

**AN EVALUATIVE STUDY OF THE CHILD ABUSE
RESEARCH AND EDUCATION PROGRAM**

CENTRE FOR NEWFOUNDLAND STUDIES

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SANDRA TAYLOR



AN EVALUATIVE STUDY OF THE
CHILD ABUSE RESEARCH AND EDUCATION PROGRAM

by
(c) Sandra Taylor

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ABSTRACT

The purpose of this study was to evaluate the effectiveness of the Child Abuse Research and Education Program (C.A.R.E.), a program produced by the Child Abuse Research and Education Productions Association of British Columbia in 1981. The C.A.R.E. Program, which is used in grades kindergarten to grade 3 in many schools across Canada, was developed as a program for the prevention of child sexual abuse. In order to determine the impact that involvement with the C.A.R.E. Program had on grade 3 students, and on their teachers and parents, a modified version of the Children's Assertiveness Inventory was administered to 443 students, 299 of whom had received instruction in the C.A.R.E. Program and 144 of whom had not received such instruction. A Likert-type questionnaire was constructed and administered to 443 parents, 299 of whom had children in the C.A.R.E. Program and 144 of whose children had no such experience. A similar Likert-type questionnaire was constructed and administered to 50 primary teachers, 27 of whom had taught the C.A.R.E. Program and 23 of whom did not have such an experience.

The C.A.R.E. Program had no effect on children's perception of their ability to assert themselves with persons older than themselves. However, the C.A.R.E. Program seems to have enhanced the students' ability to

assert themselves in negative social situations with their peer group. In general, the study found that both parents and teachers had knowledge, attitudes and beliefs about child sexual abuse consistent with those advocated by 'experts' in this field. However, it appears that in some areas, knowledge, attitudes and beliefs are strengthened by participation in the C.A.R.E. Program and in child sexual abuse orientation meetings. Also, there are some aspects of child sexual abuse that appear to challenge the understanding of both parents and teachers.

Generally, the study found significant support from both parents and teachers for school-based child sexual abuse prevention programs, and, in particular a strong endorsement of the C.A.R.E. Program. However, some limitations of the Program are noted and some suggestions are made.

This Report concludes with a detailed summary of the results and a set of recommendations.

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CHAPTER 1

INTRODUCTION

Statement Of Purpose

The purpose of this study was to evaluate the effectiveness of the Child Abuse Research and Education Program (C.A.R.E.), a program produced by the Child Abuse Research and Education Productions Association of British Columbia in 1981. The C.A.R.E. Program, which is used in grades kindergarten to grade 3 in many schools across Canada, was developed as a program for the prevention of child sexual abuse. According to Way (1990) who completed a telephone survey in July 1990, 26 out of 31 school boards (84%) interviewed in Newfoundland and Labrador have implemented or will be implementing the C.A.R.E. Program in schools in their districts. This indicates a strong support for the C.A.R.E. Program in the Province's schools, thus justifying a need for an evaluation of the program.

The specific objectives of the Program are as follows:

- a. to expand children's safety knowledge to include the prevention of sexual abuse.
- b. to help children recognize sexual abuse.
- c. to make children aware of situations that may lead to sexual abuse.
- d. to teach children that they have the right to protect themselves from sexual abuse.
- e. to provide children with skills such as

assertiveness (C.A.R.E. Lesson Guide, p. 3).

Based upon the objectives of the C.A.R.E. Program and a review of the related literature, the following research questions were selected for the purpose of this study:

1. Do children at grade 3 level, who have been taught the C.A.R.E. Program, have a higher level of assertion skills than children at grade 3 level who have not been taught the C.A.R.E. Program?
2. Do teachers who have taught the C.A.R.E. Program show a difference in the following areas as compared to teachers of the same grade levels who have not had this experience:
 - a. knowledge about the dynamics of child sexual abuse?
 - b. attitudes and beliefs about child sexual abuse?
 - c. beliefs about their involvement with teaching children about sexual abuse?
3. Do teachers who have not had the experience of teaching the C.A.R.E. Program and have attended an orientation meeting about child sexual abuse have differing attitudes and knowledge than teachers who have not attended an orientation meeting?
4. What do teachers who have taught the C.A.R.E. Program have to say about:

- a. the adequacy of the C.A.R.E. Program?
 - b. the extent to which the C.A.R.E. Program encourages sexual abuse disclosures?
 - c. challenges for them in teaching the C.A.R.E. Program?
5. Do parents whose children have been taught the C.A.R.E. Program express different views in the following areas, as compared to those whose children, of the same grade level, who have not been taught the C.A.R.E. Program:
 - a. knowledge about the dynamics of child sexual abuse?
 - b. attitudes and beliefs about child sexual abuse?
 - c. communication with their children about the topic of child sexual abuse?
 - d. beliefs about their involvement with teaching their children about the topic of child sexual abuse?
6. Do parents who have attended an information meeting about the C.A.R.E. Program have differing attitudes and knowledge than parents who have not attended a similar meeting?
7. Do parents whose children have not been taught the C.A.R.E. Program and who have attended an orientation meeting about child sexual abuse have differing attitudes and knowledge than parents who have not attended a similar meeting?
8. What do parents whose children have

been taught the C.A.R.E. Program have to say about:

- a. the extent to which involvement with the C.A.R.E. Program influenced communication between parents and children about the topic of child sexual abuse?
- b. the adequacy of the C.A.R.E. Program?
- c. the effects that involvement with the C.A.R.E. Program had on their children?
- d. their involvement with the C.A.R.E. Program?

The following Section presents a rationale for this study and the basis for the formulation of research questions which it addresses.

Rationale

Child sexual abuse is a prevalent societal issue (Finkelhor, 1986; Badgely, 1984; Trudell and Whately, 1988; Budin and Johnson, 1989; Borkin and Frank, 1986) which has widespread and longlasting effects on its victims (Alter-Reid, K., Gibbs, M. S., Lachenmeyer, J. R., Sigal, J., Massoth, N. A., 1986; Brassard, M. R., Tyler, A. H., Kehle, T. J., 1983b; Budin and Johnson, 1989). According to some researchers, the victims of child sexual abuse have been remaining quiet about their victimization and thus the child sexual abuse statistics that are being

reported may not give an exact account of what is actually happening (Finkelhor, 1986; Miller-Perrin and Wurtele, 1988; Yuille, 1988). This may be changing, however, as many victims are talking openly about being abused and the magnitude of the problem is being acknowledged (Badgely, 1984).

As the public became more aware of the seriousness of the problem, efforts to deal with child sexual abuse began to develop. The late 70's saw the beginning of such efforts (Finkelhor, 1979; Plummer, 1986; Johnson, 1987). These initiatives were multifaceted and focused on the following areas: (a) identification of the causes of sexually aggressive behavior, (b) prevention of child sexual abuse from occurring, and (c) treatment for those who had committed child sexual abuse (Becher et al., in Blanchard, 1986).

A multifaceted approach is certainly needed when addressing the area of child sexual abuse. However, if efforts are determined to stop the abuse from ever occurring, the focus should be on prevention. Development and delivery of prevention programs are being recognized as the most initial and effective means to address child sexual abuse (Plummer, 1986; Clarke, 1987; de Young, 1988). In examining preventative efforts one can ascertain that the following have become the target or focus:

1. Primary prevention - efforts which everybody are exposed to, with an ultimate

goal of preventing sexual abuse from ever occurring.

2. Secondary prevention - efforts which are directed at the high risk groups.
3. Tertiary prevention - efforts that are directed at individuals or groups who have been abused, with an ultimate goal of preventing the abuse from occurring again. (Helfer, 1982).

Child sexual abuse is a complex issue involving accessibility, offenders and victims, thus it is necessary that preventative efforts should be focused at all levels of society (Cohn, 1986). Primary prevention programs offered in schools provide an avenue to present information to children, parents, and teachers. According to Finkelhor (1986), since 1983, primary prevention programs have become one of the fastest growing responses to child sexual abuse. There has been more than a quarter of a million Canadian children exposed to such programs (Gentles and Cassidy, 1988). Such efforts on the part of the education system are assumed to have a considerable impact upon reducing the occurrence of child sexual abuse (McIntyre, 1987). Schools play a major role in the lives of children, have sustained access to them, and can provide preventative programming that can have an impact upon reducing the incidence of child sexual abuse (Brassard, M. R., Tyler, A. H., Kehle, T. J., 1983a; Conte, J. R., Rosen, C., Saperstein, L., 1984; Finkelhor, 1986; Volpe, 1984; Wolfe, D. A., Macpherson, T., Blount, R., Wolfe, V. V., 1986).

Schools also have broad access to parents and can and should educate parents as a part of prevention programming (Wachtel, 1989; Budin and Johnson, 1989; Brassard et al., 1983a). Parents play a major role in terms of the messages that they pass on to children; thus, parent education is necessary to ensure that they hold appropriate attitudes and knowledge and communicate appropriate messages to their children (Conte and Fogarty, 1989).

Many believe teachers have a major role to play in preventative programming, and that it is important for them to receive adequate preparation in pre-service and continuing education programs to enable them to deliver programs effectively (Conte et al., 1984; Kleemeier, C., Webb, C., Hazzard, A., Pohle, J., 1988; Trudell and Whately, 1988). In fact, it has been reported that teachers' knowledge about the topic influences program outcomes (Volpe, 1984; Conte et al., 1984).

Many primary prevention programs are now available to the education system. Programs take a number of different forms, ranging from colouring books to puppets to TV programs (Kraizer, S. K., Fryer, G. E., Miller, M. 1988). There are also large variation in these programs in terms of their messages, goals and objectives. Researchers are not entirely in agreement about what the goals of these prevention programs should be, or if in fact children should participate in efforts intended to have them prevent their

own abuse (Conte, J. R., Rosen, C., Saperstein, L., 1986; Trudell and Whatley, 1988). Such programs, therefore, have their critics and advocates.

Some of the critics are concerned that prevention programs, although well intended, may have unintended negative effects (Tharinger, D. J., Krivacska, J. I., Laye-Mcdonough, M., Jamison, L., Vincent, G. G., Hedlund, A. D., 1988; Conte et al., 1986). They suggest that educators must be fully aware of the strengths, limitations and potential negative side effects of school-based programs before they introduce such programs within schools. Kleemeier et al. (1988) reported that 35%-50% of children taking the program had an increase in fear and worry; Conte, J. R., Rosen, C., Saperstein, L., Shermack, R. (1985), and Borkin and Frank (1986) reported that children had difficulty learning the prevention concepts; while Plummer (1984) and Ray (1984), as cited in Finkelhor (1986), reported that children do not retain prevention concepts for any length of time. Leventhal (1987) and Swan, H. L., Press, A. N., Briggs, S. L. (1985) comment that most programs impart knowledge to children, yet knowledge is not enough to allow children to protect themselves; they argue that children need skills in order to act on their knowledge. Cosentino (1989) summarizes some of the common concerns:

1. A sexual abuse prevention program may give children information about human sexuality before they are old enough to comfortably incorporate it into their

experience.

2. The program may stimulate unnecessary fears in unaffected children.
3. Normal affection may be inhibited between the child and parent as well as between the child and other adults.
4. The school may be usurping the family's role as the primary source of teaching on personal safety and sexual abuse prevention (p. 376).

In contrast, researchers who have a positive attitude towards school-based programs suggest that children learned personal safety information (Budin and Johnson, 1989; Binder and McNeil, 1987). Also, Binder and McNeil (1987) found that children became more knowledgeable about coping strategies, parents observed no increase in emotional distress, and that there was a significant increase in communication between parents and children as a result of exposure to a school-based prevention program. Likewise, Miller-Perrin and Wurtele (1988) and Woods and Dean (1985) reported that there were little adverse reactions as a result of being exposed to prevention programs.

The above clearly indicates that school-based child sexual abuse prevention programs are subjected to ongoing evaluations; however, such efforts are in the early stages and are far from comprehensive (Conte et al., 1985; Ferguson and Mendelson-Ages, 1988). All agree that indeed children need to be taught: (a) that they own their bodies, (b) to identify good and bad touches, (c) not to keep secrets, (d)

to say "no", (e) who they can tell if they are sexually abused, and (f) to trust their feelings.

Some, however, argue that passing on information to children is not enough. According to Conte et al.(1985), and supported by Ages (1990), it is important to assess whether or not children who are taught prevention programs have an increase in skills such as assertion.

One such prevention program which teaches children assertion skills, and encourages and provides support for the inservice of parents and teachers is the C.A.R.E. Program. For the most part, however, evaluations of the C.A.R.E. Program have been completed as reports to School Trustees of School Districts in Canada. In general, the authors of these evaluations have utilized the questionnaires that are presented in the C.A.R.E. Training and Implementation Manual to collect the data (Gilchrist, 1984; Cope, 1989). Both of the above mentioned reports support the C.A.R.E.'s effectiveness and recommend its use as was intended. Kerr-Halls (1985) completed an evaluation of a classroom implementation of the C.A.R.E. Program. The study involved the oral administration of questionnaires to individual students who were involved with the C.A.R.E. Program and to a group of control students. The results indicated that students who had been taught the C.A.R.E. Program gained a higher level of knowledge of the concepts and tended to make more assertive responses in their

solutions to problems. Welin (1988) evaluated changes in knowledge, attitude and skills in grade 3 students who completed the C.A.R.E. Program. The findings show that students who were exposed to the Program on a yearly basis as opposed to exposure on a bi-yearly basis, had more retention of knowledge at pre-test time, and had a significant difference in attitudes. Also, the study showed that there was no significant increase in prevention skills (problem solving and assertion) as determined by responses to situations, thus leading Welin to conclude that more role-play opportunities, on behalf of students, need to be incorporated into the C.A.R.E. Program. At post-test time students demonstrated that they have difficulty recognizing that someone they know well can abuse them. Thus, Welin notes that it is important to emphasize the "telling" aspect of the Program.

The literature supports a knowledge base and appropriate attitudes in the area of child sexual abuse, on behalf of teachers and parents, and acquisition of assertion skills on behalf of students. Thus, this study was designed to evaluate the C.A.R.E. Program's influence on teachers, parents, and students.

CHAPTER 2

REVIEW OF THE LITERATURE

The Extent Of Child Sexual Abuse

Child sexual abuse is a largely hidden yet pervasive tragedy that has damaged the lives of thousands of Canadian children and youth and cuts across all social, religious and political boundaries (Badgely 1984, p. 29).

This National Report, not unlike many others informs on the magnitude and the pervasiveness of child sexual abuse. In the main variability exists between reports that give child sexual abuse incident rates. Researchers account for the variance in statistics in a number of ways: Miller-Perrin and Wurtele (1988) claim that definitions change from study to study; MacFarlane, K., Waterman, J., with Conerly, S., Danson, L., Durfee, M., Long, S. (1986) state that the sources for data collection varies across studies and that adults' recall of what happened in childhood is not often reliable. Yuille (1988) reports that most children do not report, thus the reported statistics do not reflect the actual incidence of child sexual abuse. According to MacFarlane et al., (1986) the exact incidence rate of child sexual abuse is not easily determined and in fact the reporting varies from study to study (Finkelhor, 1987).

The Badgely Report (1984) states that according to a National Population Survey, about 1 in 2 females and 1 in 3

males have been victims of unwanted sexual acts. Finkelhor and Hotaling (1984) estimate that in the United States there are 150,000 to 200,000 cases of child sexual abuse each year. Trudell and Whately (1988) state that as few as 19% and as many as 64% of females and around 10% of males have been sexually victimized before the age of 18 and that 60% of the victims are under the age of 12. Finkelhor (1984b) and Russell (1984) conclude that 1 out of 4 females and 1 out of 9 males are abused before the age of 18 and 25% of all child sexual abuse occurs before the age of 7 (Finkelhor, 1986). Studies mentioned in Budin and Johnson (1989) conclude that as few as 6% and as many as 62% of females and 3% to 31% of males are abused in North America.

What constitutes child sexual abuse varies from source to source. As Lusk and Waterman (1986) point out, there are "literally thousands of definitions of child sexual abuse in use" (p. 3). Disagreement occurs over the ages of the victims and offenders, the acts engaged in and the types of relationships (Cosentino, 1989). According to Cosentino (1989), Finkelhor's definition is the most widely accepted among researchers in the field.

... child sexual abuse is defined as sexual contact between a child and a person who is at least 5 years older. The sexual activity may range from exhibitionism to intercourse often involving a progression of sexual behavior (Cosentino 1989, p. 372).

Child sexual abuse takes many forms and according to

MacFarlane et al. (1986) the most common form of sexual abuse is fondling, "with vaginal or anal intercourse least common, with oral copulation in between" (p. 4). Conte and Russell (1984) as cited in Conte and Schuerman (1987), note that sexual behavior such as fondling has a less emotional impact on the victim than sexual behavior of a more intrusive nature like intercourse.

The Effects Of Child Sexual Abuse

Apart from the types of sexual behavior that occurs, there are many variables that interact to influence the emotional impact that sexual abuse has on a child. Cosentino (1989), in summarizing research that has been completed, asserts that the closeness of the relationship of the offender and victim, the duration of the abuse, the extent of force and the type of sexual behavior that the offender engaged in, the degree of pleasure that the victim felt, the victim's age, previous emotional state, whether the victim attempted disclosure and the reactions of family members at the time of the disclosures; all influence the degree of impact that sexual abuse will have on a child. Conte and Schuerman (1987) conclude from their research that the affects of abuse vary depending upon the home circumstances of the child. Thus, they note that children

who come from unstable families often suffer more as a result of the abuse than children with a more stable home-life.

The Family Violence Prevention Division (FVPD) (1989) reports that abuse by a family member results in an increase in trauma, and a higher percentage of victims come from unstable family backgrounds (ie. divorced, separated, substance abusers, suffers of psychological disorders). Lusk and Waterman (1986) discuss factors outside the actual sexual abuse that can have long-lasting effects on the child. They note the negative effect the court system and mediators such as the family system, the child's psychological and mental health prior to the abuse, relationship of the victim to the abuser (the closer the relationship the more traumatic the effects), the age of the victim, the nature of the abuse, the degree of blame child places on self, sex of the victim (no firm conclusions available on this point), and parental response when the child discloses.

The FPVD (1989) report on findings shows that adults who were sexually abused as children have lower self-esteem and experience more depression and suicide.

According to Hall (1987), "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 behaviors such as suicide" (p. 11). Cosentino (1989) characterizes the effects of sexual abuse in two categories, short-term and long-term. Short-term effects include reactions such as... "fears, depression and guilt, anger and hostility and sexually inappropriate behaviors" (p. 374). Long-term effects include... "depression, self-destructive behavior, anxiety and tension, feelings of isolation and stigma, poor self-esteem, a tendency towards revictimization, substance abuse and sexual maladjustment" (p. 374). Lusk and Waterman (1986) claim that the effects of child sexual abuse fall into a number of categories: (a) affective effects (guilt, anxiety, depression and anger); (b) physical effects (somatic and psychosomatic problems, pregnancy, injury and illness, changes in sleep and appetite); (c) cognitive and school related problems; (d) behavioral symptoms and "acting out"; (e) self-destructive behaviors; (f) degree of psychopathology; (g) sexuality effects (sexuality dysfunctions, promiscuity, inhibition, concern over sexual orientation, prostitution).

Further to this, Cosentino (1989) states that effects are tied to a history of being sexually abused as a child. He goes on to say that without intervention, there are a high percentage of children who may develop psychological difficulties.

The Dynamics Of Child Sexual Abuse

Many researchers have investigated the victimization process. Conte, Wolf, and Smith (1989) conclude that offenders have the ability to identify emotionally and psychologically vulnerable children, and that abusers engage in coercive strategies (i.e. "efforts to separate children from adults who might protect them, conditioning through the use of reward and punishment, or letting the child view violence directed against the child's mother") (p. 299). Offenders progress from nonsexual touching to sexual touching, thus desensitizing victims. Budin and Johnson (1989) report that perpetrators use bribes and coaxing in non-incestuous relationships, and use the power of position in incestuous relationships, and that the offenders' engagement in sexual touching is gradual and generally not threatening. Conte et al. (1985) conclude that the abusive relationship extends over a period of time. Sgroi, Blick and Porter (1982) report that child sexual abuse can be broken down into three phases:

1. Engagement phase - this phase occurs within the context of a non-threatening relationship.
2. Sexual interaction phase - this phase involves a progression of nonsexual touching to sexual touching.
3. Secrecy phase - during this phase a victim is frequently threatened to keep the abuse a secret.

This categorization has been supported by an exercise documented by Coulter and Bachelder (1990) in which they asked offenders to write a manual on how to sexually abuse a child. Offenders outlined the process of sexually abusing a child in this manner: (a) identify needy children, (b) befriend them, (c) target their vulnerability, (d) gradually desensitize them to sexual behaviors, and (e) intimidate them.

Finkelhor (1986) reports that there are four distinct preconditions that have to be present in order for child sexual abuse to occur: (a) sexual attraction to a child, (b) lack of internal controls, (c) lack of external controls, and (d) availability of or access to a child.

As can be seen from this analysis, and as mentioned in Chapter One, sexual abuse is a complex social problem that is best dealt with by concentrating efforts at all parties concerned and at all levels. This implies that efforts need to be directed at victims, offenders and society in general. As Sigurdson, Strang, and Doig (1987) point out, "one of the best ways to deal with any social problem is to prevent it" (p. 551). Thus, programs need to be directed at potential offenders and potential victims.

Cohn (1986) discusses a comprehensive approach to prevention as being: (a) education for adolescents and young children, (b) training for professionals and volunteers who work with children, (c) education for

parents, (d) institutional changes, and (e) media changes.

This approach is further delineated by Tharinger et al. (1988) when they state ...

Child sexual abuse is a traumatic and complex phenomena. If a decrease in the incidence of child sexual abuse is to occur, prevention efforts must be targeted at the individual and societal conditions that cause and support it. Sexual abuse education programs aimed at children must be only one and perhaps a temporary component of a whole array of prevention efforts that are needed (p. 63).

Prevention Programs

There is a strong advocacy for prevention programs in the literature. As pointed out in the Badgley Report (1984) child sexual abuse ... "cuts across all social, religious and political boundaries ..." (p. 29), which places all children at risk. As most abuse never gets reported, efforts are needed to help stop abuse before it occurs. Finkelhor (1984a) reports that many victims could have been spared had they had information that would have allowed them to make a judgement about the inappropriateness of the offender's actions.

Prevention has great appeal as an approach to sexual abuse. It holds the potential of reaching a large number of children, short-circuiting some abuse before it occurs, and increasing the number of victims who get help. And it

holds the potential of accomplishing these goals in a cost efficient way, without the institution of major new social programs (Finkelhor, 1986, p. 225).

Although sexual abuse prevention programs, which can fulfill the obligation of informing children, did not surface until the late 70's, they soon ranked high among the fastest growing components to deal with child sexual abuse (Finkelhor, 1986; Plummer, 1986). As Ferguson and Mendelson-Ages (1988) report "the number of programs have grown rapidly over the last five years and currently programs are available for children from preschool age through high school" (p. 2).

Tower (1987) lists a number of concerns that individuals should consider when choosing a prevention program:

1. Program should be able to be integrated into the classroom curriculum.
2. Children should be able to relate to the experiences in a meaningful way.
3. Children should be empowered to perform in a variety of instances.
4. Children's input should be encouraged.
5. Program should be taught by a trusted adult.
6. Program should be repeated throughout the grades.
7. Material should prepare children to be healthier adults.
8. Program should be connected to the community, so as to reinforce learning in other places.

Ferguson and Mendelson-Ages (1988) add that concepts must be age appropriate. The C.A.R.E. Program, the focus of this study certainly addresses numbers 1,5 and 8 from above.

Prevention programs have been analyzed by researchers who have classified the intent of the programs by major components. Ferguson and Mendelson-Ages (1988) in their review of prevention curriculum report that, generally, programs that are available, deal with six concepts: (a) body ownership, (b) the touch continuum, (c) secrets, (d) feelings, (e) say "no", and (f) tell. Conte et al. (1984) add assertive behaviors to this list.

Finkelhor (1986) notes that generally there are three similarities among prevention programs; generally, children are educated about: (a) what sexual abuse is, (b) who potential offenders are, and (c) what actions to take in the event of abuse. Conte et al. (1986) state that most programs available to children do three things: (a) help children discriminate among situations so that they will be better prepared to identify potential abusive experiences and situations, (b) teach children safety concepts, and (c) teach assertiveness and other behavioral skills. Tharinger et al. (1988), in their review of current programs, note that 100% of the programs stressed saying "no" and 74% included teaching children other assertiveness skills, such as: yelling, running away for younger children and decision making skills for older children and adolescents.

There is little disagreement about what the common components of existing programs are. However, less agreement occurs over what the goals of these programs should actually be and whether or not children should be exposed to such programs and if exposure to programs will actually result in a decrease in the prevalence of child sexual abuse. Some researchers question whether it is even possible to ascertain the effectiveness of prevention programs. Wachtel (1989) says that prevention is "counting when something doesn't happen" (p. 3), thus it is difficult to ascertain the effectiveness of programs. Plummer (1986) maintains that programs are effective but we cannot actually measure their effectiveness. According to Ferguson and Mendelson-Ages (1988), to date no data is available which supports that prevention programs actually decrease the prevalence of sexual abuse. "To date research is scant, leaving one to guess at cognitive and behavioral changes participation in prevention programs instill in children. Research efforts are needed to challenge our assumptions and beliefs about the usefulness of such programs" (p. 7). Despite the scantness of the research, advice is available for those who wish to utilize prevention programs. Reppucci and Haugaard (1989) state that the goals of prevention programs must be based on the dynamics of abusive situations and the methods employed by offenders. In this regard Conte et al. (1984) and Trudell and Whately (1988) cautioned that

society not put too much faith in the capabilities of prevention programs and become lured into a false sense of security.

Some researchers claim that the most essential concept and the most difficult for children to learn, is the good touch/bad touch dilemma (de Young 1988; Gilbert and Daro (1988) in Wachtel, 1989). Yet, if children cannot distinguish that the touch is bad/confusing, then there is no need for them to say "no" and go tell (de Young, 1988). This difficulty with the comprehension of the good touch/bad touch concept may be explained in three ways. In citing Rhodes and Ruble (1984), de Young (1988) notes that children do not have the developmental maturity to evaluate the wrongness/rightness of a situation and attribute this to an offender. Kerr-Halls (1985) asserts that children have difficulty dealing with abstract concepts. As Kraizer (1986) points out, children cannot relate "bad" touch to "good" people. Yet, Finkelhor (1986) remarks that touch is often done with care and under the disguise of love, thus it is necessary for a child to be able to attribute "wrongness" to an offender. Another viewpoint has it that children should not be expected to evaluate adult behavior, "in a world where we do not allow four year-olds to cross the street alone, should they be expected to evaluate adult behavior and protect themselves from abuse" (Gilbert and Daro 1988 in Wachtel 1989, p. 11). Hindman (n.d.) provides

program developers with an alternative to teaching good touch/bad touch by stating that "good" touching and "bad" touching should be introduced before the topic of sexual abuse, and that sexual abuse should be referred to as "secretive" touching. This becomes a most viable concept that children should be able to comprehend and does relate to one of the tactics employed by offenders, namely, the secrecy phase (Sgroi et al. 1982). The C.A.R.E. Program introduces the concept of sexual abuse to children in the context of "secretive" touching.

Sanford (1983), as cited in Finkelhor (1984a), notes that some concepts such as "never keep a secret" can make victims feel worse. She favors presenting options rather than absolutes. Tharinger et al. (1988) also support this notion in saying that teaching children about their own empowerment can make victims in the audience feel confused, overwhelmed and guilty. Likewise, Trudell and Whately (1988) caution against teaching concepts in absolute terms, as it may result in children who did not and cannot escape abusive situations, placing blame on self. In contrast, however, Kraizer (1986) says that concern over this point is not needed, as children naturally see themselves as the centre of their own world and the cause of what happens to them. Thus, children have to be taught to be responsible for themselves when they are alone.

Lusk and Waterman (1986) state that because some

children cannot tell or say "no", concepts such as it is never the child's fault, that a child should always tell, especially if someone tells them not to, should be stressed.

Ferguson and Mendelson-Ages (1988) question whether prevention programs can teach anything that will empower children to overcome the fear of the manipulative, threatening and coercive attempts made by offenders.

Many researchers support the inclusion of sexual content in programs. Prevention programs, because of public controversy, often avoid the direct discussion of sexual content. Researchers caution against this as children may get a message that sexuality is bad, dangerous, and negative. Also, children who do not have any background information may be at risk of not knowing that they are being sexually abused (Tharinger et al., 1988) and will not have the vocabulary to tell about abuse (Borkin and Frank, 1986; Trudell and Whately, 1988). Hindman (n.d.) reports that one of the main reasons children give for not reporting, is not having the vocabulary to describe what was happening to them. Also, Hindman goes on to say that if adults do not communicate the proper names for genitalia in a comfortable manner, children may get the message that their "private parts" are mystifying, bad, and dirty, and have no desire to protect them. The C.A.R.E. Program does introduce and allow for discussion of genitalia in the disguise of "private parts".

Ferguson and Mendelson-Ages (1988) note that poor self-esteem puts children at a high risk for being victims of abuse; thus, a primary goal of prevention programs should be to increase self-esteem.

Butler (1986) says that in part, children are abused because they are powerless. Tharinger et al. (1988) state that empowerment includes the notion of body ownership, trusting feelings and intuitions, saying "no" and being assertive. Tharinger and Krivacska (1988) as cited in Wachtel (1989) point out body ownership is difficult for children to learn. When children are not permitted to refuse certain things such as taking a bath and having needles, they become confused over whether or not they do have ownership over their bodies. Yet, Plummer (1986) points out, that if children can be informed about sexual abuse and ways to prevent it, they may be empowered to stop their own victimization.

Ferguson and Mendelson-Ages (1988) and Finkelhor (1986) agree that with young children, one goal should be to encourage disclosures. Hindman (n.d.) notes that the basic goal must be communication, because children who have good communication skills are more likely to disclose. He says that it is important to empower children, but that it is also important to stress "go tell". However, Manzini (1987), in a review of the C.A.R.E. Program, notes that encouraging disclosures is not a goal of the program.

Finkelhor (1986) feels that sexual abuse prevention is a challenge. Sexual abuse is a frightening, complex topic that needs to be presented in a simple manner, which is not frightening for children. He points out that children who are fearful become even less powerful.

Conte et al. (1984) note that while prevention skills may be primarily cognitive in nature, the ability to resist or escape abuse requires the presence of behavioral skills (eg. assertively saying "no"). Most people agree that knowledge is a prerequisite but as Conte et al. (1984) point out imparting knowledge to children is still no assurance that children will actually acquire the behavioral skills necessary to protect themselves. Many researchers note that children do acquire knowledge, while some point out that knowledge is lost after a period of time. Kraizer (1986) and Conte et al. (1984) report that children need opportunities to rehearse, role-play, and practice skills such as, assertion and communication. The C.A.R.E. Program was designed to teach assertiveness. Welin (1988) in an evaluation of the C.A.R.E. Program found that assertion did not increase as a result of exposure to the Program. Thus, Welin concluded that a role-play component should be included in the C.A.R.E. Program.

A stage has been reached in child sexual abuse preventative programming whereby programs of various forms are available for use by those involved with the education

of children. A concern is that educators are merely "jumping on bandwagons" by implementing these programs. Research is scant, thus program developers are making "stabs" at what children should be taught, whether children can assist in their own protection, and if participation in prevention programs does in fact do anything to help decrease the prevalent rate of child sexual abuse.

Although program development has not addressed all of the concerns raised by the critics, there has been some effort at program evaluation. A number of studies have focused upon the extent to which children receiving child abuse prevention programs have acquired knowledge about the prevention concepts.

Harvey, Forehand, Brown and Holmes (1988) evaluated the effectiveness of a one and one-half hour program which was designed to be presented to kindergarten children over three one-half hour sessions. They concluded that children in the treatment group possessed more knowledge and skills at post-program and maintained the knowledge for seven weeks after the program's completion. Kleemeier et al. (1988) compared responses of third and fourth graders from four schools, who participated in a three-session adaptation of "Feeling Yes, Feeling No". Children who participated in the program had a higher level of knowledge at post-program. Sigurdson et al. (1987) evaluated "Feeling Yes, Feeling No" with grade 4, 5, and 6 students. Their study indicated that 88% to 97% of

the children had very positive feelings about the program, and that 97% of the children had a good understanding of the program. There were a number of students who did not learn the concepts, though this was not statistically significant, it did indicate who may need additional instruction. Girls showed more of an increase in self-protection skills than boys.

Even though the above mentioned studies report positive results in terms of knowledge acquisition, others have reported less promising results.

Conte et al.(1985) evaluated a three-day prevention program. Their results indicated that children learned only slightly more than half of the program's concepts and as a result much misconception resulted.

Borkin and Frank (1986) in their evaluation of a puppet show which introduces the concept of sexual abuse as an event that requires safety rules, found in a follow-up study that 4% of three year-olds, 43% of four year-olds, and 43% of five year-olds, remembered the message of the puppet show. Thus, they conclude that three year-olds are clearly too young to comprehend and remember.

Plummer (1984), after evaluating the effectiveness of a three-day program with fifth graders, found that by an eight-month retest there was a substantial loss of learning in the following areas: an offender can be someone known to you, promises can and should be broken under certain

circumstances, abuse is not the victim's fault, and the definition of sexual abuse.

Ray (1984), as cited in Finkelhor (1986), in his evaluation of a workbook-based sex abuse prevention education program with third graders, found that although children did maintain knowledge after a four week period, they did poorly on retention of information such as: (a) abuse at the hand of someone known to the victim, and (b) that boys as well as girls can be victims of child sexual abuse.

Reppucci and Haugaard (1989) report on studies that reveal that many children have a high degree of knowledge of the program's concepts at pre-test time, which makes the knowledge gain at post-time quite small. This leads one to question whether prevention programs can be justified in terms of cost-benefit and possible adverse reactions from exposure to programs.

Some researchers are concerned about negative reactions on the part of children exposed to prevention programs. As a result they undertook to study the extent that children become fearful, mistrustful and insecure after participation in a prevention program.

Woods and Dean (1985) in their study report that 75% of children exposed to two programs, "Talking About Touching", and "Amazing Spiderman and Power Pack", report no increase in fear and worry as a result of exposure to the programs.

Nibert, Cooper and Ford (1989) evaluated the "Child Assault Prevention Project Preschool Model", which is conducted over 3 days, with a 20-minute workshop each day, followed by an informal post-workshop discussion each day, to ascertain whether parents noted any negative behavior changes in children. With only a little over 50% of parents responding, results showed that 91% of parents reported observing no behavior problems in children, 7% of respondents indicated some problems, and 26% reported positive changes.

Wurtele and Miller-Perrin (1986), as reported in Tower (1987), evaluated a school-based sexual abuse prevention program and noted that 55% of parents responded that the program had a positive effect, 45% said that the program had no effect, 0% reported a negative effect; 64% of the parents reported that the child communicated with them about the program.

Swan et al. (1985) evaluated the play "Bubbylonian Encounter" for possible negative effects. Only 7% of children said they did not like the play; 5% of parents responded that there were negative reactions; 42% of children had discussed the play at home.

Garbarino (1987) evaluated "Spiderman" and found that 50% of children in fourth grade reported feeling worried and scared as a result of the program.

Kleemeier et al. (1988) compared responses of third and

fourth graders from four schools, who participated in a three-session adaptation of "Feeling Yes, Feeling No". The results show that 13% of parents said their children were more fearful, and less than 5% noted other negative reactions.

To date, there has been very little research completed which evaluates the effectiveness of different types of materials. One such study, completed by Woods and Dean (1985), evaluated the effectiveness of "Talking About Touching", a classroom implemented prevention program, against "Amazing Spiderman and Power Pack", a prevention program presented in print. Results indicated that children who participated in "Talking About Touching" demonstrated more learning than students who were given the "Amazing Spiderman and Power Pack" material to read. This gives some support for having children participate in prevention programs rather than merely giving them a book to read.

Research which assesses the acquisition of behavioral skills is scant (Ferguson and Mendelson-Ages, 1988). We know from evaluations of the C.A.R.E. Program that children do acquire knowledge; yet, many say that knowledge is not enough. Conte (1984) does not disagree that this is a good place to start, but notes that evaluators must also ascertain whether involvement in the program results in an increase in skill acquisition. Some researchers have assessed the acquisition of behavioral skill by children.

Wolfe et al. (1986) in their evaluation of a prevention program that consisted of two five-minute plays and a one-hour classroom discussion, found that children were well aware of the necessary action to take in the event of being involved in an abusive situation (i.e. call for help, tell someone), yet they reported that they would not be believed by someone they loved, thus probably would be less likely to report. Downer (1984), in Finkelhor (1986), found that 94% of children could define assertion, yet only 41% could give an example of an assertive response to an abusive situation. Downer, in Finkelhor, also concluded after an evaluation of "Talking About Touching", a curriculum introduced over 15 to 20 minutes per day for two to three weeks, found that although children in the treatment group demonstrated more assertive verbal responses to threatening situations, they had responses that were lacking in terms of body language and tone of voice.

Research Related To The C.A.R.E. Program

To date, a number of evaluations have been completed on the C.A.R.E. Program. The next section will include comments upon the major findings of these evaluations.

Welin (1988), in evaluations of the C.A.R.E. Program concluded that grade 3 students who had received the program

yearly from kindergarten to grade 3 as compared to students who had received the program on a bi-yearly basis in grade 1 and grade 3, and grade 1 and grade 2 and for the first time in grade 3, showed an increase in the knowledge about sexual abuse, and were more aware that all adults and older children are helpful. The more frequent the presentation the higher scores on pre-tests, indicating more retention over time.

Kerr-Halls (1985) completed an evaluation of the classroom implementation of the 12 message cards included in the C.A.R.E. Program and found that students exposed to the Program had a higher level of knowledge and made more assertive responses in their solutions to problems than students in a control group. In her conclusions she notes that the program is effective in achieving the instructional objectives, and that students' self-confidence as well as their use of vocabulary increased as result of exposure to the Program.

Manzini (1987) asked teachers to rate the C.A.R.E. training workshop, and found that 14 hours of training time is needed, and that the program is most effective when taught by the classroom teacher. She noted that teachers were uncertain of their ability to respond to the needs of the sexually abused child in the classroom.

Chan and Inrig (1989) and Cope (1989) had parents and teachers rate the C.A.R.E. Program, while Gilchrist (1984)

had only parents rate the C.A.R.E Program. All found that the program is positively received. Results indicated that parents are more comfortable talking with their child about sexual abuse, and that parents and teachers feel that children do not have negative reactions to the program, that children understand the overall message of the program, and that they have an increase in their sense of personal safety.

Nystoruk and Bastian (1985) in their administration of the pupil, teacher, and parent questionnaires that are included in the C.A.R.E. Training and Implementation Manual, reported that 100% of children mastered the program's concepts. Parents who responded (50%) said that the program was important and valuable and teachers noted that the program needs more of a balance between its focus on trusting and non-trusting adults.

Nickel (1985) in a comparison of 20 randomly sampled students who had completed the C.A.R.E. Program with a matched sample in a control group found that the concept of "trusting one's feelings" is a very difficult concept and was only mastered by less than half of the students in the treatment group. The report also noted that all the picture cards depict offenders as male. Wachtel (1989), in citing Tharinger and Krivacska (1988) and Gilbert and Daro (1988), also note that the concept of "trusting one's feelings" is a difficult one for children to master.

Parent And Teacher Involvement In Prevention Programs

Many researchers believe that parents must be involved in prevention programs in order to maximize program effectiveness. Finkelhor (1984a), in a parental survey, found that parents rarely talk to children about sexual abuse (29%); and out of the parents who talk to their children, only 53% of the parents had mentioned that the abuser may be someone known and only 6% had ever suggested that a family member might be the abuser. Given statistics like this, it is very important that we ascertain that parents are communicating with children about sexual abuse and that when they do communicate that they communicate correct messages. Finkelhor (1986) and Ferguson and Mendelson-Ages (1988) state that parents can help reinforce messages and concepts with children, and can help identify victims. Thus, parents need to be educated about what the signs of sexual abuse are and how to respond to disclosures (Finkelhor, 1986). As mentioned previously, parental reactions to disclosures can influence the child's emotional reaction (Cosentino, 1989; Lusk and Waterman 1986); therefore, it is very important that a parent know just how to react when and if disclosures occur.

Researchers also support teachers involvement in prevention programs. Many state that because of their consistent and close contact with children teachers are

potentially ideal discussion leaders (Reppucci and Haugaard, 1989; Finkelhor, 1986; Kleemeier et al., 1988; Finkelhor, 1984). According to Finkelhor (1986) teachers already instruct children on safety measures and how to look after themselves and are prepared to notice signs which may indicate that a child is being abused. Teachers, because of their continued contact with children can ensure that concepts introduced in prevention programs are continually reviewed. Plummer, (1986) states that ... "a prevention presentation will only be as good as the people who teach it" (p. 30). She goes on to say that teachers who are going to teach these programs need training in the areas of ... "child sexual abuse, a rationale for prevention, actual classroom objectives and activities, realistic expectations of youth's responses, child abuse reporting protocol and help with teachers to deal with their own feelings about the topic" (p. 3). Downer (1986) adds that ... "proper teacher training must influence four areas: (a) information, (b) attitude, (c) behavior, and (d) on-the-job action " (p. 82). It is necessary to ensure that teachers are knowledgeable about and comfortable with the issues, as it can directly impact upon children's comfortability level (Plummer, 1984). Trudell and Whately, (1988) are concerned that often little teacher preparation time occurs. Kleemier et al. (1988) noted that teachers appear to have limited training and knowledge about child sexual abuse issues and rate

themselves as lacking knowledge about behavioral symptoms of child sexual abuse. They did however, find in their own study that teachers do appear to benefit from child sexual abuse training workshops.

Summary

Researchers are in general agreement that child sexual abuse is a complex, prevalent societal issue that demands attention. One such approach to this issue has been the development and implementation of primary prevention programs into schools. The literature is not burdened with a great deal of material which indicates whether these programs are effective in helping to decrease the prevalent rate of child sexual abuse. Thus, 'experts' in the field are advocating evaluations of such programs.

Recommendations are that implementers of programs should:

(a) ascertain the effects that involvement in child sexual abuse prevention programs has on children, and (b) determine the attitudes, beliefs and knowledge that parents and professionals hold and pass on to children about the issues of child sexual abuse.

To date, research on the C.A.R.E. Program has for the most part involved the administration of questionnaires to teachers, parents and students involved with the Program and

to a control group of students not involved. The studies have involved teachers and parents in the way of receiving their opinions about the Program and not in the way of evaluating knowledge, attitudes and beliefs that teachers and parents hold about child sexual abuse. Students have been involved for the purposes of analysis of knowledge of the concepts that were taught and evaluation of the assertiveness and problem-solving skills in response to presented situations. This study is a comprehensive one in that it has a large sample of students, teachers and parents across a number of schools and communities in Newfoundland, Canada. Teachers and parents completed comprehensive questionnaires and students completed a paper and pencil assessment of assertiveness.

CHAPTER 3

METHODOLOGY

This chapter describes the study's sample and instruments that were utilized and gives a description of the procedures that were used for the study.

The Sample

Teachers, parents and students were invited to participate in this study once the permission of two district school boards in the Province of Newfoundland, Canada, had been obtained, namely: Exploits - White Bay Roman Catholic School Board and Bonavista - Trinity - Placentia Integrated School Board. Since both these School Boards had approved the use of the C.A.R.E. Program in their districts, the permission of the Superintendents was sought to approach teachers, parents and students to seek their participation in the study. Six grade 3 classes from the Bonavista - Trinity - Placentia Integrated School Board were randomly selected from a list of 18 classes that had completed the C.A.R.E. Program. Also, eight grade 3 classes from the Exploits - White Bay Roman Catholic School Board, that had not completed the C.A.R.E. Program, were randomly selected. Thus, the randomly selected grade 3 classes, the

corresponding parents of the students in the selected grade 3 classes and all primary teachers in all of the schools from which the grade 3 classes were located were asked to participate. This resulted in a total of 443 students, 443 parents and 50 teachers involved in this study. This information is found in Table 1. From here on, the participants that were involved with the C.A.R.E. Program will be referred to as the treatment group, and the participants that were not involved with the C.A.R.E. Program will be referred to as the control group.

Table 1
Participants in study.

	Students	Teachers	Parents
Participants in study from classes who had experienced the C.A.R.E. Program.	299	27	299
Participants in study from classes who had not experienced the C.A.R.E. Program.	144	23	144
Total	443	50	443

Procedures

This study involved the administration of the Children's Assertiveness Inventory (with modifications), to a treatment group of 299 grade 3 students and to a control group of 144 grade 3 students. The inventories were administered by the classroom teachers, who were given the

same administration procedures to follow. Also, a Likert-type questionnaire designed to assess attitudes and knowledge about sexual abuse was constructed and distributed to 299 parents from the treatment group and to 144 parents from the control group. Only one questionnaire per child was sent home for completion by parent(s). It was expected that where there were two parents/guardians, they could consult when completing the questionnaire. The manner of distribution of the questionnaires does not permit an analysis of the degree of consultation between parents/guardians, nor can it be determined whether mothers or fathers completed the questionnaire. Also, a Likert-type questionnaire was constructed and distributed to 50 primary teachers who were located in the schools from which the students were selected. The questionnaires for both groups had some differences. The parents and teachers, who had experience with the C.A.R.E. Program, each had an additional section which sought their evaluation of the C.A.R.E. Program which they had experienced. In addition to the closed-ended questions on the questionnaires for teachers and parents, participants were asked to respond to open-ended questions. These questions gave the participants an opportunity to respond more freely on questions related to: the effects of child sexual abuse, the harmful consequences of child sexual abuse, what an adult should communicate to a child who discloses sexual abuse, and their reactions to the

C.A.R.E. Program. The participants' responses to the open-ended questions were analyzed by first of all reading the answers that were given by the teachers and parents, and based upon this review a content analysis approach was used to write descriptions for the themes which emerged. All individuals who participated in this study were from primarily rural areas of Newfoundland, Canada.

The Instruments

The development of the parent and teacher questionnaires (Appendix A) proceeded in the following way. First, a literature review pertaining to teachers' and parents' involvement in child sexual abuse prevention programs revealed a degree of consensus as to the areas of child sexual abuse about which adults should be knowledgeable. They are, the dynamics of child sexual abuse, indicators of child sexual abuse, responses to disclosures and the potential effects of being sexually abused. So, after a review of the C.A.R.E. Training and Implementation Manual (1983), and a national survey of parents that was completed by Conte and Fogarty (1989), it was concluded that a questionnaire for teachers and parents be constructed to assess the knowledge and attitudes about those salient areas, as well as to evaluate knowledge and

beliefs about involvement in prevention programs. The questions were designed to determine parent and teacher attitudes and knowledge in those areas.

The questionnaires for parents and teachers of the treatment group were made up of eight sections and the questionnaires for parents and teachers of the control group were made up of seven sections.

Both groups had questionnaires with identical questions related to attitudes and knowledge about child sexual abuse. In addition, the questionnaires that were distributed to the parents and teachers who were involved with the C.A.R.E. Program (treatment group), were designed to obtain feedback on their reactions to the C.A.R.E. Program. Teachers of the treatment group were asked to rate the materials included in the C.A.R.E. Program, comment upon challenging aspects of the program, and note any disclosures which may have resulted, and the point in the program at which the disclosures came. Parents of the treatment group were asked to make comments about: the extent of communication with their child about child sexual abuse, whether they felt that their child understood the overall message of the C.A.R.E. Program, their child's reactions to the program, whether they felt that their child's involvement in the program contributed to their safety, and whether they felt that sufficient opportunity was given for their involvement.

The first draft of the questionnaires was critically

reviewed by Dr. Glenn Sheppard and Dr. Marie O'Neil from the Educational Psychology Department, Memorial University of Newfoundland, Canada.

A literature review revealed that evaluators of prevention programs should ascertain if change in behavioral skills in children, such as assertion, occurs as a result of exposure to prevention programs. Following a search for a scale to assess assertive behavior in children, the Children's Assertiveness Inventory (Ollendick, 1983) was selected for administration. It was felt that this scale which assesses assertion in positive and negative situations with a peer group, thus, allowing for separate measures of negative and positive assertion, was suited for this study. For purposes of this study a modification was made to the inventory (Appendix A). The original version of the questionnaire asked children to select a response of yes or no to 7 positive and 7 negative situations involving someone their own age. In addition to the original, the questionnaire that was administered to the grade 3 students asked for a response of yes or no to 7 positive and 7 negative situations involving someone older than themselves. Thus, for the purposes of this study the questionnaire that was administered to the grade 3 students had 14 items related to positive and negative assertion with someone their own age, and 14 items related to positive and negative assertion with someone older than themselves. This change

was made in order to ascertain whether children's assertiveness change in relation to an increase in age of the other person involved in a situation. This was necessary as offenders are most often older than their victims. This scale, which is a self-report measure of assertive behavior, was validated on a role-play measure, namely the Revised Behavioral Assertiveness Test for Children (Ollendick, 1983). Initial research findings revealed that "the scale possesses high re-test reliability and that it adequately discriminates between normal and socially withdrawn, unassertive children" (Ollendick, Meador and Villanis, 1986, p. 29).

Some of the statements in the student questionnaire were positively worded so that a no response indicated positive assertion, while some of the statements were negatively worded so that a yes response indicated negative assertion. Prior to analyzing the data, the values of the negatively worded statements were reversed so that they agreed in meaning with the positively worded statements. This allowed for a total score for each subject.

Questionnaire for parents of students who participated in the C.A.R.E. Program.

Section 1: Parents were asked to give the name of the community that they live in and to state whether they had attended a meeting about child sexual abuse.

Section 2: This was a Likert - type attitudinal scale comprised of 7 statements. Subjects responded to each statement by checking one of the possible answers: (1) Strongly Agree, (2) Agree, (3) Disagree, (4) Strongly Disagree.

Section 3: This was a Likert - type attitudinal scale comprised of 13 statements. Subjects responded to each statement by checking one of the possible answers: (1) Not Important, (2) Somewhat Important, (3) Important, (4) Very Important.

Section 4: Respondents were asked to make comments about indicators of child sexual abuse.

Section 5: This was a Likert - type attitudinal scale comprised of 5 statements. Subjects responded to each statement by checking one of the possible answers: (1) Strongly Agree, (2) Agree, (3) Disagree, (4) Strongly Disagree.

Section 6: This was a Likert - type attitudinal scale comprised of 10 statements. Subjects responded to each statement by checking one of the possible answers: (1) Strongly Agree, (2) Agree, (3) Disagree, (4) Strongly Disagree.

Section 7: This was a Likert - type attitudinal scale comprised of 8 statements. Subjects responded to each statement by checking one of the possible answers: (1) Never, (2) Sometimes, (3) Often, (4) Always. Also, this section contained two questions that asked respondents to make comments about responses to a child who discloses sexual abuse and the most harmful consequence of child sexual abuse.

Section 8: This section contained questions which asked parents to rate their responses and the child's reactions to the C.A.R.E. Program.

Questionnaire for parents of students who did not participate in the C.A.R.E. Program

The questionnaire for this group was the same as the questionnaire for the parents of the treatment group without Section 8.

Questionnaire for teachers of students who participated in the C.A.R.E. Program

Section 1: Teachers were asked to give the name of their school and to state whether they had attended a meeting about child sexual abuse.

Section 2: This was a Likert - type attitudinal scale comprised of 6 statements. Subjects responded to each statement by checking one of the possible answers: (1) Strongly Agree, (2) Agree, (3) Disagree, (4) Strongly Disagree.

Section 3: This was a Likert - type attitudinal scale comprised of 13 statements. Subjects responded to each statement by checking one of the possible answers: (1) Not Important, (2) Somewhat Important, (3) Important, (4) Very Important.

Section 4: Respondents were asked to make comments about indicators of child sexual abuse.

Section 5: This was a Likert - type attitudinal scale comprised of 5 statements. Subjects responded to each statement by checking one of the possible answers: (1) Strongly Agree, (2) Agree, (3) Disagree, (4) Strongly Disagree.

Section 6: This was a Likert - type attitudinal scale comprised of 10 statements. Subjects responded to each statement by checking one of the possible answers: (1) Strongly Agree, (2) Agree, (3) Disagree, (4) Strongly Disagree.

Section 7: This section contained two questions that asked respondents to make comments about, responses to a child who discloses child sexual abuse and the most harmful consequences of child sexual abuse.

Section 8: This section contained questions which asked teachers to rate the materials included in the C.A.R.E. Program, make comments about what they liked, disliked and found challenging about teaching the C.A.R.E. Program, and to note if there were disclosures and if the disclosures came at any particular time during the C.A.R.E. Program.

Questionnaire for teachers of students who did not
participate in the C.A.R.E. Program

The questionnaire for this group was the same as the questionnaire for the teachers of the treatment group without Section 8.

Questionnaire for students

The questionnaire was a 28-item measure that had students give yes or no answers to positive and negative situations involving someone their own age and someone older than themselves.

Method of Data Collection

The appropriate number of questionnaires were delivered to the individual school boards together with a letter of explanation to the superintendents, a letter of explanation to the principals of each of the selected schools, a letter of introduction to the teachers, and a letter of explanation seeking parental consent for students to participate (Appendix B). The principals were asked to distribute questionnaires to teachers for their completion and to request that teachers administer questionnaires to students whose parents gave consent, by following the enclosed introduction (Appendix C), and to send parent questionnaires home to be completed. Completed student, teacher and parent questionnaires were to be returned in the enclosed addressed envelopes to their respective school board offices. In summary then, parents and teachers completed Likert-type questionnaires. Questionnaires that were completed by teachers and parents who had been exposed to the C.A.R.E. Program had additional questions which were related to their reactions to the Program. All grade 3 students in this study completed a modified version of the Children's Assertiveness Inventory.

A total of 50 teacher questionnaires, 443 parent questionnaires and 443 student questionnaires were delivered to the two school board offices; 100% of teachers, 68.40% of

parents and 76.38% of students' questionnaires were returned. A summary of this information is presented in Table 2.

Table 2
Percentage of questionnaires that were distributed and collected.

	Students		Group #1 Teachers		Parents		Group #2 Students		Teachers		Parents	
	N	%	N	%	N	%	N	%	N	%	N	%
Questionnaires sent	299	100	27	100	299	100	144	100	23	100	144	100
Questionnaires received	218	72.9	27	100	200	66.9	115	79.9	23	100	103	71.5

Note. Group #1 = Bonivista-Trinty-Placentia Integrated School Board; Group #2 = R.C. School Board Exploits-White Bay.

Ethical Considerations

In compliance with the requirements of the Ethics Review Committee of the Faculty of Education, Memorial University, Newfoundland, Canada, the researcher provided the participants with a letter of introduction to the study. The letter provided the following information.

1. The researcher was identified by name and title.
2. A brief, accurate description of the purposes of the study and procedure.
3. An estimate of the amount of time required on behalf of the participants.
4. A statement to teachers and parents that return of the data would constitute

consent on behalf of the participant to
use the data for research purposes.

5. A statement assuring complete anonymity.
6. A parental consent form to obtain
permission for their child's
participation.

CHAPTER 4

RESULTS AND DISCUSSIONS

Students' Assertion Level

This Chapter presents both the descriptive statistics and the results of the statistical analysis performed on the data. It also includes an interpretation and discussion of the results.

One of the research questions that this study was designed to address is, do children at grade 3 level who have been taught the C.A.R.E. Program have a higher level of assertion skills than children at grade 3 level who have not been taught the C.A.R.E. Program? In this regard a modified version of the Children's Assertiveness Inventory was administered to all grade 3 students who participated in this study. The scoring of the Inventory resulted in seven assertion scores for each student (see Table 3):

- (a) a total score for the entire Inventory,
- (b) a total score for assertion with someone their own age,
- (c) a score for positive assertion with someone their own age,
- (d) a score for negative assertion with someone their own age,
- (e) a total score with someone older,
- (f) a positive assertion score with someone older,

(g) a negative assertion score with someone older.

An analysis of variance was used to determine whether the two groups, namely; grade 3 students who were and who were not exposed to the C.A.R.E. Program, differed significantly on any of these scores (see Table 4). The analysis of the results indicate that the two groups differ in one area, namely; students exposed to the C.A.R.E. Program have a significantly higher score for assertion in negative situations with someone their own age. The analysis also shows that there is no significant difference between grade 3 students who did not complete the C.A.R.E. Program and those that did in the following areas: positive situations with someone their own age, and positive and negative situations involving someone older than themselves. A caution is necessary in interpretation; however, since it may be that the C.A.R.E. Program has a significant effect on improving children's assertiveness in negative situations involving their peer group. Although, children who were exposed to the C.A.R.E. Program report a higher ability to assert themselves in negative assertion involving someone their own age, one would have to question whether this would have any impact on the ability of a child to resist or escape sexual abusive situations. A situation, such as sexual abuse requires that children assert themselves in negative situations with individuals who are older, and in the measure of their ability in this regard there was no

difference between the two groups. A comparison to normative scores that were developed by Scanlon and Ollendick (1986) for the items related to a peer group, reveal that both the C.A.R.E. group and the non-C.A.R.E. group have means that are below the norm. In the area of positive social situations involving a peer group (norm mean = 5.26, SD = 1.44), the mean of the non-C.A.R.E. group is 1.64 standard deviations lower than the norm and the mean of the C.A.R.E. group is 1.41 standard deviations lower than the norm. In the area of negative social situations with a peer group (norm mean = 5.30, SD = 1.39) the means for the non-C.A.R.E. group and the mean for the C.A.R.E. group, are 0.86 and 0.47 standard deviations lower than the norm. Likewise, the means received for both groups for negative assertion and positive assertion with a peer group combined are lower than the norm (norm mean = 10.58, SD = 1.95); the non-C.A.R.E. group received a mean which was 1.84 standard deviations lower than the norm and the C.A.R.E. group received a mean which was 1.38 standard deviations lower.

Table 3
Means for seven scores obtained on Children's Assertiveness Inventory for the control and treatment groups.

Condition	Non-C.A.R.E. Group		C.A.R.E. Group	
	N	\bar{x}	N	\bar{x}
Positive and negative assertion with someone the same age, and someone older.	115	13.35	218	14.52
Positive and negative assertion with someone the same age.	115	6.99	218	7.88
Positive assertion with someone the same age.	115	2.90	218	3.23
Negative assertion with someone the same age.	115	4.10	218	4.65
Positive and negative assertion with someone older.	115	6.36	218	6.64
Positive assertion with someone older.	115	2.29	218	2.75
Negative assertion with someone older.	115	4.07	218	3.89

Table 4
Analysis of variance on the responses to the items on the Children's Assertiveness Inventory for the control by treatment groups.

Condition	DF	Sum Of Squares	F	p
Negative assertion (someone your age)	1	23.250	3.928	.048

Note. p is significant at $p < .05$

Teachers' Attitudes, Beliefs and Knowledge

Another purpose of this study was to ascertain whether teachers who have taught the C.A.R.E. Program show a difference in the following areas as compared to teachers of the same grade levels who have not had this experience:

- a. Knowledge about the dynamics of child sexual abuse.
- b. Attitudes and beliefs about child sexual abuse.
- c. Beliefs about their involvement with teaching children about sexual abuse.

To determine the effects that teacher involvement with the C.A.R.E. has on teachers' attitudes, beliefs and knowledge about child sexual abuse, a Likert-type questionnaire was administered to teachers of both the control and treatment group. Tables 5, 6, and 7 show the numbers of teachers responding to each item of the questionnaire and the distribution of their level of agreement on each of the items.

Teachers from both the C.A.R.E. group and the non-C.A.R.E. group strongly agree that they as well as parents should be involved with teaching children about child sexual abuse, and that sexual abuse prevention programs should be made available to students in schools (Table 5). For example, 99% of both groups agree or strongly agree that the school should be involved in teaching children about child sexual abuse, and a similiar percentage agree that parents

Table 5
Level of agreement on six items related to teachers' beliefs about sexual abuse education for children.

Items	Treatment								Control							
	SA		A		D		SD		SA		A		D		SD	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
1. The school should become involved in teaching children about child sexual abuse.	20	74.1	7	25.9					14	58.3	10	41.7				
2. Parents have a responsibility to teach their children about child sexual abuse.	17	63	8	29.6	1	3.7	1	3.7	19	79.2	4	16.7			1	4.2
3. Having children involved in this program will not help stop child sexual abuse.	2	7.4	2	7.4	11	40.7	12	44.4	1	4.2	6	25	14	58.3	2	8.3
4. Children, in general, should become involved with learning about how child sexual abuse occurs, and what it is.	19	70.4	7	25.9	1	3.7			11	45.8	10	41.7	2	8.3	1	4.2
5. Teaching children about child sexual abuse will make them afraid of a lot of people.	1	3.7	3	11.1	16	59.3	7	25.9	1	4.2	3	12.5	13	54.2	6	25
6. It is not really important for children like ours, who live in a safe community, to be taught about child sexual abuse.	1	3.7	5	18.5			21	77.8					10	41.7	14	58.3

Note. SA = strongly agree; A = agree; D = disagree; SD = strongly disagree

have a responsibility to teach children about sexual abuse. Teachers reject the notion that children's involvement with this Program will have no effect on the prevalence of child sexual abuse and that teaching children about sexual abuse will make them afraid of a lot of people.

Teachers who were involved with the C.A.R.E. Program and those not involved with it, are in general agreement about what children need to learn from prevention programs (Table 6). Teachers believe that it is important or very important for children to learn the following from prevention programs: to learn the names of body parts, to feel good about themselves, to learn the difference between good and bad touches, to know when not to keep secrets, to learn that they "own" their bodies, to trust their feelings, and to know that they can tell when they are in an abusive situation. Furthermore, teachers generally agree on components that are less appropriate for inclusion in prevention curriculum: to learn what abusers look like, and to learn how to fight. Despite this general agreement there were still eight (33.3%) teachers from the control group who believe that it is important or very important for children to learn what child abusers look like, and six (25%) teachers from the control group who believe that it is important for children to learn how to fight. Only 18.5% of teachers from the treatment group do not strongly support the importance of children learning about their control in

Table 6

Degree of importance teachers place on 13 items dealing with components in child sexual abuse curriculum.

Items	Treatment n=27								Control n=23							
	NI		SI		I		VI		NI		SI		I		VI	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
1. To learn names of body parts.					8	29.6	18	66.7	1	4.2	1	4.2	7	29.2	15	62.5
2. To feel good about themselves.					2	7.4	25	92.6					1	4.2	23	95.8
3. To learn what child abusers look like.	14	51.9	1	3.7	3	11.1	5	18.5	10	41.7	4	16.7	3	12.5	5	20.8
4. To know when not to keep secrets.					6	22.2	1	77.8			1	4.2	3	12.5	19	79.2
5. To know how to fight.	16	59.3	5	18.5	3	11.1	3	11.1	8	33.3	10	41.7	6	25		
6. To learn to say "no" to adults.			3	11.1	9	33.3	15	56.6					6	25	18	75
7. To learn the difference between good and bad touches.					3	11.1	24	88.9							100	100
8. To learn that they "own" their bodies.					6	22.2	21	77.8					1	4.2	23	95.8
9. To trust their feelings.					3	11.1	24	88.9			1	4.2	1	4.2	22	91.7
10. To learn that somebody they know, trust and love can probably abuse them.					9	33.3	18	66.7			1	4.2	5	20.8	18	75
11. To learn that they are always in control and can stop abuse from happening.	1	3.7	4	14.8	8	29.6	13	48.1			1	4.2	6	25	16	66.7
12. To know that they can tell someone when they are in an abusive situation.					3	11.1	24	88.9							24	100
13. To use the proper names when talking about their private body parts.			2	7.4	7	25.9	18	66.7	2	8.3	1	4.2	6	25	15	62.5

Note. NI = not important; SI = somewhat important; I = important; VI = very important

stopping abuse from happening, while 4.2% of teachers from the control group do not strongly support the inclusion of this concept in prevention education.

On most items teachers' responses were consistent with the views advocated by 'experts'. However, on several items the teachers' responses do not compare with the beliefs that are held by some researchers. It is worthy of note that both groups of teachers believe that it is important or very important for children to learn the difference between good and bad touches. However, we know from the literature that this is a difficult and confusing concept for children (de Young 1988; Gilbert and Daro (1988) in Wachtel, 1989), and that maybe children should be taught about "secretive" touching instead (Hindman n.d.). Also, teachers feel strongly about children learning that they are always in control and can stop abuse from happening (77.7% of treatment and 91.7% of control). If teachers communicate this message to children in absolute terms, then children who have found themselves or who are presently in abusive situations that they have not been able to escape from, are likely to feel guilty and may be less likely to tell.

The responses of teachers who have taught the C.A.R.E. Program and those who have not, indicate a high level of agreement of appropriate beliefs, attitudes and knowledge about the issue of child sexual abuse (Table 7). Despite some variability in the distribution of the responses of

both groups, teachers generally reject the following notions: that children are most often abused by somebody that they do not know, that it is very difficult to identify abusers before they do much harm, that abusers are always mean, that younger children are less likely to be abused, that child sexual abuse is related to socioeconomic status, that it is better to work behind the scenes than report abuse to authorities, and that the media attention has resulted in an increase in abuse.

There is a high percentage of teachers from both groups who are baffled as to why children do not tell about the abuse; 88.9% of teachers from the treatment group and 41.7% of teachers from the control group agree or strongly agree about the inclusion of this concept in prevention programs. Teachers' bafflement over children not telling about the abuse, and their high level of agreement with the item that is related to the manipulative tactics that offenders use (Item #5, Table 7), indicates a possible contradiction. This apparent contradiction in beliefs perhaps indicates an incomplete understanding of the manipulative tactics employed by the offenders (Sgroi et al. (1982)). This bafflement, then, over children not telling about the abuse, may be an indication of the complexity of child sexual abuse, and reflect the genuine struggle that teachers are experiencing in fully understanding and dealing with this issue.

Seventy-four percent of teachers from the treatment group and 66.7% of teachers from the control group believe that if they suspect that a child is being sexually abused they should find out as much information as possible. However, the literature points out that it is up to the authorities to investigate and that an investigative interviewing should be completed by trained personnel (Cosentino, 1989). It may be that teachers are following, what is for them, a well established convention; that is, when faced with a problem it is generally a good idea to be fully informed before taking action. Yet, in the case of sexual abuse, the law mandates that people report disclosures and suspicion. If this is the case, then teachers need to be better informed of their obligations under the law in cases of child sexual abuse. Also, the results show that the current focus on child sexual abuse is influencing the extent that teachers are touching children, 48.1% of the treatment group and 54.2% of the control group indicate that they are afraid of touching children.

An analysis of variance on the teacher questionnaire items that were related to attitudes, beliefs and knowledge about child sexual abuse, indicated that there were significant differences between the teacher control group and the teacher treatment group on two of the questionnaire items. The distribution of agreement on each questionnaire

Table 7

Level of agreement on 15 items related to teachers' knowledge and beliefs about child sexual abuse.

Items	Treatment n=27								Control n=23							
	SA		A		D		SD		SA		A		D		SD	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
1. If a child were to be sexually abused, it would be most likely by somebody that he/she did not know.			1	3.7	13	48.1	13	48.1	2	8.3			11	45.8	11	45.8
2. Since abusers are "sick" people, we should be able to identify them before they do much harm.	1	3.7	3	11.1	11	40.7	12	44.4	4	16.7	1	4.2	6	25	13	54.2
3. Abusers are always mean, therefore I do not understand why a child does not tell about what is happening.					7	25.9	20	74.1	2	8.3			7	29.2	14	58.3
4. Abusers take advantage of oppourtunities, so one way to stop abuse is not to leave children unsupervised.	3	11.1	12	44.4	10	37	2	7.4	5	20.8	15	62.5	2	8.3	2	8.3
5. Child sexual abusers manipulate and control children; seeking them out to abuse.	8	29.6	13	48.1	5	18.5	1	3.7	8	33.3	12	50	1	4.2	3	12.5
6. The younger the child the less likely abuse will occur.	2	7.4			10	37	14	51.9					10	41.7	13	54.2
7. Child sexual abuse is closely related to socioeconomic stauts.			3	11.1	11	40.7	13	48.1			3	12.5	9	37.5	11	45.8
8. In cases of child sexual abuse, sometimes it is better to work quietly behind the scenes that go to authorities.			2	7.4	8	29.6	17	63			1	4.2	5	20.8	18	75
9. All the media attention (TV, newspapers) has resulted in an increase in child sexual abuse.			2	7.4	13	48.1	12	44.4			1	4.2	11	45.8	12	50
10. I am baffled as to why so many children fail to tell an adult about the abuse.	3	11.1	21	77.8	3	11.1			1	4.2	9	37.5	7	29.2	7	29.2

Table 7 (continued)

Level of agreement on 15 items related to teachers' knowledge and beliefs about child sexual abuse.

Items	Treatment n=27				Control n=23			
	SA N %	A N %	D N %	SD N %	SA N %	A N %	D N %	SD N %
11. We should be cautious about accepting children's stories about child sexual abuse.		8 29.6	11 40.7	7 25.9	1 4.2	9 37.5	5 20.8	9 37.5
12. Only if I see abuse occurring should I report it to the authorities. (R.C.M.P., Social Worker)			8 29.6	19 70.4	2 8.3	2 8.3	7 29.2	13 54.2
13. Children do not want to be involved in sexual abuse; all children find the situation/person unpleasant.	12 44.4	8 29.6	6 22.2	1 3.7	9 37.5	8 33.3	4 16.7	3 12.5
14. If I suspect that a child is being sexually abused I should find out as much information as possible.	8 29.6	12 44.4	3 11.1	3 11.1	6 25	10 41.7	5 20.8	2 8.3
15. There has been so much talk about sexual abuse in schools that as a teacher, I am afraid to touch a child.	2 7.4	11 40.7	14 51.9		3 12.5	10 41.7	9 37.5	1 4.2

Note. SA = strongly agree; A = agree; D = disagree; SD = strongly disagree

item for each respondent, was converted to a mean level of agreement, and an analysis of variance was completed on the distribution of means (Table 8). Both groups of teachers, those who have taught and those who have not done so, agree that involvement with the C.A.R.E. Program will help stop child sexual abuse, and that they have an obligation to report a suspicion of child sexual abuse. However, teachers who have taught the Program feel more strongly about the C.A.R.E. Program's effect on decreasing the prevalence of child sexual abuse, and feel more strongly about their obligation to report child sexual abuse.

Table 8
Analysis of variance on selected items on questionnaire for teachers of control group by teachers of treatment group.

Item	Non-C.A.R.E. Group		C.A.R.E. Group		DF	Sum Of Squares	F	p
	N	x	N	x				
Having children involved in this program will not help stop child sexual abuse.	23	2.74	27	3.22	1	2.899	4.473	.040
Only if I see abuse occurring should I report it to the authorities. (R.C.M.P., Social Worker)	22	3.27	25	3.72	1	2.341	4.147	.048

Note. p is significant at $p < .05$

One of the questions proposed in this study was, whether or not attendance at an orientation meeting about child sexual abuse would have any effect upon the attitudes, knowledge and beliefs, that teachers who have not taught the C.A.R.E. Program, held about child sexual abuse. Table 9 shows the number and percentages of teachers who attended an

orientation meeting.

Table 9

Number and percentage of teachers from control group attending and not attending an orientation meeting about child sexual abuse.

Attending		Not Attending	
N	%	N	%
17	70.8	6	25

An analysis of variance indicated that teachers who had attended an orientation meeting and those that had not, had significantly different responses to four items on the teacher questionnaire. The distribution of agreement on each questionnaire item for each respondent, was converted to a mean level of agreement, and an analysis of variance was completed on the distribution of means (Table 10). Although all of the teachers in this study express general agreement about the items, the results show that teachers who attended an orientation meeting about child sexual abuse feel more confident about the extent that prevention programs do not instill fear in children. This perhaps indicates that an orientation meeting reassures teachers that there is little risk of negative consequences resulting from participation in prevention programs. Also, teachers who have had the experience of an orientation meeting feel more strongly about the importance of children using the proper names for their body parts, and feel more strongly about their obligation to report abuse.

Table 10

Analysis of variance on all items on questionnaire for teachers of control group who attended a meeting about child sexual abuse by teachers of control groups who did not attend a meeting about child sexual abuse.

Item	Attendance		Non- Attendance		DF	Sum Of Squares	F	p
	N	x	N	x				
Teaching children about child sexual abuse will make them afraid of a lot of people.	16	3.25	6	2.50	1	2.455	4.675	.043 *
Children need to use the proper names when talking about their body parts.	16	3.75	6	2.83	1	3.677	5.301	.032 *
The younger the child the less likely abuse will occur.	16	3.69	5	3.20	1	.905	4.059	.058
In cases of child sexual abuse, sometimes it is better to work quietly behind the scenes than go to the authorities.	16	3.88	5	3.40	1	.860	5.536	.030 *

Note. p is significant at $p < .05$

This study was also designed to gather teacher reactions to the C.A.R.E. Program. Teachers were asked to respond to questions that were related to: the adequacy of the C.A.R.E. Program, the extent to which the Program encourages children to disclose sexual abuse, and the challenges for them in teaching the C.A.R.E. Program. Tables 11 and 12 show the number of teachers responding to each item related to the C.A.R.E. Program and the distribution of their level of agreement on each of the items. For the most part teachers rate the components of the Program very highly, there was however some variability over the rating of the puppet; 37% of the teachers rate the puppet as fair to poor, as compared to other components of

the Program. This may warrant further review of the puppets and their use in the C.A.R.E. Program. One teacher suggested that consideration could be given to the addition of a character puppet to be used by the children. Each of six teachers reported receiving one disclosure, for a total of six disclosures (see Table 12). It is known that the C.A.R.E. Program was not designed to initiate children disclosing information about being involved in child sexual abuse. Yet, teachers' responses show that indeed disclosures do result from exposure to the C.A.R.E. Program. Given that this is the case it is important that teachers receive adequate preparation to deal with disclosures. Table 13 indicates the three of the six disclosures came during the discussion of message card #7 (types of touching that is wrong). This may imply that this is the crucial part of the Program which relays to children that what is happening to them in a particular abusive situation is wrong. If this is the case then teachers should be informed about this particular component before teaching the Program.

In addition to the closed questions related to the components of the C.A.R.E. Program, teachers were asked to respond to a number of open-ended questions intended to provide them an opportunity to more freely express their evaluative comments about what they liked about teaching the Program, what they would change, and the challenges they encountered. These responses were analyzed by first of all

Table 11
Teachers' responses to 6 items which rate the materials
included in the C.A.R.E. Program.

Items	Poor		Fair		Good		Excellent	
	N	%	N	%	N	%	N	%
1. Messages Cards			1	3.7	11	40.7	15	55.6
2. Children's Book "Trust Your Feelings"					13	48.1	11	40.7
3. Audio Tape	1	3.7	2	7.4	15	55.6	8	29.6
4. Puppets	1	3.7	9	33.3	7	25.9	9	33.3
5. Poster			1	3.7	19	70.4	5	18.5

n=27

Table 12
Teachers' response to one item related to the number of
disclosures that resulted from children's exposure to the
C.A.R.E. Program.

	Yes		No	
	N	%	N	%
6. Did you have any children disclose information about being sexually abused as a result of this Program?	6	22.2	21	77.8

n=27

reading the answers that were given by the teachers and based upon this review a content analysis approach was used to write descriptions for the themes which emerged. The frequency of each theme was counted and can be found in Table 13. The response stated most often was the view of the Program becoming boring for the children after encountering it for the 4th year. Thus, teachers would like to see a change in the Program to perhaps relieve some of

the students' boredom, and some of the difficulty that they must be experiencing with making the presentation interesting. We know from Welin (1988) that children do better when they are exposed to the C.A.R.E. Program on a yearly basis. If this is the case, then it is important that the C.A.R.E. Program be modified to allow the presentation to students to differ from year to year. It is important that the modifications take into account the students' cognitive and emotional development, and that the C.A.R.E. Program be developed as a special curriculum which will address the same issues in novel and increasingly challenging ways each year consistent with the child's development and cumulative knowledge.

In addition to the closed questions related to the beliefs, attitudes and knowledge about child sexual abuse, teachers were asked to respond to open-ended questions about the indicators of child sexual abuse, the harmful consequences of child sexual abuse and what an adult should communicate to a child who discloses sexual abuse. These responses were analyzed by first of all reading the answers that were given by the teachers and based upon this review a content analysis approach was used to write descriptions for the themes which emerged. The frequency of each theme was counted and can be found in Tables 14, 15, 16. The responses were analyzed and categorized to determine whether teachers from the treatment group and teachers from

Table 13
Frequency of comments made by teachers of the treatment group about the C.A.R.E. Program.

Items	Comments	Frequency
In teaching this Program,	Sharing of ideas and secrets.	4
I particularly liked:	The message cards.	4
	The outline of the program.	4
	The letters that went home to parents after each message card.	3
	The activities that are listed on the back of the cards.	3
	The puppets.	2
	The entire Program.	2
	The guide questions that were included for discussions.	2
	The song and the deciding the difference between good and bad touches	1
If I had an opportunity,	Children are bored with the Program	
I would change:	after having done it in K-2.	7
	The repetitiveness of the messages.	1
	Add a character puppet that the children can use.	1
	Include more situations in which abuse can occur.	1
	Include a board game that would review the concepts.	1
	Include a play for the children to be involved in.	1
In teaching this Program	To get the children involved in the discussions.	2
I found it particularly	To keep instilling the message that the children were never at	
challenging to:	fault and that they should always tell.	1
	Talking to the children about the message cards.	1
	Listening to the comments made by the children.	1
	Talking about the private body parts.	1
	Teaching the special needs children.	1
	Answering the childrens' questions.	1
	Telling if a child was abused.	1
Did you have any	After the program was over.	3
disclosures? If so,	Message card #7 (types of touching that is wrong).	3
at what point in the		
program?		

n=27

the control who attended and did not attend an orientation meeting about child sexual abuse had differing opinions. The frequencies of response categories to the questions show general agreement among the three groups and indicate appropriate knowledge on behalf of the teachers. In general the following three response categories were given the highest ratings by the teachers from the treatment group, teachers from the control group who attended an orientation meeting and teachers from the control group who did not attend an orientation meeting:

(1) Teachers feel that the three prime indicators of a child being sexually abused are: (a) acting withdrawn, (b) showing fear of certain situations, places or people, and (c) exhibiting emotional problems. All of these indicators are supported in the literature.

(2) Teachers state that three of the most harmful consequences of child sexual abuse are: (a) psychological and emotional problems, (b) damage to self-image and self-worth, and (c) the life-long impact. Sgroi et al. (1982) state that when a child communicates that he/she is or has been sexually abused, it is important that the adult remain calm, and provide an atmosphere of trust and support, and let the child know that he/she is not to blame and that you believe their story.

(3) Teachers state that the three most important responses that an adult should make to a child who discloses are: (a) telling the child that the abuse was not their fault, (b) offering love, and (c) support and comfort. Not only do the responses indicate that teachers are well aware of what it is they should communicate, but they also indicate that there is little variability between teachers who attended meetings and those who did not attend meetings. This may indicate that teachers are generally well informed about the dynamics of child sexual abuse.

Table 14

Frequency of category of responses made by teachers of the treatment group on items related to indicators of abuse messages that adults should communicate to children who disclose sexual abuse, and consequences of abuse.

Item	Category of response	Frequency
Indicators of abuse.	Withdrawn.	29
	Fear of certain situations, places, people.	26
	Emotional problems.	16
	Physical marks.	16
	Behavior changes.	12
	Drop in school performance.	8
	Change in dress habits or reaction to body.	6
	Mature sexual knowledge.	5
	Not wanting physical contact.	5
	Low self-esteem.	4
	Undernourished.	4
	Regression.	2
	Personality change.	1
	Communication (lack of or attempts).	1
Harmful consequences.	Psychological and emotional problems.	10
	Damage to self-image and self-worth.	9
	Impacting for the rest of life.	8
	Loss of trust.	3
	Suicide.	2
	Inability to have relationships with others.	1
	Sex-related problems.	1
What should an adult communicate to a child who discloses sexual abuse?	You are not to blame.	21
	Offer comfort, support and love.	17
	I am glad that you told me.	10
	I believe you	7
	The offender is sick and did wrong.	4
	Assure that everything will be okay.	3
	Go tell someone you know or go to authorities.	2

n=27

Table 15

Frequency of category of responses made by teachers of the control group who did attend a meeting about child sexual abuse on items related to indicators of abuse, messages that adults should communicate to children who disclose sexual abuse, and consequences of abuse.

Item	Category of response	Frequency
Indicators of abuse.	Withdrawn.	17
	Fear of certain situations, places, people.	14
	Emotional problems.	11
	Behavior change.	11
	Physical marks.	8
	Communication (lack of or attempts).	6
	Not wanting physical contact.	6
	Mature sexual knowledge.	5
	Drop in school performance.	4
	Change in dress habits or reaction to body.	4
	Low self-esteem.	2
	Regression.	1
	Personality change.	1
	Overly affectionate towards teacher.	1
	Unusual gifts given by an individual.	1
Harmful consequences.	Impacting for the rest of life.	7
	Psychological and emotional problems.	5
	May become abusers.	4
	Damage to self-image and self-worth.	4
	Loss of trust.	3
	Inability to have relationships with others.	3
	Physical damage.	1
What should an adult communicate to a child who discloses sexual abuse?	Offer comfort, support and love.	10
	You are not to blame.	8
	I am glad that you told me.	6
	Get professional help.	3
	I believe you	2
	Assure that everything will be okay.	2
	Go tell someone you know or go to authorities.	1
	Listen to everything that has happened.	1

n=18

Table 16

Frequency of category of responses made by teachers of the control group who did not attend a meeting about child sexual abuse on items related to indicators of abuse, messages that adults should communicate to children who disclose sexual abuse, and consequences of abuse.

Item	Category of response	Frequency
Indicators of abuse.	Withdrawn.	6
	Fear of certain situations, places, people.	3
	Emotional problems.	3
	Behavior change.	4
	Physical marks.	2
	Communication (lack of or attempts).	3
	Not wanting physical contact.	2
	Drop in school performance.	1
Harmful consequences.	Impacting for the rest of life.	5
	Psychological and emotional problems.	3
	Damage to self-image and self-worth.	1
	Loss of trust.	1
What should an adult communicate to a child who discloses sexual abuse?	Offer comfort, support and love.	7
	You are not to blame.	6
	Go tell someone you know or go to authorities.	1

Parents' Attitudes, Beliefs And Knowledge

An additional purpose of this study was to ascertain whether parents whose children have been taught the C.A.R.E. Program show a difference from those whose children have not had this experience, in the following areas:

- a. Knowledge about the dynamics of child sexual abuse.
- b. Attitudes and beliefs about child sexual abuse.
- c. Communication with their children about the topic of child sexual abuse.
- d. Beliefs about their involvement with teaching their children about sexual abuse.

To determine the effects that parental involvement with the C.A.R.E. has on attitudes, beliefs and knowledge about child sexual abuse, a Likert-type questionnaire was administered to parents of both the control and treatment group. Tables 17, 18, 19, and 20 show the numbers of parents responding to each item on the questionnaire and the distribution of their level of agreement on each of the items.

Parents from both the C.A.R.E. group and the non-C.A.R.E. group strongly agree that they and the school should take responsibility in teaching children about child sexual abuse, and that children in general should become involved with learning about child sexual abuse (Table 17). For example, 99% of both groups agree or strongly agree that the school should be involved in teaching children about child sexual abuse, and a similiar percentage agree that parents have a responsibility to teach children about sexual abuse. Parents generally reject the notion that children's involvement with this Program will have no effect on the prevalence of child sexual abuse, that their children do not need to learn about sexual abuse, and that teaching children about sexual abuse will make them afraid of a lot of people. For example, 73.5% and 86.3% of parents from the treatment and control groups respectively, reject the notion that the C.A.R.E. Program will not help stop child sexual abuse, and 95% of parents from the treatment group and 95.7% of parents

Table 17

Level of agreement on seven items related to parental beliefs about sexual abuse education for children.

Items	Treatment n=199								Control n=117							
	SA		A		D		SD		SA		A		D		SD	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
1. The school should become involved in teaching children about child sexual abuse.	111	55.5	86	43	2	1			70	59.8	46	39.3				
2. Parents have a responsibility to teach their children about child sexual abuse.	123	61.5	74	37	2	1	1	.5	76	65	39	33.3			1	.9
3. Having children involved in this program will not help stop child sexual abuse.	14	7	36	18	108	54	39	19.5	3	2.6	12	10.3	70	59.8	31	26.5
4. My child does not need to learn about child sexual abuse.	4	2	3	1.5	76	38	114	57	1	.9	3	2.6	42	35.9	70	59.8
5. Children, in general, should become involved with learning about how child sexual abuse occurs, and what it is.	114	57	79	39.5	2	1	2	1	65	55.6	46	39.3	3	2.6	2	1.7
6. Teaching children about child sexual abuse will make them afraid of a lot of people.	3	1.5	27	13.8	137	68.5	28	14	2	1.7	11	9.4	82	70.1	21	17.9
7. It is not really important for children like ours who live in a safe community to be taught about child sexual abuse.			4	2	74	37	121	60.5	5	4.3	2	1.7	36	30.8	73	62.4

Note. SA = strongly agree; A = agree; D = disagree; SD = strongly disagree

from the control group reject the view that their child does not need to learn about child sexual abuse.

Parents who were involved with the C.A.R.E. Program and those who were not involved with the Program, are in general agreement about what children need to learn from prevention programs (Table 18). Parents believe that it is important or very important for children to learn the following from prevention programs: to learn the names of body parts, to feel good about themselves, to learn the difference between good and bad touches, to know when not to keep secrets, to learn to say "no" to adults, to learn that they "own" their bodies, to trust their feelings, to learn that somebody they know, trust and probably love can abuse them, to learn that they are always in control and can stop abuse from happening, and to know that they can tell when they are in an abusive situation.

Some parents hold some beliefs about what it is that children need to learn from prevention programs that differ from some views that 'experts' hold. Some of these views are that children need to learn how to fight, need to learn what abusers look like and need to learn that they are always in control and can stop abuse from happening. For example, 56% and 65.7% of parents from the treatment and control groups respectively, said that it is important or very important for children to need to learn how to fight, and 62.5% and 61.5% of parents from the treatment and

control group respectively, responded that it is important or very important that children learn what abusers look like. 89.5% of the teachers from the treatment group and 92.3% of parents from the control group believe that it is important or very important for children to learn about their control in stopping abuse. As with teachers, in retrospect it is difficult to ascertain parents interpretation of some of these concepts. Regarding 'learning how to fight', depending upon their understanding, parents may believe that children need to have a forceful option in order to free themselves from an abusive situation. Also, as with the teachers, a high percentage of parents feel that it is important for children to learn the difference between good and bad touches; 99.5% of parents from the treatment group and 100% of parents from the control group believe that it is important for children to learn the difference between good and bad touches.

The responses of parents who have been involved with the C.A.R.E. Program and those who have not been involved, indicate a high level of appropriate beliefs, attitudes and knowledge about child sexual abuse (Table 19). Despite some variability in the distribution of the responses of both groups, parents have a general agreement over the rejection of the following notions (75% - 100% of parents from both groups): that children are most often abused by somebody that they do not know, that abusers can be identified before

Table 18
Degree of importance parents place on 13 items dealing with components in child sexual abuse curriculum.

Items	Treatment n=199								Control n=117							
	NI		SI		I		VI		NI		SI		I		VI	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
1. To learn names of body parts.	3	1.5	17	8.5	69	34.5	109	54.5			13	11.1	45	38.5	59	50.4
2. To feel good about themselves.	2	1	5	2.5	29	14.5	162	81	1	.9			14	12	102	87.2
3. To learn what child abusers look like.	39	19.5	22	11	43	21.5	82	41	26	22.2	10	8.5	21	17.9	51	43.6
4. To know when not to keep secrets.	2	1	2	1	28	14	167	83.5	3	2.6	1	.9	17	14.5	95	81.2
5. To know how to fight.	43	21.5	42	21	43	21.5	69	34.5	12	10.3	21	17.9	42	35.9	36	30.8
6. To learn to say "no" to adults.	1	.5	9	4.5	42	21	144	72	1	.9	3	2.6	25	21.4	88	75.2
7. To learn the difference between good and bad touches.					14	7	185	92.5					6	5.1	111	94.9
8. To learn that they "own" their bodies.					28	14	171	85.5					15	12.8	102	87.2
9. To trust their feelings.			1	.5	47	23.5	150	75			1	.9	25	21.4	90	76.9
10. To learn that somebody they know, trust and probably love can abuse them.	1	.5	4	2	56	28	138	69	4	3.4			26	22.2	87	74.4
11. To learn that they are always in control and can stop abuse from happening.	3	1.5	13	6.5	46	23	133	66.5	3	2.6	3	2.6	27	23.1	61	51.9
12. To know that they can tell someone when they are in an abusive situation.	1	.5	19	9.5	179	89.5	1	.5			1	.9	9	7.7	107	91.5
13. To use the proper names when talking about their body parts.	5	2.5	24	12	66	33	104	52			15	12.8	42	35.9	60	51.3

Note. NI = not important; SI = somewhat important; I = important; VI = very important

they do much harm, that abusers are always mean, that younger children are less likely to be abused, that child sexual abuse is closely related to socioeconomic status, that it is better to work behind the scenes than report abuse to authorities, and that the media attention has resulted in an increase in abuse. 74% of the parents from the treatment group and 70.1% of the parents from the control group agree or strongly agree that one way to stop abuse is to not leave children unattended, and 81.5% and 83.7% of parents from the treatment and control groups respectively, agree that abusers seek children out in order to abuse them. One area where parents' agreement is split is one of being baffled as to why children do not tell about the abuse, 47% from the treatment group and 41% from control group agree or strongly agree about this item. This is not unlike the bafflement expressed by the teachers (see Table 7) and may further support just how complex the issue of sexual abuse is, and the difficulty that people encounter when trying to understand and deal with the issue. In particular, they may not fully understand the controlling effect that involvement in the abusive situation has on the child's behavior. A belief that parents hold that may explain their bafflement over children not telling about the abuse is their agreement that children do not want to be involved in the sexual abuse, that all children find the situation/person unpleasant (85.5% of treatment group and

Table 19

Level of agreement on 15 items related to parental beliefs about child sexual abuse.

Items	Treatment n=199								Control n=117							
	SA		A		D		SD		SA		A		D		SD	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
1. If a child were to be sexually abused it would be most likely by somebody that he/she did not know.	2	1	9	4.5	120	60	67	33.5	6	5.1	3	2.6	68	58.1	39	33.3
2. Since abusers are "sick" people we should be able to identify them before they do much harm.	20	10	28	14	86	43	64	32	12	10.3	16	13.7	47	40.2	39	33.3
3. Abusers are always mean, therefore I do not understand why a child does not tell about what is happening.	9	4.5	22	11	78	39	88	44	5	4.3	8	6.8	44	37.6	55	47
4. Abusers take advantage of opportunities, so one way to stop abuse is not to leave child-unsupervised.	56	28	92	46	32	16	15	7.5	35	29.9	47	40.2	21	17.9	10	8.5
5. Child sexual abusers manipulate and control children; seeking them out to abuse.	44	22	119	59.5	21	10.5	7	3.5	37	31.6	61	52.1	9	7.7	6	5.1
6. The younger the child the less likely abuse will occur.	5	2.5	9	4.5	99	49.5	85	42.5	2	1.7			61	52.1	54	46.2
7. A child who comes from a poor family environment is more likely to be sexually abused.	4	2	19	9.5	100	50	72	36	3	2.6	11	9.4	50	42.7	52	44.4
8. In cases of child sexual abuse sometimes it is better to work quietly behind the scenes than go to the authorities.	2	1	10	5	79	39.5	107	53.5	1	.9	2	1.7	48	41	64	54.7
9. All the media attention (TV, newspapers) has resulted in an increase in child sexual abuse.	7	3.5	25	12.5	109	54.5	55	27.5	5	4.3	12	10.3	59	50.4	40	34.2
10. I am baffled as to why so many children fail to tell an adult about the abuse.	15	7.5	79	39.5	71	35.5	24	12	17	14.5	31	26.5	51	43.6	10	8.5
11. It is highly unlikely that my child will be sexually abused.	14	7	43	21.5	100	50	36	18	11	9.4	22	18.8	55	47	25	21.4

table continued

Table 19 (continued)
Level of agreement on 15 items related to parental beliefs about child sexual abuse.

Items	Treatment n=199								Control n=117							
	SA		A		D		SD		SA		A		D		SD	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
12. We should be cautious about accepting children's stories about child sexual abuse.	13	6.5	61	30.5	86	43	38	19	9	7.7	28	23.9	42	35.9	33	28.2
13. Only if I see abuse occurring should I report it to the authorities (R.C.M.P., Social Worker).	15	7.5	31	15.5	93	46.5	56	28	8	6.8	17	14.5	56	47.9	36	30.8
14. Children do not want to be involved in sexual abuse; all children find the situation/person unpleasant.	66	33	105	52.5	16	8	7	3.5	47	40.2	49	41.9	7	6	7	6
15. It must be very difficult for young children to tell the difference between appropriate and inappropriate touching.	21	10.5	109	54.5	50	25	15	7.5	19	16.2	47	40.2	33	28.2	13	11.1

Note. SA = strongly agree; A = agree; D = disagree; SD = strongly disagree

82.1% of control group). Sixty-two percent of parents from the treatment group and 64.1% of parents from the control group disagree with being cautious about accepting children's stories about sexual abuse, and approximately the same percent (68% and 68.4%) of parents agree with the likelihood of their child being sexually abused. This leaves approximately 32% to 36% of parents who believe that they should be cautious about accepting children's stories about sexual abuse and do not feel that their child is vulnerable to abuse. Percentages such as these make one aware that there are a significant number of parents who may not believe a child who discloses. We know from the literature that one of the factors which influences the lasting effects that involvement in sexual abuse will have on a victim is the reaction of family members. Thus, it is important to inform parents of the importance of erring on the side of the child and telling a child that he/she is believed.

Parents' responses indicate that there is little difference between parents who have not been involved with the C.A.R.E. Program and those parents who have been, with respect to the the extent of their communication with their own children about child sexual abuse and the extent that they believe that parents should communicate with children about child sexual abuse (Table 20). The results indicate that 57.5% of parents from the treatment group and 67.5% of

parents from the control group are sometimes communicating with their children about child sexual abuse, and 69% and 71.8% of parents from the treatment and control group respectively feel that it is either often or always important to talk to children about sexual abuse. Only around 50% of parents feel that people use the correct names for the body parts and only around 50% of the parents admit that they often or always use the names themselves. Fifty-three percent of parents from both groups indicated that their families sometimes watch TV programs about abuse, yet around 85% of parents indicate that as a family they have read books about child sexual abuse. Parents report that they are generally comfortable about talking to their child about sexual abuse; 82.5% of parents from the treatment group and 78.6% of parents from the control group report a high comfort level. Parents' responses indicate that only about 50% are using the correct names for body parts when talking to children. Yet, the majority of parents feel that it is important or very important for children to learn the names of body parts. In the area of child sexual abuse it is important that adults use the correct names for the body parts when they communicate with children (Hindman n.d.). This is important for two reasons; if adults do not communicate the correct names for the body parts children may get the message that the body parts are dirty, mystifying and bad, and thus begin to believe that these

Table 20

Parents' responses to 8 items related to frequency with which they communicate with their child about sexual abuse.

Items	Treatment n=199								Control n=117							
	N		S		O		A		N		S		O		A	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
1. I talk to my child about sexual abuse.	20	10	115	57.5	50	25	14	7	2	1.7	79	67.5	26	22.2	9	7.7
2. It is important to talk to a child about child sexual abuse.	1	.5	58	29	71	35.5	67	33.5	2	1.7	30	25.6	44	37.6	40	34.2
3. People use the correct names for the private body parts when talking to children.	8	4	91	45.5	30	15	69	34.5	4	3.4	57	48.7	16	13.7	40	34.2
4. As a family we have watched TV programs about child sexual abuse.	58	29	106	53	27	13.5	6	3	27	23.1	62	53	17	14.5	10	8.5
5. As a family we have read books about child sexual abuse.	82	41	86	43	21	10.5	8	4	49	41.9	51	43.6	9	7.7	5	5.1
6. As a family we have had discussions about child sexual abuse.	27	13.5	120	60	45	22.5	7	3.5	17	14.5	69	59	22	18.8	7	6
7. I use the correct names of body parts when talking to children.	21	10.5	72	36	45	22.5	62	31	8	6.8	49	41.9	15	12.8	43	36.8
8. I am not comfortable talking about child sexual abuse.	90	45	75	37.5	13	6.5	20	10	35	29.9	57	48.7	14	12	10	8.5

Note. N = never; S = sometimes; O = often; A = always

parts are not worthy of protection. The main reason victims of child sexual abuse give for not telling, is that they did not have the language to communicate what had happened to them. If this is the case, that it is very important for parents to use the correct names for body parts when communicating with children, and only 50% of parents are doing this, then this may imply that this information must be stressed at parent meetings. Also, it is important that children hear the names of body parts mentioned in school. The C.A.R.E. Program introduces and refers to genitalia as 'private parts' and 'parts under the bathing suit'. These messages will further reinforce to children that certain parts of the body are so terrible that they cannot be referred to by their proper names.

An analysis of variance indicated that there were significant differences between the parent control group and the parent treatment group on one of the questionnaire items. The distribution of agreement on each questionnaire item for each respondent, was converted to a mean level of agreement, and an analysis of variance was completed on the distribution of means (Table 21). Both groups of parents, those whose children have been taught the C.A.R.E Program and those whose children have not been taught the C.A.R.E. Program, agree that involvement with the C.A.R.E. Program will help stop child sexual abuse. However, like teachers, parents whose children have been taught the Program feel

more strongly about the C.A.R.E. Program's effect on decreasing the prevalent rate of child sexual abuse.

This study was also designed to discover whether attendance at a C.A.R.E information meeting about child sexual abuse had an effect upon the attitudes, knowledge and beliefs that parents, whose children have been taught the C.A.R.E. Program, hold about child sexual abuse. Table 22

Table 21

Analysis of variance on selected items on questionnaire for parents of control group by parents of treatment group.

Item	Non-C.A.R.E. Group		C.A.R.E. Group		DF	Sum Of Squares	F	p
	N	x	N	x				
Having children involved in this program will not help stop child sexual abuse.	116	3.11	189	2.89	1	3.413	6.032	.015

Note. p is significant at $p < .05$

shows the number and percentages of parents who attended the C.A.R.E information meeting. The attendance rate at these meetings are very low.

Table 22

Number and percentage of parents from treatment group attending and not attending an orientation meeting about child sexual abuse.

Attending		Not Attending	
N	%	N	%
61	30.5	138	69

An analysis of variance indicated that parents who had not attended the C.A.R.E. information meeting and parents who had, responded significantly different to 24 of the questionnaire items. The distribution of agreement on each

questionnaire item for each respondent was converted to a mean level of agreement and an analysis of variance was completed on the distribution of means (Table 23). Although there is general agreement about the items, the results show that parents who attended the C.A.R.E. information meeting have stronger positive beliefs, attitudes and knowledge about some of the questionnaire items. The results show that parents who attended the C.A.R.E. information meeting feel more strongly about:

The school's involvement and parents' responsibility in teaching children about child sexual abuse.

The impact that the Program will have on decreasing the prevalence of child sexual abuse.

The need for their child and other children to learn about sexual abuse.

The importance of children learning to feel good about themselves and learning to trust their feelings.

The inability of victims to identify who are the abusers.

Why a victim does not tell about the abuse?

The recent media attention not resulting in an increase in child sexual abuse.

Their obligation to report abuse to the authorities.

Also, parents who attended the meeting feel more strongly about their communication with their children. Parents who attended the C.A.R.E. meeting expressed that they have read more books and had more family discussions about child sexual abuse, that they use the correct names

for body parts more frequently, that they are more comfortable talking to their child about child sexual abuse. In addition, parents who had attended the C.A.R.E. information meeting, reported that their child talked more about the Program at home, they felt more positive about their child's reaction, and were more comfortable talking to their child about sexual abuse. This may imply that parents who attended the meeting felt more positive about the Program. Parents who did not attend the C.A.R.E. information meeting felt more strongly about the importance of children learning about knowing when not to keep secrets. It is also worthy of note that neither parents nor teachers gave this the rating of importance that it should be given. Hindman (n.d.) notes that this is an excellent way to teach children about child sexual abuse, as it puts the concept in concrete terms (Kerr-Halls 1985). As with teachers, these groups of parents indicated bafflement with why children do not tell about the occurrence of abuse. Also, as mentioned previously, a significant percentage of these groups of parents agreed with the importance of children learning how to fight in order to protect themselves from sexual abuse.

Of course it is difficult to know with certainty if it was attendance at the C.A.R.E. information meeting per se which accounts for the above mentioned differences. It may very well be that parents who attended the meeting were already convinced of the importance of them and their

children learning about the issue of sexual abuse, and thus were more receptive to the messages portrayed in the C.A.R.E. Program. Nevertheless, there may be a message to professionals to look at ways to increase the attendance at such meetings or to devise other ways to get the messages across to parents that are presented through the C.A.R.E. Program.

This study was also designed to determine whether attendance at an orientation meeting about child sexual abuse had an effect upon the attitudes, knowledge and beliefs of parents, whose children have not been taught the C.A.R.E. Program. Table 24 shows the number and percentages of parents who attended an orientation meeting.

An analysis of variance indicated that parents who did not attend an orientation meeting as compared with those who did attend, had significantly different responses to 10 questionnaire items. The distribution of agreement on each questionnaire item for each respondent, was converted to a mean level of agreement and an analysis of variance was completed on the distribution of means (Table 25). Although there is general agreement about the items, the results show that parents who attended an orientation meeting about child sexual abuse feel more confident that prevention programs will not instill fear in children. This perhaps indicates that an orientation meeting informs parents of the absence of negative consequences involved with participation in

Table 23

Analysis of variance on selected items on questionnaire for parents of treatment group who attended a meeting about the C.A.R.E. Program by parents of treatment group who did not attend a meeting about the C.A.R.E. Program.

Item	Attendance		Non- Attendance		DF	Sum Of Squares	F	p
	N	x	N	x				
The school should become involved in teaching children about child sexual abuse.	59	1.31	129	1.53	1	1.996	7.629	.006
Parents have a responsibility to teach their children about child sexual abuse.	59	1.27	129	1.47	1	1.523	5.079	.025
Having children involved in this program will not help stop child sexual abuse.	59	3.20	129	2.76	1	7.970	13.587	.000
My child does not need to learn about child sexual abuse.	59	3.66	129	3.46	1	1.679	4.151	.043
Children in general need to learn about child sexual abuse.	59	1.31	129	1.50	1	1.600	5.064	.026
Children need to learn to feel good about themselves.	50	3.90	128	3.71	1	1.285	4.452	.036
Children need to learn not to keep secrets.	50	2.56	128	3.03	1	7.985	5.900	.016
Children need to learn how to fight.	60	2.27	134	2.89	1	16.002	12.641	.000
Children need to learn that they "own" their bodies.	60	3.93	134	3.83	1	.457	3.848	.051
Children need to learn to trust their feelings.	56	3.89	136	3.70	1	1.498	7.907	.005
Since abusers are "sick", people should be able to identify them before they do much harm.	60	3.20	130	2.92	1	3.326	3.867	.051
Abusers are always mean, therefore I do not understand why a child does not tell about what has happened.	60	3.53	130	3.13	1	6.653	9.949	.002
In cases of child sexual abuse, sometimes it is better to work quietly behind the scenes, than go to the authorities.	57	3.63	127	3.44	1	1.430	3.795	.053
All the media attention (TV, newspapers) has resulted in an increase in child sexual abuse.	57	3.26	127	3.02	1	2.408	4.339	.039

table continued

Table 23 (continued)

Analysis of variance on selected items on questionnaire for parents of treatment group who attended a meeting about the C.A.R.E. Program by parents of treatment group who did not attend a meeting about the C.A.R.E. Program.

Item	Attendance		Non- Attendance		DF	Sum Of Squares	F	p
	N	x	N	x				
I am baffled as to why so many children fail to tell about the abuse.	54	2.76	122	2.40	1	4.787	7.919	.005
Only if I see abuse occurring should I report it to the authorities. (R.C.M.P., Social Worker)	54	3.24	122	2.87	1	5.177	7.050	.009
It must be very difficult for a young child to tell the difference between appropriate and inappropriate touching.	58	2.53	128	2.20	1	4.592	7.929	.005
As a family we have read books about child sexual abuse.	56	2.05	137	1.64	1	6.723	11.039	.001
As a family we have had discussions about child sexual abuse.	56	2.36	137	2.09	1	2.888	6.009	.015
I use the correct names of body parts when talking to children.	56	3.02	137	2.61	1	6.748	6.794	.010
I am not comfortable talking about child sexual abuse.	56	1.59	137	1.91	1	3.965	4.420	.037
Did your child talk about the C.A.R.E. Program at home?	60	1.35	132	1.69	1	4.752	10.269	.002
Do you think the C.A.R.E. Program has contributed to the safety of your child?	56	1.39	127	1.88	1	9.294	9.016	.003
Are you more comfortable talking to your child about the prevention of child sexual abuse as a result of this program?	56	1.13	127	1.48	1	4.906	6.538	.001

Note. p is significant at $p < .05$

prevention programs. Also, parents who have had the experience of an orientation meeting feel more strongly about the importance of children using the proper names for their body parts, and understand more about why a child does not tell about the abuse, feel less strongly about being cautious about accepting children's stories about sexual abuse, know more about their obligation to report abuse,

Table 24

Number and percentage of parents from control group attending and not attending an orientation meeting about child sexual abuse.

Attending		Not Attending	
N	%	N	%
22	18.9	94	81.1

feel more strongly about talking to a child about child sexual abuse, and as a family have read more books about child sexual abuse. Parents who attended the orientation meeting as well as those who did not rated the 'need for children to learn how to fight' as being relatively important. However, those parents who did not attend an orientation meeting rated this as more important than those parents who did attend such a meeting. In addition, both parents who did and did not attend an orientation meeting, feel that it is relatively important for children to learn that they are always in control and can stop abuse from occurring. However, parents who did not attend an orientation meeting rated this as more important than those

Table 25

Analysis of variance on selected items on questionnaire for, parents of control group who attended a meeting about child sexual abuse by parents of control group who did not attend a meeting about child sexual abuse.

Item	Attendance		Non- Attendance		DF	Sum Of Squares	F	p
	N	x	N	x				
Teaching children about child sexual abuse will make them afraid of a lot of people.	20	3.40	87	2.99	1	2.754	9.095	.003
Children need to learn the names of body parts.	20	3.70	87	3.36	1	1.921	4.370	.039
Children need to learn to know how to fight.	20	2.50	90	3.00	1	4.091	4.463	.037
Children need to learn they are always in control and can stop abuse from happening.	20	3.35	93	3.69	1	1.822	4.308	.040
Abusers are always mean, therefore I do not understand why a child does not tell about what has happened.	21	3.67	86	3.27	1	2.690	4.592	.031
I am baffled as to why so many children fail to tell an adult about the abuse.	19	2.84	78	2.41	1	2.849	3.900	.051
We should be cautious about accepting children's stories about sexual abuse.	19	3.32	78	2.76	1	4.781	5.787	.018
Only if I see abuse occurring should I report it to the authorities (R.C.M.P., Social Worker).	19	3.53	78	2.91	1	5.799	9.320	.003
It is important to talk to a child about child sexual abuse.	22	2.68	87	3.14	1	3.653	5.496	.021
As a family we have read books about child sexual abuse.	22	2.09	90	1.68	1	3.017	4.644	.033

Note. p is significant at $p < .05$

parents who did attend such a meeting. Children who are taught the belief that they are in control of stopping abuse, and then are unfortunate enough to find themselves in an abusive relationship that they have not been able to escape from, may experience a lot of guilt feelings which may further hinder their ability to escape, and/or their ability to place responsibility with the abuser.

In addition to the closed questions related to the beliefs, attitudes and knowledge about child sexual abuse, parents were asked to respond to open-ended questions which gave them an opportunity to respond more freely to items about: the indicators of child sexual abuse, the harmful consequences of child sexual abuse, and what an adult should communicate to a child who discloses sexual abuse. The responses were analyzed by first of all reading the answers that were given by the parents and based upon this review a content analysis approach was used to write descriptions for the themes which emerged. The theme responses were analyzed and categorized to determine whether parents from the treatment group who attended the C.A.R.E. information meeting and those that did not, and parents from the control who attended an orientation meeting about child sexual abuse, had differing opinions (Table 26, 27, 28, 29). The frequencies of response categories to the questions show general agreement among the four groups. In general, the same response categories were given the highest ratings by

the parents and teachers who participated in this study. The four indicators of a child being sexually abused that were listed most often by parents are: (a) acting withdrawn, (b) showing fear of certain situations, (c) places or people, and (d) exhibiting emotional problems and behavioral problems. All of these indicators, which are supported in the literature, were also given the highest rating by teachers. Parents state that three of the most harmful consequences of child sexual abuse are: (a) psychological and emotional problems, (b) damage to self-image and self-worth, and (c) the life-long impact. These are also the same ratings that teachers gave. Sgroi et al. (1982) state that when a child communicates that he/she is or has been sexually abused, it is important that the adult remain calm, and provide an atmosphere of trust and support, and let the child know that he/she is not to blame and that you believe their story. As with teachers, parents' responses indicate that they are well aware of what it is they should communicate. The responses with the highest frequencies for each of the groups are: (a) telling the child that the abuse was not their fault; (b) offering love, support and comfort; and (c) telling the child that he/she is believed.

This study was also designed to gather parent reactions to the C.A.R.E. Program, and parents' feelings about their child's reaction to the Program and to determine whether

involvement with the Program had increased communication about sexual abuse, between parents and children. Table 30 shows the number of parents responding to each item related to the C.A.R.E. Program and the distribution of their level of agreement on each of the items. Parents' responses indicate that both they and their children reacted positively to the C.A.R.E. Program; only 2% of parents

Table 26
Frequency of category of responses made by parents of the treatment group who did not attend a meeting about the C.A.R.E. Program on items related to indicators of abuse, messages that adults should communicate to children who disclose sexual abuse, and consequences of abuse.

Item	Category of response	Frequency
Indicators of abuse.	Fear of certain situations, places, people.	67
	Withdrawn.	53
	Behavior change.	50
	Emotional.	44
	Physical marks.	25
	Communication (lack of or attempts).	23
	Not wanting physical contact.	10
	Personality change.	7
	Drop in school performance.	7
	Change in dress habits or reaction to body.	7
	Mature sexual knowledge.	5
	Frequent use of bathroom.	3
	Regression.	2
Harmful consequences.	Psychological and emotional problems.	33
	Impacting for the rest of life.	19
	Sex-related problems.	11
	Physical problems.	9
	Loss of trust.	9
	Inability to have relationships with others.	5
	Damage to self-image and self-worth.	4
	Becoming abusers.	3
	Loss of innocence.	1
What should an adult communicate to a child who discloses sexual abuse?	You are not to blame.	52
	Offer comfort, support and love.	36
	Tell me all about what happened to you.	25
	I believe you	15
	The offender is sick and did wrong.	13
	I am glad that you told me.	12
	Go tell someone you know or go to authorities.	12
	Do not be afraid to tell truth.	9
	Report immediately	5
	Arrange for professional help.	2
	Stay away from offender.	2
	Inform that authorities will be notified.	1
	Why did you keep this a secret?	1

report that their child did not like the Program and only 1.5% of parents report that they did not like the Program. The majority (87.5%) of parents also feel that the program

Table 27

Frequency of category of responses made by parents of the treatment group who did attend a meeting about the C.A.R.E. Program on items related to indicators of abuse, messages that adults should communicate to children who disclose sexual abuse, and consequences of abuse.

Item	Category of response	Frequency
Indicators of abuse.	Behavior change.	50
	Fear of certain situations, places, people.	45
	Emotional.	41
	Withdrawn.	36
	Physical marks.	19
	Personality change.	10
	Mature sexual knowledge.	8
	Not wanting physical contact.	6
	Drop in school performance.	4
	Communication (lack of or attempts).	3
	Change in dress habits or reaction to body.	2
	Regression.	2
	Spending time with same person.	1
Harmful consequences.	Psychological and emotional problems.	17
	Impacting for the rest of life.	16
	Damage to self-image and self-worth.	11
	Loss of trust.	5
	Inability to have relationships with others.	5
	Sex-related problems.	4
	Becoming abusers.	2
	Loss of innocence.	2
	Physical problems.	1
	Suicide.	1
What should an adult communicate to a child who discloses sexual abuse?	Offer comfort, support and love.	42
	You are not to blame.	29
	I believe you	20
	Tell me all about what happened to you.	7
	I am glad that you told me.	7
	The offender is sick and did wrong.	5
	Go tell someone you know or go to authorities.	5
	Inform that authorities will be notified.	3
	Assure that everything will be okay.	3
	Do not be afraid to tell truth.	1
	Report immediately	1

n=62

Table 28

Frequency of category of responses made by parents of the control group who did attend an orientation meeting about the C.A.R.E. Program on items related to indicators of abuse, messages that adults should communicate to children who disclose sexual abuse, and consequences of abuse.

Item	Category of response	Frequency
Indicators of abuse.	Behavior change.	18
	Withdrawn.	15
	Fear of certain situations, places, people.	13
	Emotional.	9
	Mature sexual knowledge.	7
	Physical marks.	4
	Not wanting physical contact.	4
	Communication (lack of or attempts).	4
	Personality change.	3
	Drop in school performance.	3
	Change in dress habits or reaction to body.	3
Harmful consequences.	Regression.	1
	Psychological and emotional problems.	9
	Impacting for the rest of life.	9
	Sex related problems.	6
	Damage to self-image and self-worth.	4
	Loss of trust.	4
	May become abusers.	4
	Inability to have relationships with others.	4
What should an adult communicate to a child who discloses sexual abuse?	Loss of innocence.	2
	Offer comfort, support and love.	16
	You are not to blame.	15
	I believe you	10
	Go tell someone you know or go to authorities.	4
	Assure that everything will be okay.	4
	I am glad that you told me.	3
	Tell me all about what happened to you.	2

n=22

Table 29

Frequency of category of responses made by parents of the control group who did not attend an orientation meeting about the C.A.R.E. Program on items related to indicators of abuse, messages that adults should communicate to children who disclose sexual abuse, and consequences of abuse.

Item	Category of response	Frequency
Indicators of abuse.	Withdrawn.	77
	Behavior change.	57
	Fear of certain situations, places, people.	54
	Emotional.	23
	Communication (lack of or attempts).	19
	Physical marks.	15
	Personality change.	8
	Drop in school performance.	4
	Regression.	4
	Change in dress habits or reaction to body.	3
	Physical damage.	3
	Mature sexual knowledge.	2
	Not wanting physical contact.	2
	Low self-esteem.	1
Harmful consequences.	Impacting for the rest of life.	44
	Psychological and emotional problems.	23
	Damage to self-image and self-worth.	11
	Inability to have relationships with others.	8
	May become abusers.	7
	Loss of trust.	6
	Loss of innocence.	4
	Sex related problems.	4
What should an adult communicate to a child who discloses sexual abuse?	Physical damage.	3
	Offer comfort, support and love.	46
	You are not to blame.	41
	Assure that everything will be okay.	17
	Abuser is sick.	15
	Tell me all about what happened to you.	13
	Go tell someone you know or go to authorities.	7
	I am glad that you told me.	7
	I believe you	4
	Adult should report immediately.	4
	Seek professional help for the child.	3
	Tell the person not to talk to strangers.	1
	Ask person why they kept this a secret.	1

n=105

has contributed to the safety of their children, and 79% of parents are now more comfortable talking about the prevention of child sexual abuse with their children.

In addition to answering the closed questions related to the C.A.R.E. Program, parents were also asked to respond more freely by way of open-ended questions, to items related to their reactions to the C.A.R.E. Program. The responses

Table 30

Parents' responses to 8 items which assess the impact of the C.A.R.E. Program on them and on their children.

Items	Yes		When Questionned				No	
	N	%			N	%	N	%
1. Did your child talk about the C.A.R.E Program at home?	105	52.5			66	33	27	13.5
	Yes Completely		Yes Partially				No	
	N	%	N	%			N	%
2. Do you think your child understood the overall message of the Program?	134	67			53	26.5	6	3
	Liked It		Did not Like it		Hard to Tell		Don't Know	
	N	%	N	%	N	%	N	%
3. How would you describe your child's reaction to the Program?	124	62	4	2	51	25.5	13	6.5
4. How would you describe your reaction to the Program?	160	80	3	1.5	16	8	12	6
	Yes		No				Don't Know	
	N	%	N	%			N	%
5. Do you think that the C.A.R.E. Program had contributed to the safety of your child?	175	87.5			5	2.5	13	6.5
6. Are you more comfortable talking to your child about the prevention of child sexual abuse?	158	79			17	8.5	14	7
7. In your opinion was sufficient opportunity given for parent involvement in the Program?	108	54			30	15	40	20
8. Did you see any changes in your child as a result of the Program?	85	42.5			83	41.5	16	8

n=199

were analyzed by first of all reading the answers that were given by the parents and based upon this review a content analysis approach was used to write descriptions for the themes which emerged. The theme responses were analyzed and categorized according to positive and negative responses, to determine whether parents whose children were in the C.A.R.E. Program and attended the C.A.R.E. information meeting had different ratings from those who did not attend such a meeting (Table 31). It appears that children whose parents did not attend the C.A.R.E. information meeting made more negative comments about the C.A.R.E. Program at home. One explanation for this could be that parents who chose to attend the meetings had different attitudes to begin with this influenced the attitudes that their children had towards the messages of the C.A.R.E. Program. Another explanation could be that parents who did attend the meeting came away with a more positive attitude, and this influenced their children to think more positively about the C.A.R.E. Program. Parents who did not attend the C.A.R.E. information meeting made more negative comments about the opportunity for parental involvement, yet did not attend the meeting. It is worthy to note that only 4 parents out of 199 saw negative behavioral changes in their child.

In summary, the number of positive statements made by parents about their reaction and their children's reaction to the C.A.R.E. Program far outweighed the negative

statements. Regardless of the numbers of negative statements, there may still be messages for the educators involved in the implementation of the C.A.R.E. Program. The parents' comments about the children's response to the Program at home reveal that there are some children who are embarrassed by some of the messages. It is important for teachers to be cognizant of such reactions and to address them with the students. Some children may feel this embarrassment if the C.A.R.E. Program offers them their first exposure to sex education. If teachers are aware that this is the case then it is important for children to be given an opportunity to talk further about some of the issues. One parent, whose child has a developmental delay, expressed that it was difficult to ascertain the extent of comprehension of the Program's concepts. In reality, one would have to question the Program's ability to address the needs of the developmentally delayed. It is important for implementers to keep this in mind and perhaps give consideration to necessary modifications. Parents were most negative about the extent that they were given opportunities for involvement with the program. Most of the parents who made negative statements expressed that they would have liked to be given opportunities to attend classes with their children. Also, comments were made in which parents noted that they would have liked more information about, dealing with disclosures, reporting procedures, discussing the

concepts with children. There were some children, though few in numbers, who had a negative reaction to the C.A.R.E. Program. One child had nightmares, while another did not want to let anybody see her undressed, and still another overreacted to touching by others, and one boy did not want his Mom to wash him unless he was in his swimming trunks. These reactions may indicate that there are some children who are vulnerable and may suffer negative effects as a result of exposure to the Program. There is a cautionary note then to teachers; it is important to be aware and to address the needs of the children that are having a negative reaction to the messages of the Program. The possibility exists that some children may need counselling to help them deal with some of the issues. Teachers need to maintain consistent contact with parents in order to become informed of their students' reactions.

Table 31

Frequency of responses made by parents of the treatment group who did attend and did not attend the C.A.R.E. meeting, related to items about the C.A.R.E. Program.

Items	Frequency			
	Attending (n=62)		Not Attending (n=137)	
	Positive	Negative	Positive	Negative
1. Did your child talk about the C.A.R.E. Program?	32	5	51	25
2. Do you think that your child understood the overall message of the C.A.R.E. Program?	0	2	4	7
3. Was sufficient opportunity given for parental involvement?	0	8	4	22
4. Did you see any changes in your child as a result of the C.A.R.E. Program?	22	1	51	3

Examples of negative statements for item #1:

- My daughter was embarrassed talking about some of the concepts with boys in the classroom.
- She asked questions about why she had to learn about this.
- My child found that the issues were uncomfortable to talk about.
- She did not want to talk about it.
- The only way my son would permit me to see him in the bathtub was with his swimming trunks on.
- She felt that these things only happened to others.

Examples of positive statements for item #1:

- Talked about how nobody was allowed to touch them.
- Expressed how he would tell if anything like that happened to him.
- Shared how she liked the puppets.
- My child talked about the discussions and the story situations.
- He talked about the puppets and his body parts.
- Talked about the concepts of the program.
- Talked about program and the ideas and hoped that he would not need to use it.
- Understands about telling and about strangers.

Examples of negative statements for item #2:

- I am not sure because my child is developmentally delayed.
- Did not understand why people do these things.
- Understands as well as we can expect these children. Because they have never been involved in such an experience, they really only understood the physical mechanics.

Examples of positive statements for item #2:

- My child understood all of the concepts fully.

Examples of negative statements for item #3:

- There should be opportunities for parents to attend some of the classes with the children.
- More parent information sessions are needed.
- There should be more information to help parents discuss the concepts with their children at home.
- More meetings are needed to inform parents about what children are learning in class.
- Parents need more information about how to deal with

disclosures.

- I would have liked more information about the procedures for reporting.

Examples of positive statements for item #:3

- As a result of this program there will be more cautious parents.
- Sufficient opportunity was given for parental involvement.

Examples of negative statements for item #:4

- My child had some nightmares as a result of this program.
- My child does not want to let anyone touch her or see her undressed.
- Sometimes she has overreacted to touching by others, but that is okay.

Examples of positive statements for item #:4

- My child now has more questions about the issues.
- My child is now more cautious and more aware.
- My child is now more aware of news programs.
- Now more aware of his/her body, and who can hurt.
- Now uses the proper names for the body parts.
- More aware of what to do in the event of abuse.

Summary of Results

The results of this study can be summarized as follows:

1. Students at grade 3 level, who were taught the C.A.R.E. Program report a higher level of assertion in negative social situations involving someone their own age, than grade 3 students who were not taught the C.A.R.E. Program. Also the results show that there is no significant difference between grade 3 students who did not complete the

C.A.R.E. Program and those who did in the following areas: positive social situations with someone their own age, and positive and negative social situations involving someone older than themselves.

Comparisons of the means obtained on the Children's Assertiveness Inventory for both negative and positive social situations with a peer group reveal that the students in all groups were lower than the norm mean for this scale.

2. Teachers who have taught the C.A.R.E. Program and those who have not, generally hold appropriate beliefs, attitudes and knowledge about child sexual abuse. The majority of teachers in this study feel strongly about their involvement as well as the involvement of parents in teaching children about child sexual abuse. Teachers generally reject the notions that childrens' involvement with the C.A.R.E. Program will have no effect on the prevalence of child sexual abuse and that teaching children about sexual abuse will make them afraid of a lot of people. Teachers generally agree about the salient curriculum components for sexual abuse prevention programs.

3. Although, teachers in general, in this study believe in the positive benefits of child sexual abuse prevention programs in decreasing the prevalent rate of child sexual abuse, those teachers who taught the C.A.R.E. Program

express stonger beliefs in this regard. Teachers also feel more strongly about their obligation to report abuse.

4. Some teachers who have taught the C.A.R.E. Program as well as those who have not, hold some beliefs that are inconsistent with currently accepted thinking, namely:

- teachers believe that if a child discloses sexual abuse, they should find out as much information as possible before reporting;
- teachers believe that it is important for children to learn about the difference between good and bad touches;
- teachers tend to believe that children should learn that they are in control and can stop abuse from happening,
- teachers generally do not understand why a child fails to tell an adult about the abuse.

5. Teachers generally reject the following notions:

- that children are most often abused by somebody that they do not know,
- that it is easy to identify abusers before they do much harm,
- that abusers are always mean,
- that younger children are less likely to be abused,
- that child sexual abuse is related to sociceconomic status,
- that it is better to work quietly behind the scenes than report to the authorities,
- that the media attention has resulted in an increase in abuse.

6. A significant percentage of teachers in this study

indicate that all the talk about child sexual abuse is making them fearful of touching children.

7. Teachers from the schools that have not introduced the C.A.R.E. Program were asked to indicate whether they had attended an orientation meeting about child sexual abuse. Attendance at the orientation meeting seem to show no effect on most of the responses reported by teachers. However, teachers who did have the experience of a meeting, felt more strongly that:

- the programs were unlikely to instill fear in children,
- it is important for children to use the proper names for their body parts,
- the younger the child the less likely abuse will occur,
- they have an obligation to report abuse.

8. Teachers who have taught the C.A.R.E. Program generally, have a positive view of the components of the Program. Teachers' rating of the puppets indicate some discrepancy about this particular component; 37% of the teachers rate the puppet as fair to poor, as compared to other components of the Program. This may warrant further review of the puppets and their use in the C.A.R.E. Program. One teacher suggested that consideration could be given to the addition of a character puppet to be used by the children. Teachers also have concerns about the degree of boredom that children

are experiencing with the Program after exposure for four consecutive years (C.A.R.E. Program is undifferentiated for grade levels).

9. Six teachers reported receiving one disclosure each as a result of the children being involved in the C.A.R.E. Program. Three of the six disclosures came during the discussion of message card #7 (types of touching that are wrong).

10. There was little difference in the responses of teachers who had experience with the C.A.R.E. Program and those who did not and those who attended orientation meetings and those who did not, on items related to; indicators of sexual abuse, harmful consequences of sexual abuse, and what an adult should communicate to a child who discloses sexual abuse. The responses of the teachers were consistent with 'experts' beliefs, attitudes and knowledge.

11. Parents whose children have been taught the C.A.R.E. Program and those whose children have not, have a high level of agreement with respect to attitudes, beliefs and knowledge about child sexual abuse. The majority of parents in this study feel strongly about their involvement and the school's involvement in teaching children about child sexual abuse. Also, parents generally reject the notions that

children's involvement with the C.A.R.E. Program will have no effect on the prevalence of child sexual abuse, that their children do not need to learn about sexual abuse, and that teaching children about sexual abuse will make them afraid of a lot of people. Parents generally agree about the salient curriculum components for prevention programs.

12. Some parents, in this study, hold some beliefs that are inconsistent with currently accepted thinking:

- they believe that it is important for children to learn the difference between good and bad touches,
- they are baffled as to why children do not tell an adult about the abuse,
- they believe that it is important for children to learn how to fight when learning how to protect themselves from abuse,
- they feel that children need to learn that they are in control and can stop abuse from happening,
- they believe that it is important for children to learn what abusers look like,
- 32% to 38% believe that their child is not vulnerable to abuse and that we should be cautious about accepting children's stories about child sexual abuse.

13. Parents generally reject the following notions:

- that children are most often abused by somebody that they do not know,
- that it is easy to identify abusers before they do much harm,
- that abusers are always mean,
- that younger children are less likely to be abused,

- that child sexual abuse is related to socioeconomic status,
- that it is better to work quietly behind the scenes than report to the authorities,
- that the media attention has resulted in an increase in abuse.

14. The results of this study indicate that involvement with the C.A.R.E. Program does not significantly influence the extent that parents are communicating with their children about child sexual abuse. Parents whose children were taught the C.A.R.E. Program and those whose children were not, indicate that as a family they sometimes read books and watch T.V. programs about child sexual abuse and that they sometimes communicate with their children about child sexual abuse. Also, worthy of note is the fact that only 50% of parents report that they use the correct names for body parts when talking to children.

15. Although, parents in general, in this study believe in the positive benefits of child sexual abuse prevention programs in decreasing the prevalent rate of child sexual abuse, those parents whose children were taught the C.A.R.E. Program express stonger beliefs in this regard.

16. Most parents responded positively to the following questionnaire items. However, response of parents who attended the C.A.R.E. information meeting were more positive

than parents who did not attend such a meeting:

- the school's involvement and parents' responsibility in teaching children about child sexual abuse,
- the impact that the Program will have on decreasing the prevalence of child sexual abuse,
- the need for their child and other children to learn about sexual abuse,
- the importance of children learning to feel good about themselves, and learning to trust their feelings,
- the inability of victims to identify who are the abusers,
- why a victim does not tell about the abuse?
- the recent media attention not resulting in an increase in child sexual abuse,
- their obligation to report abuse to the authorities,
- the importance of communicating with their children about sexual abuse,
- their involvement in reading books to their children and having family discussions about child sexual abuse,
- the frequency with which they use the correct names for body parts,
- the extent to which their child talked about the Program at home,
- the extent to which they felt positive about their child's reaction to the Program,
- the extent to which they were comfortable talking to their child about child sexual abuse.

Parents who did not attend the C.A.R.E. information meeting, felt more strongly about the importance of children learning about knowing when not to keep secrets.

17. Some parents whose children have not been introduced to the C.A.R.E. Program had opportunities to attend orientation meetings about child sexual abuse. The parents' responses indicated that parents in general have a high level of agreement on items related to beliefs, attitudes and knowledge about child sexual abuse whether or not they attended an orientation meeting. However, parents who did have the experience of a meeting, feel more strongly that:

- prevention programs are unlikely to instill fear in children,
- children should be taught to use the proper names for their body parts,
- children have difficulty telling about the abuse,
- children are unlikely to lie about the occurrence of abuse,
- they are obligated to report abuse,
- it is important to talk to a child about sexual abuse,
- it is important for families to read books about child sexual abuse.

18. Involvement with the C.A.R.E. Program and attendance at orientation meetings about child sexual abuse seemed to have little effect on parents' responses to items related to indicators of sexual abuse, harmful consequences of sexual abuse, and what an adult should communicate to a child who discloses sexual abuse. Parents' responses to these items indicate that they hold beliefs, attitudes and knowledge that are consistent with 'expert' opinion.

19. Parents' responses indicate that both parents and children generally had positive reactions to the C.A.R.E. Program. Their responses also indicate that both they and their children reacted positively to the C.A.R.E. Program; only 2% of parents report that their child did not like the Program and only 1.5% of parents report that they did not like the Program. The majority (87.5%) of parents also feel that the program has contributed to the safety of their children, and 79% of parents are now more comfortable talking about the prevention of child sexual abuse with their children.

20. The majority of parents who reported that their child made some negative comments about the C.A.R.E. Program and that their child had negative behavioral reactions to the Program, were from the group which did not attend the C.A.R.E. orientation meeting.

21. Four parents noted that their child had negative behavioral reactions to the C.A.R.E. Program; they are as follows:

- my child had some nightmares as a result of this program,
- my child does not want to let anyone touch her or see her undressed,
- sometimes she has overreacted to touching by others, but that is okay.

CHAPTER 5

CONCLUSIONS AND RECOMMENDATIONS

Based on the analysis of the results reported in the previous chapter, the following conclusions, observations and recommendations are presented:

1. It appears that children in this study who were taught the C.A.R.E. Program show no difference from their age group who did not receive this Program in their ability to assert themselves in positive situations with their peers and in positive and negative situations with older persons. The only significant difference was that children who were taught the C.A.R.E. Program show a difference in their ability to assert themselves in negative situations with their peers. We know however that sexually abusive situations require children to assert themselves in negative situations with older persons. Assertion is a difficult social ability to measure and the instruments and procedures for assessing it are not well established. In this study a paper and pencil self-report instrument was utilized (Children's Assertiveness Inventory). Nevertheless, most authorities in child sexual abuse believe that increasing children's ability to assert themselves in sexually abusive situations is an important outcome of prevention programs (Kraizer, 1986; Ages, 1990; Conte et al., 1984). However,

since sexual abuse typically occurs within established relationships with some significant adult in the child's life and given that sexual abuse perpetrators engage in manipulative and controlling strategies, it may be unrealistic to expect children in such situations to assert themselves directly (Wachtel, 1989; Ferguson and Mendeson-Ages, 1988). Maybe the most we can do is to empower children to report the abusive behavior to another adult. Clearly, this is a matter which requires further consideration and study and it may warrant further development of an assertion training component in prevention curriculum, such as the C.A.R.E. Program.

2. One of the encouraging findings in this study is the extent to which both teachers and parents in general, report appropriate attitudes, beliefs and knowledge about child sexual abuse. With few exceptions, their beliefs, attitudes and knowledge were similiar whether or not parents had children in the C.A.R.E. Program or whether or not teachers had taught the Program. These views are consistent with the apparent consensus of beliefs, attitudes, and understandings held by the professional spokesperson and 'experts' on child sexual abuse, as expressed in the professional literature on this subject. It may be that this shows welcome evidence that all of the efforts on the part of education and society in general, to increase teachers' and parents' ability to

understand and deal with child sexual abuse, has had some degree of success.

3. There are, however, a few aspects of child sexual abuse which appear to challenge the understanding of parents and teachers. One such area is reflected in the significant level of puzzlement or bafflement expressed by both parents and teachers as to why sexually abused children fail to report the abuse. This may indicate the complexity of the issue of child sexual abuse and the difficulty people encounter when trying to understand this issue. Thus, what may be implied is that both teachers and parents need more information about the dynamics of child sexual abuse and the concept of enticement resulting from the manipulative and controlling tactics employed by offenders.

As with the teachers, virtually 100% of parents feel that it is important for children to learn the difference between good and bad touches. However, the literature reports that this is a difficult and confusing concept for children (de Young 1988; Gilbert and Daro (1988) in Wachtel, 1989; Kraizer, 1986), and that maybe children should be taught about "secretive" touching instead (Hindman n.d.). Experts such as those mentioned report that teaching about sexual abuse in the context of 'good/bad touching' can cause some confusion and may have implications resulting in a child not wanting to report the abuse. Children who are

taught that the touching is bad may attribute the 'badness' to themselves which may further serve to reinforce the message that offenders often send to victims; is, that they are the 'bad' individuals to be involved in the situation. Further, for some children who have been involved, or who may be involved in sexually abusive situations, the touching may not be perceived as 'bad'; thus, teaching these children in these terms may result in the child taking on unnecessary feelings of guilt and place blame upon themselves. As well, it is reported in the literature that program implementers must be careful not to instill negative reactions in children about their own sexuality. Children who are taught that the touching is 'bad' may begin to believe that there are parts of their bodies that are dirty, mystifying, and not worthy of protection, and that sexual touching is not a very good thing to have happen.

A significant percentage of teachers believe that if they suspect that a child is being sexually abused they should find out as much information as possible. Yet, the legal obligation is that it is up to the authorities to investigate and that investigative interviewing should be completed by trained personnel (Cosentino 1989). This may mean that teachers are following what for them is a well established convention, that is, when faced with a problem it is generally a good idea to be fully informed before taking action. Yet, in the case of sexual abuse, the law

mandates that people report disclosures and suspicion. If this is the case, then teachers need to be better informed of their obligations to the law in cases of child sexual abuse.

It appears that all of the attention which child sexual abuse is receiving in the media and elsewhere may be effecting teachers' attitudes about touching children. Almost 55% of teachers reported that they are afraid of touching children. This may imply that because of the fear of being accused of abusing children, teachers are distancing themselves from students. This reaction by teachers, although understandable, is a most undesirable consequence. Teachers need reassurance on this issue. The professional approaches of touching children and comforting them in times of distress must be validated. Also, some concerns may be addressed in a presentation to teachers about the type of touching which allegations are made and that which results in convictions. Teachers need to be reassured that touching of children is not only acceptable but a normal aspect of their relationship with young children.

There is a large percentage of parents in general, in this study (64% to 68%) who report that we should not be cautious about accepting children's stories about sexual abuse, and an equally large percentage that entertain the likelihood that their child is not immune from being

sexually abused. There is however, a significant percentage of parents (about 30%) who advocate being cautious about accepting children's stories about sexual abuse, and who did exclude their child from being vulnerable to sexual abuse. This is disconcerting in that it may imply that there are a significant percentage of parents who may be inclined to question children who disclose sexual abuse. Yet, it is known that the response to disclosure is one of the factors which determines the extent that involvement in sexual abuse will result in long-lasting effects (Cosentino, 1989; Lusk and Waterman, 1986). It is important then, that parents be informed of the importance of telling a child that he/she is believed.

A percentage of parents believe that it is important or very important for children to learn how to fight and to learn what abusers look like, from prevention programs, such as the C.A.R.E. Program. In retrospect it is difficult to be certain of what parents mean by these views. It is, however, a professional practice to differentiate among aggressive, assertive, and passive behaviors. However, one might suspect that this differentiation is typically limited to professionals, and that parents are not making the distinction between aggressiveness ('to fight') and assertiveness. One could also suppose that parents may very well believe that children need to have a forceful option in order to free themselves from an abusive situation.

Parents' beliefs about children needing to learn what abusers look like, leads one to question if parents hold the belief that abusers have some kind of identifying physical characteristic. One implication of this belief may be that parents may pass on the message to children that abusers are not people known to them.

A significant percentage of all parents in this study report that it is important to talk to children about child sexual abuse and that they are able to comfortably consult with their own children in a variety of ways about this topic, namely, by reading books and watching TV programs. The extent to which parents report in engaging in those familial activities seem to be unrelated to whether or not their children had experienced the C.A.R.E. Program.

Around 50% of parents feel that people use the correct names for the body parts and an equal percentage report that that they often or always use the names themselves. Although parents report that it is important or very important for children to learn the names of body parts from prevention programs there are still 50% of parents who are not using the correct names for the body parts when communicating with children. The importance of children using the names of body parts is supported in the literature (Hindman, n.d.; Borkin and Frank, 1986; Trudell and Whately, 1988), and one would have to question the extent that children will use the correct names for their body parts if

their parents are not reinforcing this usage. This may reflect some discomfort which parents have in talking to their children about their physical anatomy. Also, it is important that experience with the C.A.R.E. Program will further reinforce the usage of correct names for body parts. The Program talks about 'private parts' and 'parts covered by the bathing suit'.

4. One of the objectives of this study was to determine the impact of the C.A.R.E. Program and attendance at sexual abuse orientation meetings, on parents' and teachers' beliefs, attitudes and knowledge about child sexual abuse. Apart from a few exceptions which were addressed earlier, it appears that generally teachers and parents hold appropriate attitudes, beliefs and knowledge that are consistent with those advocated by professionals in this area. There are some areas where involvement with the C.A.R.E. Program and orientation meetings about child sexual abuse was related to significant differences in parental responses. The attendance at the C.A.R.E. orientation meeting was low (30.5%). Given that the orientation meetings appear to have a positive effect, and the fact that the attendance rate is low, professionals must look at ways to increase the attendance or devise other ways to get the messages across to parents.

a. Parents whose children have been taught the

Program feel more strongly about the C.A.R.E. Program's effect on decreasing the prevalent rate of child sexual abuse.

b. The results show that parents who attended the C.A.R.E. information meeting feel more strongly about:

The school's involvement and parents' responsibility in teaching children about child sexual abuse.

The impact that the Program will have on decreasing the prevalence of child sexual abuse.

The need for their child and other children to learn about sexual abuse.

The importance of children learning, to feel good about themselves, and learning to trust their feelings.

The inability of victims to identify who are the abusers.

Why a victim does not tell about the abuse.

The recent media attention not resulting in an increase in child sexual abuse.

Their obligation to report abuse to the authorities.

Also, parents who attended the meeting express that they have read more books and had more family discussions about child sexual abuse, that they use the correct names for body parts more frequently, that they are more comfortable talking to their child about child sexual abuse. In addition, parents who had attended the C.A.R.E. information meeting, reported that their child talked more about the Program at home, they felt more positive about their child's reactions, and were more comfortable talking

to their child about child sexual abuse. This may imply that parents who attended the meeting felt more positive about the Program. It is worthy of note that parents who did not attend the C.A.R.E. information meeting, felt more strongly about the importance of children learning about knowing when not to keep secrets.

c. Children whose parents did not attend the C.A.R.E. information meeting made more negative comments about the C.A.R.E. Program at home. This leads one to believe that parents who did attend the meeting came away with a more positive attitude, thus influencing their children to think more positively about the C.A.R.E. Program. It was surprising that parents who did not attend the C.A.R.E. information session made more negative comments about the opportunity for parental involvement, yet did not attend the meeting.

d. Teachers who had attended an orientation meeting about child sexual abuse feel more confident about the unlikelihood of prevention programs instilling fear in children. This perhaps indicates that an orientation meeting reassures teachers that there is little risk of negative consequences resulting from participation in prevention programs. Also teachers who have had the experience of an orientation meeting feel more strongly

about the importance of children using the proper names for their body parts, and feel more strongly about their obligation to report abuse.

5. For the most part teachers' and parents' reactions and comments about the C.A.R.E. Program indicate that teachers and parents are pleased with the Program and support its inclusion in schools. Teachers, generally, rate the components of the C.A.R.E. Program very highly. There was, however, some variability over the rating of the puppet, 37% of the teachers rate the puppet as fair to poor, as compared to other components of the Program. This may warrant further review of the puppets and their use in the C.A.R.E. Program. Also, teachers express that children are bored with the Program after encountering it for the 4th year. This may imply that as well teachers are finding the Program boring. If prevention programs, such as the C.A.R.E. Program, are intended to be delivered during all of the primary grades, and if they are most effective when delivered during this period (Welin, 1988), then, consideration should be given to these repeated presentations. Perhaps, there should be a differentiated curriculum for each of the grade levels which are consistent with the developing child's ability to understand the concepts.

6. Parents' responses indicate that both they and their children reacted positively to the C.A.R.E. Program, only 2% of parents report that their child did not like the Program and 1.5% of parents report that they did not like the Program. The majority of parents also feel that the program has contributed to the safety of their children, and are now more comfortable talking about the prevention of child sexual abuse with their children. Noted negative reactions on the part of children to the C.A.R.E. Program, although few, may indicate that there are some children who may need support in order to deal with their reactions to the messages of the Program.

7. Although the C.A.R.E. Program is not designed to encourage disclosures, teachers' responses indicated that six children did disclose and that three of the six disclosures came during the discussion of message card #7 (types of touching that is wrong). This may imply that this is the part of the Program which relays to children that what is happening to them in a particular abusive situation is wrong. The fact that there were some disclosures further supports the provision of teacher in-service related to the appropriate handling of children's disclosures about sexual abuse.

8. All teachers and parents in this study showed a

remarkable similarity in their responses to questions related to: the indicators of child sexual abuse, the consequences of child sexual abuse, and what an adult should communicate to a child who discloses sexual abuse. The responses of teachers and parents to the questions are as follows:

i. Indicators of a child being sexually abused are:

acting withdrawn,
showing fear of certain situations, places or people,
exhibiting emotional problems.

ii. Most harmful consequences of child sexual abuse are:

psychological and emotional problems,
damage to self-image and self-worth,
life-long impact.

iii. What an adult should communicate to a child who tells that he/she is or has been sexually abused:

tell the child that the abuse was not their fault,
offer love, support and comfort,
tell the child that he/she is believed.

These responses further supports that teachers and parents are generally well informed about the issue of child sexual abuse.

Recomendations

Based on the results of this study the following

recommendations are made:

1. It is recommended that a study be conducted to ascertain whether children have the developmental ability to protect themselves from sexually abusive situations by being assertive, and if so to determine the changes that should be made to the C.A.R.E. Program which will be effective in increasing children's assertion levels so that they will acquire skills that will enable them to resist or escape from abusive situations.
2. It is recommended that the character puppet component in the C.A.R.E. Program be further developed to make it more appealing to students and to increase its value as an instructional aid. Such development could include, but not restricted to, the creation of a puppet character(s) appropriate to the developmental level of students.
3. It is recommended that the C.A.R.E. Program curriculum be further developed to make it appropriate for repeated use with the students throughout the primary grades. Such development could include the creation of a sequential curriculum which will be developmental in nature and consistent in concept complexity, language, the instructional objectives, and abilities of children during this period of schooling.

4. It is recommended that additional research be conducted to further investigate teachers' and parents' understanding of the dynamics of child sexual abuse. Such research may require in-depth interviews with parents and teachers to determine their understanding of the victimization process, in particular, and their beliefs as to how children can be empowered to deal with sexually abusive situations.

5. It is recommended that additional materials be developed for use in teachers' orientation to the C.A.R.E. Program which would more comprehensively address how to handle student sexual abuse disclosures, the dynamics of sexual abuse victimization, and their obligations regarding the reporting of suspected abuse cases.

6. It is recommended that further research and curriculum development address various conceptualizations of physical touching which can be taught to children, such as good/bad/secretive touching and the relative appropriateness and effect of teaching these concepts to children.

7. It is recommended that additional materials be developed to emphasize the importance of the C.A.R.E. orientation meetings for parents and that both procedural and motivational materials be developed to ensure greater involvement in such programs.

8. It is recommended that it be determined whether teachers' fears of not touching children are having an impact on teachers' treatment of individual students, and children's emotional development in the classroom.

9. It is recommended that methods be developed which would create and determine the appropriateness of additional opportunities for parents to participate in the C.A.R.E. Program with their children.

10. It is recommended that there be further study to determine if there are children who may be particularly vulnerable to experiencing negative effects from participation in the C.A.R.E. Program and if there are such children to determine the particular implications for the C.A.R.E. Program.

11. It is recommended that there be further study to determine the extent that teachers, parents, and students are using the proper names for the body parts and to determine the extent to which the C.A.R.E. Program's use of 'private parts' and 'parts under the bathing suit' reinforce the usage of the correct names for body parts.

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Appendix A
Test Instruments

Appendix A

Questionnaire for parents of students who did not participate in the C.A.R.E. Program.

Section 1

Have you ever attended a meeting about child sexual abuse?

— Yes

— No

Section 2

Please read the following statements and indicate your agreement or disagreement by circling the appropriate number from 1 to 4. These numbers mean the following:

- 1 = Strongly Agree (SA)
- 2 = Agree (A)
- 3 = Disagree (D)
- 4 = Strongly Disagree (SD)

	SA	A	D	SD
1. The school should become involved in teaching children about child sexual abuse.	1	2	3	4
2. Parents have a responsibility to teach their children about child sexual abuse.	1	2	3	4
3. Having children involved in this Program will not help stop child sexual abuse.	1	2	3	4
4. My child does not need to learn about child sexual abuse.	1	2	3	4
5. Children, in general, should become involved with learning about how child sexual abuse occurs, and what it is.	1	2	3	4
6. Teaching children about child sexual abuse will make them afraid of a lot of people.	1	2	3	4
7. It is not really important for children like ours, who live in a safe community, to be taught about child sexual abuse.	1	2	3	4

Section 3

Some people say that children need to learn certain skills and information in order to protect themselves from child sexual abuse.

You have opinions about what children might need to know to protect themselves from sexual abuse. Below are statements that could be included in a sexual abuse prevention program. Please circle a number, indicating the level of importance you think each item should be given by circling a number from 1 to 4. These numbers mean the following:

- 1 = Not Important (NI)
- 2 = Somewhat Important (SI)
- 3 = Important (I)
- 4 = Very Important (VI)

	NI	SI	I	VI
1. To learn the names of body parts.	1	2	3	4
2. To feel good about themselves.	1	2	3	4
3. To learn what child abusers look like.	1	2	3	4
4. To know when not to keep secrets.	1	2	3	4
5. To know how to fight.	1	2	3	4
6. To learn to say "no" to adults.	1	2	3	4
7. To learn the difference between good and bad touches.	1	2	3	4
8. To learn that they "own" their bodies.	1	2	3	4
9. To trust their feelings.	1	2	3	4
10. To learn that somebody they know, trust and probably love can sexually abuse them.	1	2	3	4
11. To learn that they are always in control and can stop abuse from happening.	1	2	3	4
12. To know that they can tell someone when they are in an abusive situation.	1	2	3	4
13. To use the proper names when talking about their body parts.	1	2	3	4

Section 4

A person may be able to tell if a child is being or has been sexually abused. What signs would you look for to help you know if your child has been or is being sexually abused? List as many as you can think of.

Section 5

Please read the following statements and indicate your agreement or disagreement by circling the appropriate number from 1 to 4. The numbers mean the following:

- 1 = Strongly Agree (SA)
- 2 = Agree (A)
- 3 = Disagree (D)
- 4 = Strongly Disagree (SD)

	SA	A	D	SD
1. If a child were to be sexually abused it would be most likely by somebody that he/she did not know (stranger).	1	2	3	4
2. Since abusers are "sick", people should be able to identify them before they do much harm.	1	2	3	4
3. Abusers are always mean, therefore, I do not understand why a child does not tell about what is happening.	1	2	3	4
4. Abusers take advantage of oppourtunities, so one way to stop abuse is not to leave children unsupervised.	1	2	3	4
5. Child sexual abusers manipulate and control children; seeking them out to abuse.	1	2	3	4

Section 6

Please read the following statements and indicate your agreement or disagreement by circling the appropriate number from 1 to 4. The numbers mean the following:

- 1 = Strongly Agree (SA)
 2 = Agree (A)
 3 = Disagree (D)
 4 = Strongly Disagree (SD)

	SA	A	D	SD
1. The younger the child the less likely abuse will occur.	1	2	3	4
2. A child who comes from a poor family environment is more likely to be sexually abused.	1	2	3	4
3. In cases of child sexual abuse, sometimes it is better to work quietly behind the scenes than go to the authorities.	1	2	3	4
4. All the media attention (TV, Newspapers) has resulted in an increase in child sexual abuse.	1	2	3	4
5. I am baffled as to why so many children fail to tell about the abuse.	1	2	3	4
6. It is highly unlikely that my child will be sexually abused.	1	2	3	4
7. We should be cautious about accepting children's stories about child sexual abuse.	1	2	3	4
8. Only if I see abuse occurring should I report it to authorities (R.C.M.P., Social Worker).	1	2	3	4
9. Children do not want to be involved in sexual abuse; all children find the situation/person unpleasant.	1	2	3	4
10. It must be very difficult for young children to tell the difference between appropriate and inappropriate touching.	1	2	3	4

Section 7

For items 1 to 6 please circle a number from 1 to 4 to indicate the frequency with which you do the following and beliefs you have about the frequency which other people do the following. The numbers mean the following:

- 1 = Never (N)
 2 = Sometimes (S)
 3 = Often (O)
 4 = Always (A)

	N	S	O	A
1. I talk to my child about sexual abuse.	1	2	3	4
2. It is important to talk to a child about child sexual abuse.	1	2	3	4
3. People use the correct names for the private body parts when talking to children.	1	2	3	4
4. As a family we have:				
a. Watched TV programs about sexual abuse.	1	2	3	4
b. Read books about child sexual abuse.	1	2	3	4
c. Had discussions about child sexual abuse.	1	2	3	4
5. I use the correct names of body parts when talking to children.	1	2	3	4
6. I am not comfortable talking about child sexual abuse.	1	2	3	4
7. What is the most important thing that an adult can say to a child who tells them that he/she has been or is being sexually abused?				

8. In my view, the most harmful consequence of child sexual abuse is:

Questionnaire for parents of students who participated in
the C.A.R.E. Program.

Section 1

Have you ever attended a meeting about child sexual abuse?

— Yes

— No

Section 2

Please read the following statements and indicate your agreement or disagreement by circling the appropriate number from 1 to 4. These numbers mean the following:

- 1 = Strongly Agree (SA)
- 2 = Agree (A)
- 3 = Disagree (D)
- 4 = Strongly Disagree (SD)

	SA	A	D	SD
1. The school should become involved in teaching children about child sexual abuse.	1	2	3	4
2. Parents have a responsibility to teach their children about child sexual abuse.	1	2	3	4
3. Having children involved in this Program will not help stop child sexual abuse.	1	2	3	4
4. My child does not need to learn about child sexual abuse.	1	2	3	4
5. Children, in general, should become involved with learning about how child sexual abuse occurs, and what it is.	1	2	3	4
6. Teaching children about child sexual abuse will make them afraid of a lot of people.	1	2	3	4
7. It is not really important for children like ours, who live in a safe community, to be taught about child sexual abuse.	1	2	3	4

Section 3

Some people say that children need to learn certain skills and information in order to protect themselves from child sexual abuse.

You have opinions about what children might need to know to protect themselves from sexual abuse. Below are statements that could be included in a sexual abuse prevention program. Please circle a number, indicating the level of importance you think each item should be given by circling a number from 1 to 4. These numbers mean the following:

- 1 = Not Important (NI)
- 2 = Somewhat Important (SI)
- 3 = Important (I)
- 4 = Very Important (VI)

	NI	SI	I	VI
1. To learn the names of body parts.	1	2	3	4
2. To feel good about themselves.	1	2	3	4
3. To learn what child abusers look like.	1	2	3	4
4. To know when not to keep secrets.	1	2	3	4
5. To know how to fight.	1	2	3	4
6. To learn to say "no" to adults.	1	2	3	4
7. To learn the difference between good and bad touches.	1	2	3	4
8. To learn that they "own" their bodies.	1	2	3	4
9. To trust their feelings.	1	2	3	4
10. To learn that somebody they know, trust and probably love can sexually abuse them.	1	2	3	4
11. To learn that they are always in control and can stop abuse from happening.	1	2	3	4
12. To know that they can tell someone when they are in an abusive situation.	1	2	3	4
13. To use the proper names when talking about their body parts.	1	2	3	4

Section 4

A person may be able to tell if a child is being or has been sexually abused. What signs would you look for to help you know if your child has been or is being sexually abuse? List as many as you can think of.

Section 5

Please read the following statements and indicate your agreement or disagreement by circling the appropriate number from 1 to 4. The numbers mean the following:

- 1 = Strongly Agree (SA)
 2 = Agree (A)
 3 = Disagree (D)
 4 = Strongly Disagree (SD)

	SA	A	D	SD
1. If a child were to be sexually abused it would be most likely by somebody that he/she did not know (stranger).	1	2	3	4
2. Since abusers are "sick", people should be able to identify them before they do much harm.	1	2	3	4
3. Abusers are always mean, therefore, I do not understand why a child does not tell about what is happening.	1	2	3	4
4. Abusers take advantage of opportunities, so one way to stop abuse is not to leave children unsupervised.	1	2	3	4
5. Child sexual abusers manipulate and control children; seeking them out to abuse.	1	2	3	4

Section 6

Please read the following statements and indicate your agreement or disagreement by circling the appropriate number from 1 to 4. The numbers mean the following:

- 1 = Strongly Agree (SA)
 2 = Agree (A)
 3 = Disagree (D)
 4 = Strongly Disagree (SD)

	SA	A	D	SD
1. The younger the child the less likely abuse will occur.	1	2	3	4
2. A child who comes from a poor family environment is more likely to be sexually abused.	1	2	3	4
3. In cases of child sexual abuse, sometimes it is better to work quietly behind the scenes than go to the authorities.	1	2	3	4
4. All the media attention (TV, Newspapers) has resulted in an increase in child sexual abuse.	1	2	3	4
5. I am baffled as to why so many children fail to tell about the abuse.	1	2	3	4
6. It is highly unlikely that my child will be sexually abused.	1	2	3	4
7. We should be cautious about accepting children's stories about child sexual abuse.	1	2	3	4
8. Only if I see abuse occurring should I report it to authorities (R.C.M.P., Social Worker).	1	2	3	4
9. Children do not want to be involved in sexual abuse; all children find the situation/person unpleasant.	1	2	3	4
10. It must be very difficult for young children to tell the difference between appropriate and inappropriate touching.	1	2	3	4

Section 7

For items 1 to 6 please circle a number from 1 to 4 to indicate the frequency with which you do the following and beliefs you have about the frequency which other people do the following. The numbers mean the following:

- 1 = Never (N)
 2 = Sometimes (S)
 3 = Often (O)
 4 = Always (A)

	N	S	O	A
1. I talk to my child about sexual abuse.	1	2	3	4
2. It is important to talk to a child about child sexual abuse.	1	2	3	4
3. People use the correct names for the private body parts when talking to children.	1	2	3	4
4. As a family we have:				
a. Watched TV programs about sexual abuse.	1	2	3	4
b. Read books about child sexual abuse.	1	2	3	4
c. Had discussions about child sexual abuse.	1	2	3	4
5. I use the correct names of body parts when talking to children.	1	2	3	4
6. I am not comfortable talking about child sexual abuse.	1	2	3	4
7. What is the most important thing that an adult can say to a child who tells them that he/she has been or is being sexually abused?				

8. In my view, the most harmful consequence of child sexual abuse is:

Section 8

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

Yes, voluntarily _____

Yes, when questionned _____

No, not at all _____

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

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

Yes, completely _____

Yes, partially _____

No, not at all _____

If "no", what part of the C.A.R.E. Program do you think your child did not understand?

3. How would you describe your child's reaction to the C.A.R.E. Program?

Liked it _____

Did not like it _____

Hard for me to tell _____

Don't know _____

4. How would you describe your reaction to the C.A.R.E. Program?

Liked it _____

Did not like it _____

Hard for me to tell _____

Don't know _____

5. Do you think that the C.A.R.E. Program contributed to the safety of your child?

Yes _____

No _____

Don't know _____

6. Are you more comfortable talking to your child about the prevention of child sexual abuse as a result of the C.A.R.E. Program?

Yes _____

No _____

Don't know _____

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

8. In your opinion was sufficient opportunity given for parental involvement in the Program?

Yes _____

No _____

Don't know _____

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

9. Did you see any changes in your child as a result of participation in the C.A.R.E. Program?

Yes _____

No _____

Don't know _____

If "yes", please comment:

10. Additional comments:

Questionnaire for teachers who did participate in the
C.A.R.E. Program

Section 1

Have you ever attended a meeting about child sexual abuse?

— Yes

— No

When answering the following questions and you encounter the words "child" or "children", you are asked to think about a child in grade 3.

Section 2

Please read the following statements and indicate your agreement or disagreement by circling the appropriate number from 1 to 4. These numbers mean the following:

1 = Strongly Agree (SA)

2 = Agree (A)

3 = Disagree (D)

4 = Strongly Disagree (SD)

	SA	A	D	SD
1. The school should become involved in teaching children about child sexual abuse.	1	2	3	4
2. It is a parents responsibility to teach children about child sexual abuse.	1	2	3	4
3. Having children involved in this Program will not help stop child sexual abuse.	1	2	3	4
4. Children, in general, should become involved with learning about how child sexual abuse occurs, and what it is.	1	2	3	4
5. Teaching children about child sexual abuse will make them afraid of a lot of people.	1	2	3	4
6. It is not really important for children like ours, who live in a safe community, to be taught about child sexual abuse.	1	2	3	4

Section 3

Some people say that children need to learn certain skills and information in order to protect themselves from child sexual abuse.

You have opinions about what children might need to know to protect themselves from sexual abuse. Below are statements that could be included in a sexual abuse prevention program. Please circle a number, indicating the level of importance you think each item should be given by circling a number from 1 to 4. These numbers mean the following:

- 1 = Not Important (NI)
- 2 = Somewhat Important (SI)
- 3 = Important (I)
- 4 = Ver. Important (VI)

	NI	SI	I	VI
1. To learn the names of body parts.	1	2	3	4
2. To feel good about themselves.	1	2	3	4
3. To learn what child abusers look like.	1	2	3	4
4. To know when not to keep secrets.	1	2	3	4
5. To know how to fight.	1	2	3	4
6. To learn to say "no" to adults.	1	2	3	4
7. To learn the difference between good and bad touches.	1	2	3	4
8. To learn that they "own" their bodies.	1	2	3	4
9. To trust their feelings.	1	2	3	4
10. To learn that somebody they know, trust and probably love can sexually abuse them.	1	2	3	4
11. To learn that they are always in control and can stop abuse from happening.	1	2	3	4
12. To know that they can tell someone when they are in an abusive situation.	1	2	3	4
13. To use the proper names when talking about their body parts.	1	2	3	4

Section 4

A person may be able to tell if a child is being or has been sexually abused. What signs would you look for to help you know if your child has been or is being sexually abuse? List as many as you can think of.

Section 5

Please read the following statements and indicate your agreement or disagreement by circling the appropriate number from 1 to 4. The numbers mean the following:

- 1 = Strongly Agree (SA)
- 2 = Agree (A)
- 3 = Disagree (D)
- 4 = Strongly Disagree (SD)

	SA	A	D	SD
1. If a child were to be sexually abused it would be most likely by somebody that he/she did not know (stranger).	1	2	3	4
2. Since abusers are "sick", people should be able to identify them before they do much harm.	1	2	3	4
3. Abusers are always mean, therefore, I do not understand why a child does not tell about what is happening.	1	2	3	4
4. Abusers take advantage of opportunities, so one way to stop abuse is not to leave children unsupervised.	1	2	3	4
5. Child sexual abusers manipulate and control children; seeking them out to abuse.	1	2	3	4

Section 6

Please read the following statements and indicate your agreement or disagreement by circling the appropriate number from 1 to 4. The numbers mean the following:

- 1 = Strongly Agree (SA)
 2 = Agree (A)
 3 = Disagree (D)
 4 = Strongly Disagree (SD)

	SA	A	D	SD
1. The younger the child the less likely abuse will occur.	1	2	3	4
2. Child sexual abuse is closely related to socioeconomic status.	1	2	3	4
3. In cases of child sexual abuse, sometimes it is better to work quietly behind the scenes than go to the authorities.	1	2	3	4
4. All the media attention (TV, Newspapers) has resulted in an increase in child sexual abuse.	1	2	3	4
5. I am baffled as to why so many children fail to tell about the abuse.	1	2	3	4
6. We should be cautious about accepting children's stories about child sexual abuse.	1	2	3	4
7. Only if I see abuse occurring should I report it to authorities (R.C.M.P., Social Worker).	1	2	3	4
8. Children do not want to be involved in sexual abuse; all children find the situation/person unpleasant.	1	2	3	4
9. If I suspect that a child is being sexually abused I should find out as much information as possible.	1	2	3	4
10. There has been so much talk about sexual abuse in schools, that as a teacher I am afraid to touch a child.	1	2	3	4

Section 7

1. What is the most important message that an adult can communicate to a child who tells them that he/she has been or is being sexually abused?

2. In my view, the most harmful consequence of child sexual abuse is:

Section 8

1. Please rate the quality of the materials that were included in the C.A.R.E. Program. When making your ratings, think back to the extent of their usefulness in conveying the messages to the children.

	Poor	Fair	Good	Excellent
	1	2	3	4
a. Message cards				

Comments:

b. Children's book - "Trust Your Feelings"	1	2	3	4
--	---	---	---	---

Comments:

c. Audio tape	1	2	3	4
---------------	---	---	---	---

Comments:

	Poor	Fair	Good	Excellent
	1	2	3	4

d. Puppets

Comments:

e. Poster

1

2

3

4

Comments:

2. In teaching this Program, I particularly liked:

3. If I had an opportunity, I would change:

4. In teaching this Program I found it particularly challenging to:

5. Did you have any children disclose information about child sexual abuse as a result of this Program?

Yes _____

No _____

If "yes", please comment on how many, and if you can relate the disclosure to any particular component of the program (eg. message card, discussion card, book, etc.). What action was taken after the disclosure occurred?

Questionnaire for teachers who did not participate in
the C.A.R.E. Program

Section 1

Have you ever attended a meeting about child sexual abuse?

— Yes

— No

When answering the following questions and you encounter the words "child" or "children", you are asked to think about a child in grade three.

Section 2

Please read the following statements and indicate your agreement or disagreement by circling the appropriate number from 1 to 4. These numbers mean the following:

1 = Strongly Agree (SA)

2 = Agree (A)

3 = Disagree (D)

4 = Strongly Disagree (SD)

	SA	A	D	SD
1. The school should become involved in teaching children about child sexual abuse.	1	2	3	4
2. It is a parents responsibility to teach children about child sexual abuse.	1	2	3	4
3. Having children involved in this Program will not help stop child sexual abuse.	1	2	3	4
4. Children, in general, should become involved with learning about how child sexual abuse occurs, and what it is.	1	2	3	4
5. Teaching children about child sexual abuse will make them afraid of a lot of people.	1	2	3	4
6. It is not really important for children like ours, who live in a safe community, to be taught about child sexual abuse.	1	2	3	4

Section 3

Some people say that children need to learn certain skills and information in order to protect themselves from child sexual abuse.

You have opinions about what children might need to know to protect themselves from sexual abuse. Below are statements that could be included in a sexual abuse prevention program. Please circle a number, indicating the level of importance you think each item should be given by circling a number from 1 to 4. These numbers mean the following:

- 1 = Not Important (NI)
- 2 = Somewhat Important (SI)
- 3 = Important (I)
- 4 = Very Important (VI)

	NI	SI	I	VI
1. To learn the names of body parts.	1	2	3	4
2. To feel good about themselves.	1	2	3	4
3. To learn what child abusers look like.	1	2	3	4
4. To know when not to keep secrets.	1	2	3	4
5. To know how to fight.	1	2	3	4
6. To learn to say "no" to adults.	1	2	3	4
7. To learn the difference between good and bad touches.	1	2	3	4
8. To learn that they "own" their bodies.	1	2	3	4
9. To trust their feelings.	1	2	3	4
10. To learn that somebody they know, trust and probably love can sexually abuse them.	1	2	3	4
11. To learn that they are always in control and can stop abuse from happening.	1	2	3	4
12. To know that they can tell someone when they are in an abusive situation.	1	2	3	4
13. To use the proper names when talking about their body parts.	1	2	3	4

Section 4

A person may be able to tell if a child is being or has been sexually abused. What signs would you look for to help you know if your child has been or is being sexually abused? List as many as you can think of.

Section 5

Please read the following statements and indicate your agreement or disagreement by circling the appropriate number from 1 to 4. The numbers mean the following:

- 1 = Strongly Agree (SA)
 2 = Agree (A)
 3 = Disagree (D)
 4 = Strongly Disagree (SD)

	SA	A	D	SD
1. If a child were to be sexually abused it would be most likely by somebody that he/she did not know (stranger).	1	2	3	4
2. Since abusers are "sick", people should be able to identify them before they do much harm.	1	2	3	4
3. Abusers are always mean, therefore, I do not understand why a child does not tell about what is happening.	1	2	3	4
4. Abusers take advantage of opportunities, so one way to stop abuse is not to leave children unsupervised.	1	2	3	4
5. Child sexual abusers manipulate and control children; seeking them out to abuse.	1	2	3	4

Section 6

Please read the following statements and indicate your agreement or disagreement by circling the appropriate number from 1 to 4. The numbers mean the following:

- 1 = Strongly Agree (SA)
 2 = Agree (A)
 3 = Disagree (D)
 4 = Strongly Disagree (SD)

	SA	A	D	SD
1. The younger the child the less likely abuse will occur.	1	2	3	4
2. Child sexual abuse is closely related to socioeconomic status.	1	2	3	4
3. In cases of child sexual abuse, sometimes it is better to work quietly behind the scenes than go to the authorities.	1	2	3	4
4. All the media attention (TV, Newspapers) has resulted in an increase in child sexual abuse.	1	2	3	4
5. I am baffled as to why so many children fail to tell about the abuse.	1	2	3	4
6. We should be cautious about accepting children's stories about child sexual abuse.	1	2	3	4
7. Only if I see abuse occurring should I report it to authorities (R.C.M.P., Social Worker).	1	2	3	4
8. Children do not want to be involved in sexual abuse; all children find the situation/person unpleasant.	1	2	3	4
9. If I suspect that a child is being sexually abused I should find out as much information as possible.	1	2	3	4
10. There has been so much talk about sexual abuse in schools, that as a teacher I am afraid to touch a child.	1	2	3	4

Section 7

1. What is the most important message that an adult can communicate to a child who tells them that he/she has been or is being sexually abused?

2. In my view, the most harmful consequence of child sexual abuse is:

Student Questionnaire

Assertion Scale

School: _____ Age: _____

Name: _____ Boy or Girl

Please answer the following questions with a Yes or No by circling your answer.

- | | | |
|---|-----|----|
| 1. When you meet someone your age, do you start talking with them? | Yes | No |
| 2. When you do something wrong to someone older than yourself and are at fault, do you apologize to them? | Yes | No |
| 3. When someone your age tells you that you are doing a good job, do you agree? | Yes | No |
| 4. When you do something good, do you tell someone older than yourself? | Yes | No |
| 5. When you get angry with someone your age, do you let them know? | Yes | No |
| 6. When someone older than yourself treats you unfairly, do you remain quiet about it? | Yes | No |
| 7. When you like someone your age, do you tell them? | Yes | No |
| 8. When someone older than yourself asks you to do a lot of things and you are getting tired of doing them, do you continue to do them? | Yes | No |
| 9. When someone your age cuts in front of you in line, do you tell them to go to the end? | Yes | No |
| 10. When you meet someone older than yourself, do you start talking to them? | Yes | No |
| 11. When someone your age does a good job do you congratulate them? | Yes | No |
| 12. When someone older than yourself tells you that you look nice, do you disagree with them? | Yes | No |

- | | | |
|---|-----|----|
| 13. When someone your age takes something that is yours, do you let them? | Yes | No |
| 14. When someone older tells you that you are doing a good job do you agree? | Yes | No |
| 15. When someone your age, asks you to do a lot of things and you are getting tired of doing them, do you continue to do them? | Yes | No |
| 16. When someone older than yourself tells you they want to play a game but you do not feel like it, do you play with them? | Yes | No |
| 17. When someone your age treats you unfairly do you remain quiet about it? | Yes | No |
| 18. When you get angry with someone older than yourself, do you let them know? | Yes | No |
| 19. When you do something good, do you tell someone your age about it? | Yes | No |
| 20. When someone older than yourself asks to borrow something special and you would prefer they not use it, do you let them know? | Yes | No |
| 21. When you do something wrong to someone your age and are at fault, do you apologize to them? | Yes | No |
| 22. When you like someone older than yourself do you let them know? | Yes | No |
| 23. When someone your age asks to borrow something special and you would prefer they not use it, do you let them? | Yes | No |
| 24. When someone older than yourself cuts in front of you in line, do you tell them to go to the end? | Yes | No |
| 25. When someone your age tells you that you look nice, do you disagree with them? | Yes | No |
| 26. When someone older than yourself does a good job with something, do you congratulate them? | Yes | No |
| 27. When someone your age tells you they want to play a game but you do not feel like it, do you play with them? | Yes | No |

28. When someone older than yourself takes something that is yours, do you let them take it?

Yes No

Appendix B
Letters of Correspondence

Letter of Explanation to Superintendent

P.O. Box 223
Holyrood, NF
AOA 2RO

Dear Sir/Madam:

I am a Graduate Student in the Educational Psychology Masters Program at Memorial University. As a part of the thesis requirements I am evaluating the Child Abuse Research Educational Program (C.A.R.E.). The purpose of this letter is to request your permission to administer questionnaires to grade 3 students, parents of the students and primary teachers, in your school district.

My sampling procedure would require that I administer questionnaires to students in a sample of grade 3 classes, primary teachers in the schools that the students are selected from, and parents of the grade 3 students. The questionnaires, which will take approximately fifteen minutes to complete, will be administered upon permission of the participants.

I propose to request the teachers to administer the student questionnaires and to send home the parent questionnaires for completion. Before teachers administer the student questionnaires I plan to ask them to send home letters of explanation and permission to the parents of the students.

I have enclosed a copy of the proposed questionnaires for your perusal. The option of completing it or not is purely voluntary on the part of the participants. All identifying information will be used with complete anonymity.

I appreciate your attention to this letter and look forward to hearing from you at your earliest convenience. Please reply by returning the attached form.

Sincerely yours,

Sandra Taylor

To the attention of Sandra Taylor:

Yes, I approve of your proposed research procedures and you have my permission to request the participation of students, teachers and parents in your study.

Superintendent's Signature

No, you do not have my approval to conduct research in my School Board District.

Superintendent's Signature

Letter to Principals

Dear Sir/Madam:

As a graduate student in the Educational Psychology Masters Program at Memorial University, I am proposing to study the effectiveness of the Child Abuse Research Educational Program (C.A.R.E.).

Your Superintendent has granted me permission to conduct research in your District. I am hereby requesting your cooperation and assistance in including grade 3 students and primary teachers, in your school in this study.

It would be appreciated if you could: 1) request your grade three teachers to send home letters of explanation and permission to parents and questionnaires to parents, 2) once parental permission forms come back to the school to ask the grade three teachers to make fifteen minutes available to administer a questionnaire to students by following the enclosed instructions (if students are participating in the C.A.R.E. Program teachers are asked to administer the student questionnaire after the Program is completed), 3) to request that primary teachers complete the enclosed questionnaires.

Even with your permission and the permission of the parents, it is understood that students will be briefed about what they are expected to do and their involvement will be completely voluntary.

Thank you for your time and attention. I hope that I may look forward to your cooperation and support.

Sincerely yours,

Sandra Taylor

Letter to Grade Three Teachers

Dear Sir/Madam:

As a graduate student in the Educational Psychology Masters Program at Memorial University, I am proposing to study the effectiveness of the Child Abuse Research Educational Program (C.A.R.E.). It would be much appreciated if you would: 1) send home letters of permission and questionnaires to parents of your students, 2) have students, whose parents grant permission, complete the Assertion Scale (please follow the enclosed instructions), 3) complete the enclosed teacher questionnaire (after completion of the C.A.R.E. Program, if you are involved with the Program).

Your opinions about the topic of child sexual abuse are important and will hopefully lead to greater insight into the effectiveness of the C.A.R.E. Program, and a better understanding of child sexual abuse prevention programs in general.

Your completion of this questionnaire will indicate your consent to my using the data for my research. All information will be kept confidential and complete anonymity is assured.

Sincerely yours,

Sandra Taylor

Letter to Primary Teachers

Dear Sir/Madam:

As a graduate student in the Educational Psychology Masters Program at Memorial University, I am proposing to study the effectiveness of the Child Abuse Research Educational Program (C.A.R.E.). It would be much appreciated if you would take 15 minutes to complete the enclosed questionnaire (after completion of the C.A.R.E. Program, if you are involved with the Program).

Your opinions about the topic of child sexual abuse are important and will hopefully lead to greater insight into the effectiveness of the C.A.R.E. Program, and child sexual abuse prevention programs in general.

Your completion of this questionnaire will indicate your consent to my using the data for research purposes. All information will be kept confidential and complete anonymity is assured.

Sincerely yours,

Sandra Taylor

Letters of Explanation and Permission for Parents

Dear Parent/Guardian:

As a graduate student in the Educational Psychology Masters Program at Memorial University, I am proposing to study the effectiveness of the Child Abuse Research Educational Program (C.A.R.E.). Your Superintendent has granted me permission to conduct research, and to seek the permission of students, teachers, and parents. The evaluation involves: 1) having you complete the enclosed questionnaire and returning it to the school in the enclosed envelope, and 2) having students in grade 3 complete a questionnaire. The completed parent questionnaire will be passed on to me directly.

Information received from these questionnaires will be used for research purposes. All information will be kept confidential, and your name and your child's name will not be used in reporting the evaluation results.

Your permission is needed in order for your child to complete the student questionnaire. Please check one, sign your name and return this form to the school with the parent questionnaire in the enclosed envelope.

Thanking you in advance for your cooperation.

Sincerely yours,

Sandra Taylor

Yes _____ I give my child permission to complete the
questionnaire.

No _____ I do not give my child permission to complete the
questionnaire.

Child's Name _____

Signature of Parent/Guardian

Appendix c

Instructions for Administering the Student Questionnaire

Appendix C

Instructions for Administering the Student Questionnaire

Please ask students to use a blank sheet of paper, or ruler, to place under each item as they are reading along with you; this will help them keep their place.

Say to students:

"I am going to give you two sheets of paper with questions on each. (Pass out questionnaires). Put your School's name and your age at the top of the page, and circle whether you are a boy or a girl. I am going to read each question and as I read I want you to read along. For each question, I want you to circle yes or no, depending upon what you would do if that situation happened to you. When answering the questions, think about what you actually would do in that situation."



