will learn to solve problems as they:
 - a. identify the problem
 - b. consider possible solutions
 - c. predict consequences of actions
 - d. make a decision

Vocabulary Words

Alert, situation, designed, potentially, uneasy, solutions, consequences.

MATERIALS REQUIRED

- Review papers

INTRODUCING THE LESSON

- The following is a suggested introduction. Before showing the card, explain to the students:

Over the next few days you are going to learn about children who have found themselves in difficult, often frightening situations. The stories are not intended to alarm you. They are designed to alert you to potentially harmful situations. The first three situations involve boys. The last three involve girls. Not all children will be involved in these types of situations, however, if you are it is important for you to know what to do.

GUIDELINES FOR DISCUSSION

- Show the card to the students as you tell them the following story.

Description of the Situation

Eric is telling his friends what happened to him on the way home from school the other day. He explains that it was pouring rain and he was cold and wet. A car stopped, a man rolled down his window and offered Eric a ride. Eric had seen the man before in the neighbourhood. The man was well dressed and seemed to be nice. He was driving Eric's favourite sportscar. As Eric approached the car he had an uneasy feeling about the man. He decided that he should not go with him. Then he noticed that the man's pants were unzipped and his penis/a private part of his body was showing.

SUGGESTIONS FOR DISCUSSION

- Work through the problem-solving process together for this lesson. Write the answers on the blackboard or chart paper.

- **What is the problem?**

A man exposed his penis/private parts to Eric.

- **Think of some possible solutions to the problem.**

When the car stopped Eric could have ignored the man and continued walking home.

Eric could say, "No!" to the man's offer, and leave immediately so the man could not expose himself to Eric.

- **Choose your best solution.**

Eric should have said, "No!" to the man and run away from the car. It was not Eric's fault. He should tell his parents about the incident.

SUGGESTED ACTIVITIES

- Students could role-play being assertive: stand tall, shoulders back, eye to eye contact and say "No!" like you meant it.
- Students should complete the review paper at school and return it the following day.
- Students should practice being assertive in a variety of potentially harmful situations, e.g. a person asking for directions, looking for a dog ... For example, one student could ask for help looking for a dog, the other student could practice assertive behaviour.

A NOTE TO THE TEACHER

If a child discloses abuse during the lesson, acknowledge the child's statement and continue the lesson. Seek a private moment to speak to the child after class. Follow school procedures for reporting child abuse.

Lesson 7

CHILD AND ACQUAINTANCE

INFORMATION FOR THE TEACHER

Children and adults tend to dwell on the "stranger danger." It is important to stress to students that 85% of the victims are usually abused by someone they know and trust. Lessons 7 to 11 focus on this type of situation.

PURPOSE OF LESSON

1. To recognize and to learn how to avoid potentially harmful situations.
2. Students will learn to solve problems as they:
 - a. identify the problem
 - b. consider possible solutions
 - c. predict consequences of actions
 - d. make a decision

Vocabulary Words

Respect, stranger, acquaintance, anxious, avoid

MATERIAL REQUIRED

- Review papers

INTRODUCING THE LESSON

- The following is a suggested introduction. Before showing the card, explain to the children:

Most adults and teenagers respect children. They would never think of harming a child's body or feelings. Some people, however, involve children in touching that is confusing. Sometimes a stranger or acquaintance will trick a child into unwanted touching, but usually, the person is someone well known to and trusted by the child.

GUIDELINES FOR DISCUSSION

- Show the card to the students as you tell the following story.

Description of the Situation

Kevin's parents didn't allow him to go to the video store, but he didn't see any harm in it. Kevin enjoyed going to the video store. The store owner, whom Kevin had known for a long time, was always nice. They talked about the latest videos on the market. The store owner gave Kevin a poster advertising his favorite movie.

One day the store owner told Kevin that a computer had just been delivered to the store. He was anxious to try it out and asked if Kevin would like to watch. Kevin was learning about computers at school so he thought that it would be a good idea. A couple of times a week after school Kevin stopped by the video store to use the computer.

Sometimes, the store owner looked at video movies of naked people while Kevin used the computer. Kevin knows his parents would strongly disapprove of him seeing these movies. It was difficult for Kevin to avoid looking when the movies were in his view.

The store owner started to sit very close to him. He put his hand on Kevin's knee. The closeness made Kevin feel uncomfortable. The store owner moved his hand from Kevin's knee to his penis/private parts. Kevin froze. He was so surprised by the action that he didn't know what to do. The store owner told Kevin that the touching was a secret. He warned Kevin never to tell the secret or the store owner would hurt him.

SUGGESTIONS FOR DISCUSSION

- Allow your students to work through the problem-solving process in small groups.
- Assign one student to be a recorder, another to be a reporter. When the class reconvenes the reporter from each group should share the problem-solving process with the class. The teacher should move among the groups monitoring the answers and providing assistance when necessary.

- **What is the problem?**

The store owner has shown Kevin movies of naked people. He has also touched Kevin's penis/private parts. It will be difficult for Kevin to tell his parents because he was not supposed to go to the video store.

- **Think of some possible solutions to the problem.**

Kevin could say "no" to the store owner's touching and refuse to look at the movies.

Kevin could stop going to the store.

Kevin could tell his parents.

- **Predict the consequences of your solutions.**

If Kevin stops going to the video store, the store owner would not be able to touch Kevin again. If Kevin says "no" to the unwanted touching and the movies, the store owner may not listen to him. If Kevin tells his parents, he may or may not get into trouble for going to the video store. His parents would probably be glad that he told them about the touching and the movies.

Hopefully his parents would report the touching and the movies to the authorities. If Kevin's parents don't understand he should keep on telling other people until someone listens and helps to stop the abuse.

- **Choose your best solution.**

Kevin could say "no" to the touching. He could stop going to the video store. He should then tell his parents about it. If they don't listen or understand, he should tell another trusted adult or friend so that the abuse will stop. The touching is not Kevin's fault.

SUGGESTED ACTIVITIES

- Students could role-play being assertive, i.e., stand tall, shoulders back, eye to eye contact, and say no like you mean it.
- Students should complete the review paper at home or school and return it the following day.
- Students could role-play telling someone (e.g. a parent, teacher or friend) about the touching incident.

A NOTE TO THE TEACHER

If a child discloses abuse during the lesson, acknowledge the child's statement and continue the lesson. Seek a private moment to speak to the child after class. Follow school procedures for reporting child abuse.

Lesson 8

CHILD AND TEACHER

INFORMATION FOR THE TEACHER

This lesson focuses on an encounter between a child and his physical education teacher. Offenders may be people like teachers, coaches, counsellors or babysitters. They have a great deal of influence over the child. The offender is well-known to the child and is often in a position of authority. He/she also has permission to be with the child.

PURPOSE OF LESSON

1. To recognize and learn how to avoid potentially harmful situations.
2. Students will learn to solve problems as they:
 - a. identify the problem
 - b. consider possible solutions
 - c. predict consequences of actions
 - d. make a decision

Vocabulary Words

Authority, command, permission

MATERIALS REQUIRED

- Review papers

INTRODUCING THE LESSON

- **A person in a position of authority can tell you to do certain things.**
- **Who has authority over you?**

(e.g. Mom, dad, teacher, etc.)

(List their answers on the blackboard or chart paper)

- **Give some examples of orders that you should obey.**

(List student's answers on blackboard.)

Clean up your room.

Do your homework.

Stop talking in class.

- Give some examples of orders that you should not obey.

(List answers)

Jump off a bridge.
Walk in front of a car.
Steal some money.
Keep a secret (about unwanted touching).

- Before showing the card, explain to the students:

Sometimes a person who has authority over you may act in a way that confuses you. It is important to listen to your feelings. No one except a doctor or nurse for health reasons, has the right to look at or touch your private parts. No one should force you to look at or to touch their private parts.

The person will probably not ask your permission to touch your private parts, however, you have the right to say "no". If you can't say "no" or if you do say "no" and the person still touches your private parts, it is not your fault.

GUIDELINES FOR DISCUSSION

- Describe what is happening in the picture, using the following description as a guide.

Description of the Situation

Richard never really enjoyed physical education. Most of his classmates loved going to the gym to use the trampoline, and to play floor hockey or other games. Richard liked reading and science. He never scored any goals in floor hockey and he couldn't get the ball over the net in volleyball. The other students made fun of him, which made it even worse.

The new gym teacher was always patient with Richard, showing him how to hit the puck properly and to score goals. He allowed Richard to say after school for extra practice which made Richard feel important. He also told Richard that he was his 'special' student.

One day the teacher said that he could be on the floor hockey team if Richard allowed him to touch his penis/private parts. Over a period of months, whenever the two were alone, he would touch Richard's penis/private parts. Whenever Richard tried to stop him he was told, "If you ever tell anyone about the touching you will not be my 'special' student any more." Richard felt confused and betrayed by the gym teacher.

SUGGESTIONS FOR DISCUSSION

- Allow your students to work through the problem-solving process in small groups. Assign various students to be recorders and reporters. When the class reconvenes, the reporter from each group should share their process with the class.

- **What is the problem?**

The gym teacher has touched Richard's penis/private parts. It will be difficult for him to tell his parents about the touching because he may think the touching is his fault.

- **Think of some possible solutions to the problem.**

Richard could quit the floor hockey team and try to avoid the gym teacher.

Richard could say "no!" to the gym teacher and tell someone such as his parents, friends, teacher or principal.

- **Predict the consequences of your solutions.**

Richard likes being on the floor hockey team. The other students are starting to accept him now. He may not want to quit. It may be impossible for Richard to avoid the gym teacher.

The gym teacher may listen when Richard says "no" to the touching, but Richard refused before and the touching continued.

If Richard tells his parents, they will probably understand that the touching is not his fault and they will report it to the authorities so that the touching will stop. If Richard's parents don't listen or understand he should keep on telling until someone listens, and does something so that the touching will stop.

- **Choose your best solution.**

Richard should say "no" to the unwanted touching. He should then tell his parents about it. If they don't listen or understand he should tell another trusted adult or friend until someone listens and does something so that the touching will stop. The touching is not Richard's fault.

SUGGESTED ACTIVITIES

- Students should complete the review paper and return it the following day.
- Students could role-play being assertive, i.e., stand tall, shoulders back, eye to eye contact, and say "no" like you mean it.
- Students could role-play telling an adult or friend about the touching incident.

A NOTE TO THE TEACHER

If a child discloses abuse during the lesson, acknowledge the child's statement and continue the lesson. Seek a private moment to speak to the child after class. Follow school procedures for reporting child abuse.

Lesson 9

CHILD AND TEENAGER

INFORMATION FOR THE TEACHER

This lesson focuses on an encounter between a female offender and a female victim. Statistics show that the majority of offenders are male, however, female offenders do exist. It is necessary to alert students to this fact.

The victim in this scenario is handicapped. Physically, mentally, and emotionally handicapped children are vulnerable to sexual abuse.

PURPOSE OF LESSON

1. To recognize and to learn how to avoid potentially harmful situations.
2. Students will learn to solve problems as they:
 - a. identify the problem
 - b. consider possible solutions
 - c. predict consequences of actions
 - d. make a decision

Vocabulary Words

Intentionally, betray, trust, races, handicapped, aware, possibility.

MATERIALS REQUIRED

- Review papers

INTRODUCING THE LESSON

- The following is a suggested introduction. Before showing the card, say to the students:

In the last lesson, you have heard about an adult using his power to touch a child's private parts. Not all children will be involved in this kind of touching. When children are involved, however, it is not their fault.

- **Most adults would never intentionally betray a child's trust. Some adults, however may try to force a child into looking at or touching their private parts.**

GUIDELINES FOR DISCUSSION

- Describe what is happening in the picture, using the following description as a guide.

Description of Situation

Three years ago, Annie's legs were paralyzed when the toboggan she was riding went out of control and crashed into a tree. Since that time, Annie has been confined to a wheelchair.

Brenda, a teenage girl who lives down the street, comes over two days a week to drive Annie to her exercises. Annie looks forward to her time with Brenda.

One day when Brenda was helping Annie out of her wheelchair, she put her hand on Annie's breast/a private part of Annie's body. At first Annie thought it was an accident. She was used to people lifting her in and out of her wheelchair, but this touching by Brenda made Annie feel uncomfortable. When it happened again the following week Annie became worried.

SUGGESTIONS FOR DISCUSSION

- Allow the students to work through the problem-solving process in small groups. Assign various students to be recorders and reporters. When the class reconvenes, the reporter from each group should share their process with the class.

- **What is the problem?**

Brenda has touched Annie's breast/a private part of Annie's body.

- **Think of some possible solutions to the problem.**

Annie could tell her parents that she doesn't want Brenda to come over anymore.

Annie could say "no" to Brenda's touching.

Annie could tell her parents about the touching.

- **Predict the consequences of your solutions.**

Annie's parents may not understand why she doesn't want to see Brenda anymore. Therefore, they may still allow Brenda to help.

Brenda may or may not listen when Annie says "no".

If Annie tells her parents they will probably speak to the authorities about it and find another driver/caregiver for Annie.

- Choose your best solution.

It is not Annie's fault. She should say "no" to the unwanted touching. She should then tell her parents about it. If they don't listen or understand she should tell another trusted adult or friend until someone listens, and does something so that the touching will stop.

SUGGESTED ACTIVITIES

- Students should complete the review paper and return it the following day.
- Students could role-play being assertive.
- Students could role-play telling an adult or friend about the touching incident.

A NOTE TO THE TEACHER

If a child discloses abuse during the lesson, acknowledge the child's statement and continue the lesson. Seek a private moment to speak to the child after class. Follow school procedures for reporting child abuse.

Lesson 10

CHILD AND PARENT

INFORMATION FOR THE TEACHER

This lesson focuses on sexual abuse of a child by a parent figure. The offender uses his power over the child to coerce him/her into sexual activities. Abuse by a parent figure is particularly confusing and damaging because the child usually loves the offender. Sexual abuse that continues over a period of years may lead the victim to such self-destructive behaviour as alcoholism, drug abuse, crime or prostitution. It is difficult for children to comprehend that they may be abused by members of their own family. You may want to assure your students and emphasize that most family members love and respect them. At the same time, however, students must be informed about the possibility of sexual abuse by a family member.

PURPOSE OF LESSON

1. To recognize and to learn how to avoid potentially harmful situations.
2. Students will learn to solve problems as they:
 - a. identify the problem
 - b. consider possible solutions
 - c. predict consequences of actions
 - d. make a decision

Vocabulary Words

Refuse, rights

MATERIALS REQUIRED

- Review papers

INTRODUCING THE LESSON

- The following is a suggested introduction. Before showing the card, say to the students:

Think about someone who really loves you.

- **Most parents love their children and would never do anything to harm their body or feelings. families respect their children. A family member, however, may try to touch a child's private parts without a good reason. A child has the right to refuse touching of his or her private parts. A child also has the right to refuse to look at or touch another person's private parts.**

GUIDELINES FOR DISCUSSION

- Show the card to the students using the following description as a guide:

Description of Situation

One night Monica's father came into the room and he said, "I just had to tell you that you are my favourite daughter." Monica didn't like being awakened in the night, but she she liked talking to her father. As she drifted off to sleep he started to rub her all over, including her private parts. The touching of Monica's private parts made her feel uncomfortable. She was scared and confused by the unwanted touching.

SUGGESTIONS FOR DISCUSSION

- Allow the students time to work through the problem-solving process on their own. Encourage students to share their process with the class.

- **What is the problem?**

Monica's father has touched her private parts.

- **Think of some possible solutions to the problem.**

Monica could try to avoid her father.

Monica could say "no" to her father's unwanted touching.

Monica could tell her mom or another trusted person.

- **Predict the consequences of your solutions.**

It may be difficult for Monica to avoid her father since they live in the same house.

If Monica says "no" to the unwanted touching, he may, or may not listen to her.

If Monica tells her mom, hopefully her mom will look into the report further so that the touching will stop.

If her mom doesn't understand or believe her, Monica should tell

another trusted person until someone listens and helps stop the touching.

- **Choose your best solution.**

It's not Monica's fault. She could say "no" to the unwanted touching. She should then tell her mom about it. If her mom doesn't listen or understand she should tell another trusted adult or friend. Monica should keep telling until someone listens and stops the touching. If Monica can't say it she could write down what happened and give it to a trusted person who can get help so that the touching will stop.

SUGGESTED ACTIVITIES

- Students should complete the review paper and return it the following day.
- Students could role-play being assertive.
- Students could role-play telling an adult or friend about the touching incident.

A NOTE TO THE TEACHER

If a child discloses abuse during the lesson, acknowledge the child's statement and continue the lesson. Seek a private moment to speak to the child after class. Follow school procedures for reporting child abuse.

Lesson 11

CHILD AND RELATIVE

INFORMATION FOR THE TEACHER

Children are often able to resist unwanted touching by being assertive. It is critical, however, to stress to the students that if they can't refuse unwanted touching, it isn't their fault.

PURPOSE OF LESSON

1. To develop assertiveness in students.
2. To develop and improve communication skills.
3. To be aware of the community resource people available to help children.

Vocabulary Words

Fault, community

MATERIALS REQUIRED

- Review papers

INTRODUCING THE LESSON

- The following is a suggested introduction. Before showing the card, say to the students:

Today will be our last lesson of the C.A.R.E. Program. Over the last month you have learned a great deal about Personal Safety. Remember, the kind of touching we have discussed won't necessarily happen to you.

- **Put up your hand if you call tell me something that you learned in the Program.**

Allow time for several responses. Prompt, then reinforce their answers.

- **Today, you are going to learn about a girl who had the C.A.R.E. Program in school.**

GUIDELINES FOR DISCUSSION

- Show the card to the students using the following description as a guide:

Description of Situation

Shelley's uncle helped to coach her softball team. One evening after a game, Shelley's uncle took her hand and placed it on his penis/a private part of his body. At first Shelley was too shocked to do anything. Then she remembered the Personal Safety she learned in school. Shelley folded her arms, looked at her uncle and said in a loud voice "No! I won't do that". Her uncle didn't bother her again. It felt good to say no in that situation. Shelley told her parents what happened. It was difficult to tell them at first. Shelley's parents were very proud of the way she handled herself. They were glad that she told them.

SUGGESTIONS FOR DISCUSSION

- **What would you say to a person who tried to touch your private parts?**
- **What are some other ways to say no?**
- **Who is at fault if someone touches your private parts?**
- **Who is at fault if you can't say "no" to the touching?**
- **What would you do if you could not say no?**
- **Who do you trust?**
- **Who would you tell if someone tried to touch your private parts?**
- **What would you say?**
- **What would you do if the person didn't listen, understand or believe you?**
- **Why wouldn't someone believe you?**
- **What would you do if a friend told you that someone had touched his/her private parts?**

SUGGESTED ACTIVITIES

- Students should complete the review paper and return it the following day.
- Students and teacher could compile a list of names and phone numbers of community resource people.
- Students should invite community resource people to speak to the class (e.g. police officer, human resources worker.) Prepare questions for guest speakers.
- By role playing they can practice being assertive, practice telling someone about unwanted touching (be specific), practice using specific, clear phrases.
- Students could write away for more information about Personal Safety to a variety of community agencies and associations.

A NOTE TO THE TEACHER

If a child discloses abuse during the lesson, acknowledge the child's statement and continue the lesson. Seek a private moment to speak to the child after class. Follow school procedures for reporting child abuse.

APPENDIX B

Parent Request Form

Date: _____

Admission to the program on Personal Safety and Prevention of Child Sexual Abuse is by parents' request only.

In order for your child to participate in this program, please complete the section below and return it to your child's teacher.

I request that (child's full name) _____
take part in the program on Personal Safety and the Prevention of
Sexual Abuse.

Parent/Guardian

APPENDIX C

Teacher In-Service Agenda

C.A.R.E. GRADES FOUR & FIVE PROGRAM
 TEACHER IN-SERVICE
 April 29, 1987
 Abbotsford, B.C.

AGENDA

8:00 - 8:15	Introduction
8:15 - 8:30	Values Clarification Exercise
8:30 - 9:00	Dynamics of Child Sexual Abuse - when, where, how, who, statistics
9:00 - 9:30	Video: Identifying and Reporting
9:30 - 10:00	Behavioural Indicators
10:00 - 10:15	Coffee
10:15 - 11:00	Legal Response Reporting Procedures How to Handle a Disclosure Responding to Needs of the Sexually Abused Child in the Classroom
11:00 - 12:00	Video: "Breaking Silence"
12:00 - 12:30	Lunch
12:30 - 1:00	Video: "Yes, You Can Say No"
1:00 - 2:00	Presentation of Intermediate C.A.R.E. Program
2:00 - 2:15	Coffee
2:15 - 2:30	Implementation of Intermediate C.A.R.E. Program
2:20 - 3:30	Problem Solving Lesson Planning
3:30 - 4:00	Question/Concerns Sharing of Ideas Evaluation of Workshop

APPENDIX D

Implementation Checklist for Intermediate C.A.R.E. Program

1. Receive permission from district superintendent/school board to implement the program.
2. Teacher in-service training.
3. Secure an Intermediate C.A.R.E. Kit and video.
4. Duplicate parent permission form, parent information letter, and invitation to parent meeting letter.
5. Plan who is to present program to parents.
6. Call parent meeting to advise parents of nature of the program. This can be coordinated with other schools if you wish. Receive forms indicating expected attendance. Call homes to remind parents if necessary. Administer parent evaluation forms at the end of the meeting.
7. Distribute and receive parental permission slips.
8. Duplicate: review papers to be sent home with students after each lesson; student evaluation forms; and parent evaluation of program.
9. Make alternate arrangements for children who do not have parental permission to be in Intermediate C.A.R.E. Program.
10. Teach Intermediate C.A.R.E. Program.
11. Teacher evaluates each lesson upon its completion.
12. Students complete evaluation forms at the end of the program.
13. Send home parent thank you letters and questionnaires.
14. Plan follow-up and review activities to ensure retention of concepts learned.

APPENDIX E

Parent Information Letter

Dear Parents:

Until recently, sexual abuse was a crime rarely discussed with children. Our own parents may or may not have given us vague warnings about "strangers" but few of us received any specific information on sexual abuse or methods to protect ourselves. Therefore, many of us haven't spoken with our children about sexual abuse even though research has shown that children who have been informed about this crime are less likely to be victimized.

The C.A.R.E. Program is definitely a community one. Our school district and staff who have supported the concept from the beginning, our teachers who enthusiastically delivered the program, our parents who reinforced the lessons at home; all have worked together and supported each other to help make our community a safer place.

We often say that "it won't happen to me or my children." While fires and accidents are not selective in their victims, neither is there any selectivity in who may or may not be sexually abused.

Our best protection is education. There are no guarantees, but we have the satisfaction of knowing that we have contributed to the education, safety and protection of our most valuable resource, our children.

Yours truly,

APPENDIX F

Parent Information Letter About Meetings

Dear _____:

The C.A.R.E. Kit for kindergarten to grade three children has been successfully implemented in our school district. Parents, administrators, and teachers have all indicated the need for a follow-up program at intermediate levels. In response to these requests, a program for grades four and five has been developed.

_____ School is one of _____ schools in this district selected to pilot test the intermediate program.

This program is designed to be offered to children in grades four and five. The focus of the program is the prevention of child sexual abuse. Instructions will be provided by trained school personnel during the regular classroom day.

As a parent/guardian of a child in one of the classes involved in the pilot program, you are invited to learn more about the program. The background, content, and details will be presented at each of the following times:

After you have learned about the program, you will have an opportunity to request that your child participate.

In order to assist us in our preparations for these sessions, please indicate on the form below which session you will attend. Kindly return the form as soon as possible.

Yours sincerely,

Principal

We/I will attend the session on (check one):

Day Date Time

Signed: _____

APPENDIX G

Review Paper

Lesson 1

Introduction

After each lesson a review paper will be completed and returned the next day. Some days students will complete the review paper in class. Other days parents and students may work on the paper together. Both parent and student should sign each paper. This activity is intended to inform parents of the contents of the program as well as to encourage their participation. The paper should be kept in a duo-tang for student's reference and review.

What do you think are the main messages of the video?

Explain the meaning of Personal safety.

Why is it important for you to tell a trusted person that someone is touching your private parts without a good reason?

What would be a good reason?

Would it be a good idea to tell a friend if you find it difficult to tell an adult about the touching?

Why is it important to protect your body and your feelings?

This review paper is intended to encourage the parent to become involved in the personal safety of their child. This process should help communication between parent and child.

Parent Signature

Student Signature

Date

APPENDIX H

Review Paper

Lesson 2

Description of Situation

This is a group of students about your age. Now how they look different from one another. They have their own bodies and feelings. This is also true in our class. You each have your own body and feelings. Each one of you is a special person. It is important to feel good about yourself. It is easier to stand up for your rights when you have self-confidence.

Give an example of a compliment.

Give an example of a negative remark.

Give someone in your family a compliment. Watch for a reaction.

Picture in your mind a person who insulted or criticized you. Imagine saying to them, "No matter what you do or say I'm still a worthwhile person." (Canfield & Wells, 1976, p. 69)

This review paper is intended to encourage the parent to become involved in the personal safety of their child. This process should help communication between parent and child.

Parent Signature

Student Signature

Date

APPENDIX I

Teacher Evaluation

Please give careful thought and consideration to every lesson and feel free to criticize. It is only with your cooperation and expertise that we can help prevent child sexual abuse.

Suggestions/Concerns

1. Did the children easily understand the central message?
2. Are there other aids you would prefer to use? What are they?

Suggested Learning Activities:

1. Do the suggested activities enhance the points emphasized?
2. Did the children enjoy them?
3. Are there other ways to reinforce the message? Please list.

Suggested Vocabulary Activities:

1. Is the vocabulary appropriate for this age level and should there be additions or deletions?

APPENDIX J

Teacher Evaluation: Form 2

Suggestions/Concerns:

Suggested Learning Activities:

Suggested Vocabulary Activities:

Length of Lesson

minutes

APPENDIX K

Parent Thank You Letter

Elementary School

Dear Parents and Guardians:

Thank you for participating in the implementation of the C.A.R.E. Kit on personal safety and the prevention of child sexual abuse.

It was suggested by some of the parents at the follow-up meetings, that a questionnaire be sent to all parents and guardians so that they may be given an opportunity to participate in the evaluation of the C.A.R.E. Kit.

We sincerely hope that you will take the time to complete the questionnaire and return it to the school.

Yours sincerely,

APPENDIX L

Questionnaire for Parents

Please complete one questionnaire for each of your children who participated in the C.A.R.E Personal Safety Program.

Kindly return the questionnaire(s) to your school principal by

Child's school _____

Grade: _____ Male: _____ Female: _____

1. Did your child talk about the C.A.R.E. Program at home?

Yes, voluntarily _____

Yes, but only when questioned _____

Not, not at all _____

If "yes", what were your child's questions or comments?

2. Do you think your child understood the overall message of the C.A.R.E. Kit?

Yes, completely _____

Yes, partially _____

Not, not at all _____

What part do you think your child did not understand?

3. How would you describe your child's reaction to the program?

Positive _____
 Negative _____
 Neutral _____
 Don't Know _____

Please comment:

4. Do you think the C.A.R.E. program has contributed to the safety of your child?

Yes _____
 No _____
 Don't Know _____

5. Are you more comfortable talking to your child about the prevention of child sexual abuse as a result of this program?

Yes _____
 No _____
 Don't Know _____

6. What additional information on child sexual abuse would you as a parent like to have?

7. In your opinion, was sufficient opportunity given for parent involvement in the program?

Yes _____
 No _____
 Don't Know _____

What changes, if any, in parent involvement would you suggest?

8. Additional comments:

Your continued support of this program will largely determine its future success in our community.

We welcome your comments and suggestions on any aspect of the C.A.R.E. Program.

Letters may be addressed to:

Superintendent or
School District

APPENDIX M

Student Evaluation Form

C.A.R.E. PRODUCTIONS INTERMEDIATE PROGRAM

Grades Four and Five

1. Name something new you learned in this class:

2. In general, how much did you like this course?

<u>No</u>				<u>Somewhat</u>					<u>A Lot</u>
1	2	3	4	5	6	7	9	10	

3. What did you like most?

4. What did you like least?

5. Do you recommend it to other students?

6. Any questions or comments?

APPENDIX N

Lesson 7

CHILD AND TEENAGER

Purpose of Lesson

1. Students will learn to identify and express their feelings.
2. Students will learn about resisting pressure.

Materials Required

- Blackboard
- Chart paper
- Review papers

A Note to the Teacher

If a child discloses abuse during the lesson, acknowledge the child's statement and continue the lesson. Seek a private moment to speak to the child after class. Follow school procedures for reporting the child abuse.

Information for the Teacher

While offenders are predominantly male, female offenders do exist, students should be aware of this fact.

Vocabulary Words

Feelings, tease, embarrass, naked

Introducing the Lesson to the Students

The following is a suggested introduction. Before showing the card explain to the students:

What does teasing mean?

Teasing is when someone makes fun of you. Some teasing is fun, while other teasing is mean. You have to decide how the teasing makes you feel.

Give examples of when people are sometimes teased.

(List examples on the blackboard or chart paper.)

- New haircut
- Have trouble playing a sport
- A person wants you to do something that you don't want to do

Guidelines for Discussion

Show the card to the students as you tell the following story.

Description of the Situation

Tom was spending the summer at the family cottage on the lake. He had a great time swimming and fishing every day. Usually there were plenty of other children to play with, but one evening everyone seemed to be busy. Tom's teenage cousin Sylvia was visiting for a couple of days. She asked Tom to come down and join her for a swim. As Tom went into the water he realized that Sylvia was naked. She pulled Tom toward her and said, "What's the matter, are you embarrassed?" Tom's feelings were hurt because Sylvia teased and embarrassed him. He was confused by her behavior. Tom did not want his cousin to know that he was afraid but at the same time she made him feel uncomfortable.

Suggestions for Discussion

What should Tom do?

He should tell Sylvia how he feels and say "no" to her pressure to swim with her in the nude.

He should tell someone about it.

What if Tom tells someone about Sylvia's behaviour and they make fun of him?

He should keep on telling until someone takes him seriously.

How do you usually feel when someone teases or embarrassed you, or forces you to do something against your will?

Hurt, uncomfortable, confused.

Who is at fault in this kind of situation?

The person who is doing the teasing, hurting, embarrassing, or forcing.

Suggested Activities

Students could think of a time when they have been embarrassed or teased. They could write a (confidential) response to the teaser, explaining how they feel.

Students should complete the review paper at home or school and return it the following day.

APPENDIX O

Lesson 13

CHILD AND NEIGHBOUR

Purpose of Lesson

1. To emphasize the importance of reporting.
2. Students will learn some of the reasons for offender behaviour.
3. To inform students about the system's response and community resources after disclosure or report.

Materials Required

- Review papers

A Note to the Teacher

If a child discloses abuse during the lesson, acknowledge the child's statement and continue the lesson. Seek a private moment to speak to the child after class. Follow school procedures for reporting the child abuse.

Information for the Teacher

The following lesson is intended to teach children about the serious nature of reporting an incident of child sexual abuse. Studies show that children rarely lie about child sexual abuse and we need to emphasize the importance of reporting so that the touching will stop and all people involved will get professional help.

Children (and adults) are often puzzled by offender behaviour. They often ask "why would someone want to do that?" This lesson will provide some basic information on the background to offenders.

Children should also have some understanding of the process after a disclosure and the community resource people available to help. This last key issue will also be covered in this lesson.

Vocabulary Words

Offender, relative, stress, power, involve, police, social worker, counsellor, community, behaviour, incident

Introducing the Lesson to the Students

The following is a suggested introduction:

As we have gone through the lessons in the c.a.r.e. program, many of you have probably been wondering why a person would touch a child's private parts.

A person with this kind of behaviour is called an offender because they have a touching problem. The offender has trouble relating to people their own age and in some cases he/she is under some kind of stress.

They might feel angry but keep it inside. Sometimes their negative feelings make them want to feel more powerful than they are. The offenders need to use their power over someone smaller or less powerful than them. They use their power to force a child to touch their private parts or they touch the child's private parts. Often offenders were touched by someone when they were children themselves.

If anyone touches your private parts or forces you to look at or touch theirs, you have a right to say "no" and to tell a trusted person about it.

It is important to tell someone about a touching incident because this is a very serious matter. The touching must stop, and the offender needs to get help for their touching problem so that they will quit touching children in that way.

Guidelines for Discussion

Describe what is happening in the picture, using the following description as a guide.

Description of the Situation

Joan has told her mom and dad that the next door neighbour has touched her private parts. Her parents were glad that she told them. They phoned and reported the incident to the police because they are some of the people in the community who are working to stop people with touching problems. Other people, such as counsellors and social workers are going to help Joan and her parents. There are also counsellors who will try to help the neighbour with his touching problem.

Suggestions for Discussion

Why do you think it's important for Joan to tell her parents about the touching by her neighbour?

It's important to tell about the touching so that the neighbour will stop his touching problem with her or any other children.

Who else would be concerned or involved with the neighbour and his touching problem?

The police, the social worker, the counsellors and other community workers are concerned about touching problems?

What is the role of the police?

The role of the police is to protect the child from the point of view of the laws.

What is the role of the social worker?

The role of the social worker is to ensure that the child is safe and protected from harm.

What is the role of the counsellor?

The counsellor will help the child deal with their feelings about the touching incident.

They'll also help the parents deal with their feelings.

Other counsellors will try to help the offenders deal with his/her touching problem.

APPENDIX P

Lesson 10

CHILD AND TEACHER (Revised)

Purpose of Lesson

1. To recognize and learn how to avoid potentially harmful situations
2. Students will learn to solve problems as they:
 - a. identify the problem
 - b. consider possible solutions
 - c. predict consequences of actions
 - d. make a decision

Materials Required

- Review papers
- Post papers
- Old magazines
- Pens, pencils, scissors, glue, crayons, paints

A Note to the Teacher

This lesson focuses on an encounter between a child and his music teacher. Offenders such as teachers, coaches, counsellors or babysitters have a great deal of influence over the child. The offender is well-known to the child and is often in a position of authority. He/she also has permission to be with the child.

Vocabulary Words

Authority, command, permission

Introducing the Lesson to the Students

A person in authority has the power or right to command

Who has the authority over you?

(e.g. Mom, dad, teacher, etc.)

(List their answers on the blackboard or chart paper)

Give some examples of commands that you should obey.

(List student's answers on blackboard)

- Clean up your room.
- Do your homework.
- Stop talking in class.

Give some examples of commands that you should not obey.

(List answers)

- Jump off a bridge.
- Walk in front of a car.

Before showing the card, explain to the students:

Sometimes a person who has authority over you may act in a way that confuses you. It is important to listen to your feelings. One one except a doctor for health reasons, has the right to look at or touch your private parts. No one should force you to look at or touch their private parts.

The person will probably not ask your permission to touch your private parts, however, you have the right to say "no". If you can't say "no" or if you do say "no" and the person still touches your private parts, it is not your fault.

Guidelines for Discussion

Describe what is happening in the picture, using the following description as a guide.

Description of Situation

Richard did not like band practice. Most of the other students in band enjoyed going to the music room to use the instruments. Richard always played the wrong notes on his trumpet. The other students made fun of him, which made it even worse.

The new band teacher was always patient with Richard, showing him how to play the trumpet properly and read the notes. He gave Richard extra practice after school, which made Richard feel important. Richard was starting to enjoy playing the trumpet. He was looking forward to the band trip the following weekend. Richard would be staying at the same house as the band teacher for the weekend.

On their first night away, the band teacher came into Richard's room and shared a pizza with him. Then the two of them started to practice for the concert the next day. During the practice, the band teacher touched Richard's penis, when Richard tries to stop him the teacher told Richard that if he ever told anyone about the touching he would not get anymore special attention. Richard felt confused and betrayed by the band teacher.

Suggestions for Discussion

Allow your students to work through the problem-solving process in small groups. Assign various students to be recorders and reporters. When the class reconvenes, the reporter from each group should share their process with the class.

What is the problem?

The band teacher has touched Richard's penis.

Think of some possible solutions to the problem.

Richard could quit the band and try to avoid the band teacher.
 Richard could say "no!" to the band teacher and to tell someone about the unwanted touching.
 Richard could tell his parents, friends, teacher, or principal to get help to stop the unwanted touching.

Predict the consequences of your solutions.

Richard likes being in the band. The other students are starting to accept him now. He may not want to quit. It may be impossible for Richard to avoid the band teacher.

It may be difficult for Richard to say "no" to the touching, because the teacher is in a position of authority.

If Richard tells his parents, they will probably understand that the touching is not his fault and they will report it to the authorities so that the touching will stop. If Richard's parents don't listen or understand he should keep on telling until someone listens, and does something so that the touching will stop.

Choose your best solution.

It is not Richard's fault and he should say "no" to the unwanted touching. He should then tell his parents about it. If they don't listen or understand he should tell another trusted adult or friend

until someone listens and does something so that the touching will stop.

Suggested Activities

Students could complete the review paper and return it the following day.

Students could role-play being assertive.

Students could role-play telling an adult or friend about the touching incident.

Each student could design a poster summarizing a main message of the program. Magazine pictures, paints, pens or crayons could be used as a medium.

APPENDIX Q

Lesson 1: Introduction



**THE
C.A.R.E.
KIT**

APPENDIX R

Lesson 2: Feeling Good About Yourself



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APPENDIX S

Lesson 3:
Learning How
to Compliment
Others



APPENDIX T
Lesson 4:
Different Kinds
of Touching



—15/86

APPENDIX U

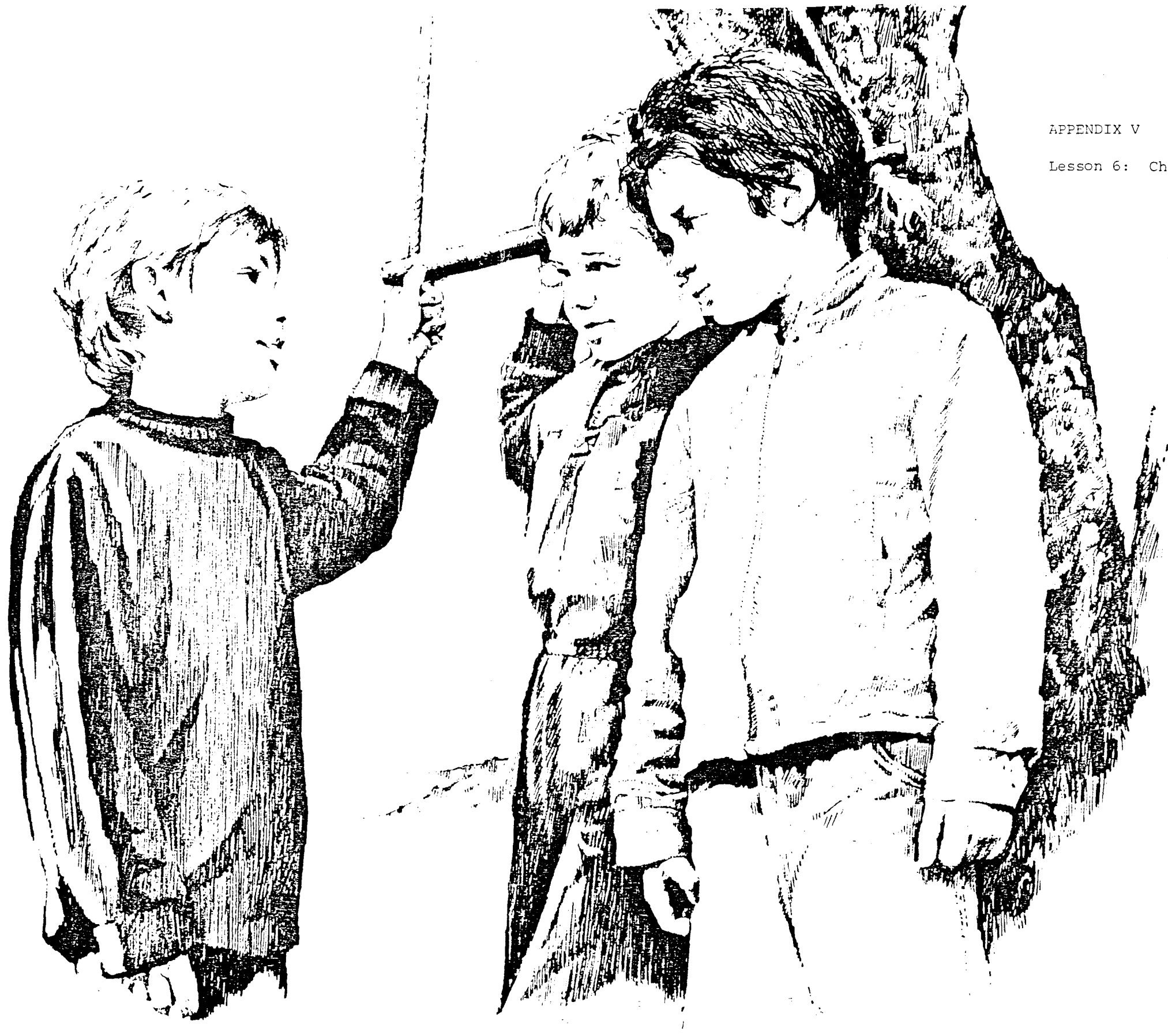
Lesson 5: Private
Parts of Your Body



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APPENDIX V

Lesson 6: Child and Stranger



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APPENDIX W

Lesson 7: Child
And Acquaintance



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APPENDIX X

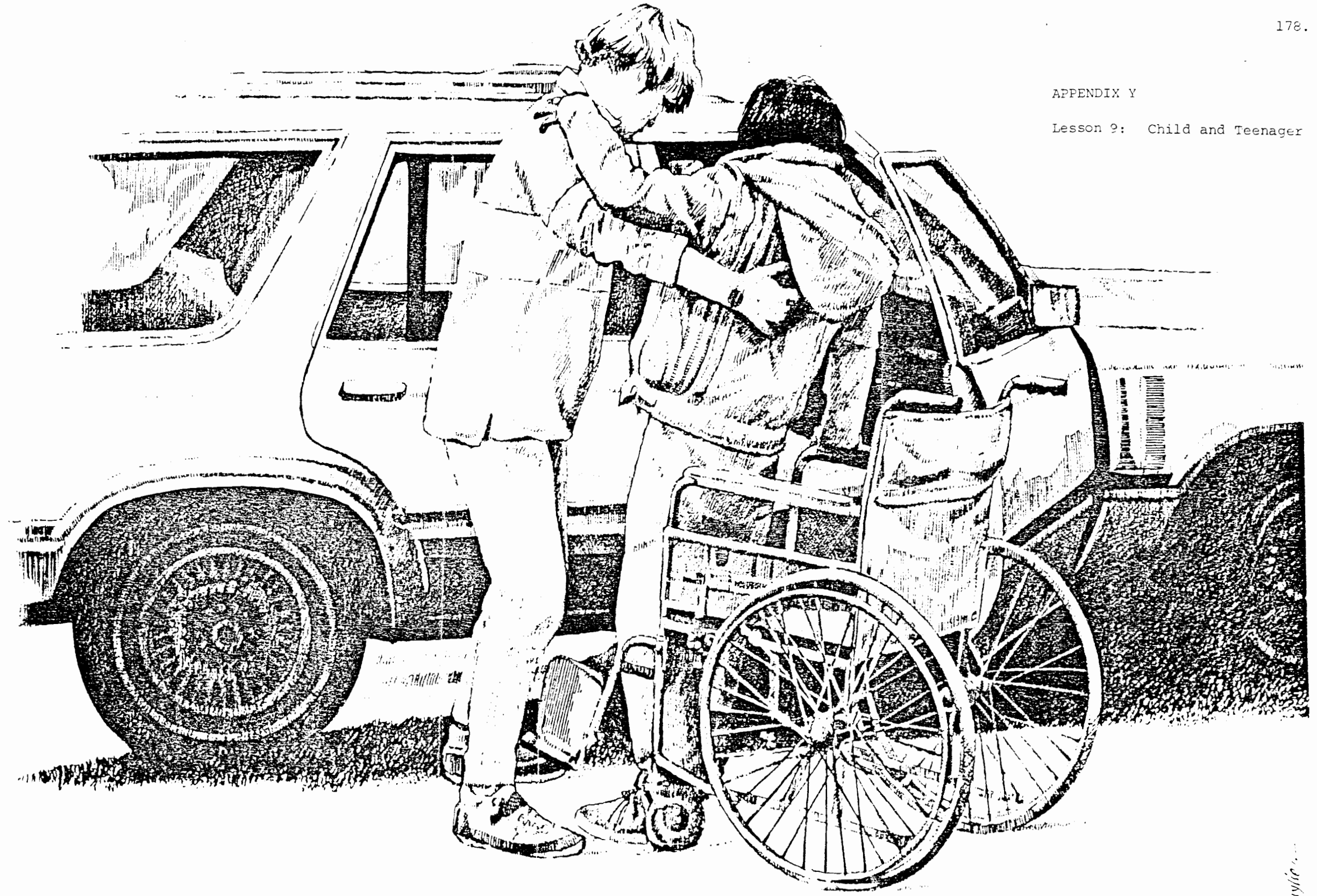
Lesson 8: Child and Teacher



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APPENDIX Y

Lesson 9: Child and Teenager



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APPENDIX Z

Lesson 10: Child and Parent



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APPENDIX AA

Lesson 11: Child and Relative



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