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ABSTRACT

The City of Seattle, in collaboration with two local agencies, Childhaven and the Committee for Children, implemented a Preschool Sexual Abuse Prevention Project. Over 230 day care providers in 90 homes and centers were trained to implement a prevention curriculum. Providers were trained to teach over 2,200 preschool children to recognize, resist, and report incidents of sexual abuse. Providers were also trained in methods used to: (1) recognize symptoms of sexual abuse; (2) respond to children's needs; and (3) report abuse to authorities. A goal of the project was evaluation of the effectiveness of the curriculum and training. Samples of 155 adults and 183 children from 65 homes and centers completed survey questionnaires and participated in interviews. These samples represented three levels of training, namely, none, standard, and enhanced. Findings suggested that: (1) preschool sexual abuse training is effective among young children; (2) enhanced training significantly increases adult caregivers' use of materials, as well as their feelings of preparedness and confidence; (3) training beyond the standard level does not significantly increase knowledge and skills for either adult caregivers or children; (4) training significantly increases children's knowledge and skills; (5) young preschoolers with training achieve higher scores than older children without training. Five attachments provide minutes of the final meeting of the project advisory committee, a project overview in tabular form, a summary report of the project, a news release, and a draft of an article describing the project. (RH)

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OFFICE OF HUMAN DEVELOPMENT SERVICES
COORDINATED DISCRETIONARY PROGRAM

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PROJECT ABSTRACT

Project Title: Pre-School Sexual Abuse
Prevention Project

HDS Control No: CDP 7927

HDS Priority Area No: 4.11.A

Name, Address and Telephone Number of Investigator(s) and Organization:

City of Seattle
Department of Human Resources
400 Yesler Building, First Floor
Seattle, WA 98104
(206) 625-4695

Keywords (select up to 10 from following list of keywords, in order of importance):

- | | |
|------------------------|--------------------------|
| 1. Child Abuse Neglect | 6. Workshop |
| 2. Child Care Centers | 7. Manuals |
| 3. Head Start | 8. Parent Education |
| 4. Pre-schools | 9. Self-care |
| 5. Prevention | 10. Infants and Toddlers |

Project Summary: 200 word maximum: (Include Project Objectives, Scope, Methodology, Dissemination Strategy and List of Products)

This project is designed to provide approximately 5,000 pre-school-age children with the knowledge and capability to recognize, resist and report incidents of sexual abuse. In addition, the project will train day care workers how to identify sexually abused children and help parents supplement the preventative education their children are receiving in the day care setting.

These objectives will be accomplished through two subcontracts with local private non-profit agencies. The Seattle Institute for Child Advocacy, Committee for Children, will train day care center and Head Start site teachers on the use of their nationally tested "Talking About Touching with Pre-schoolers" curriculum. Use of this curriculum will help the young child with identifying inappropriate touching, how to respond to potentially abusive situations, and the importance of telling someone about inappropriate touching. Seattle Day Nursery will provide sexual abuse prevention training to 300 day care home providers in the Seattle area. Home-providers will receive instruction on teaching the pre-schoolers in their care how to resist abuse.

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EXECUTIVE SUMMARY

PRESCHOOL SEXUAL ABUSE PREVENTION PROJECT

The City of Seattle, in collaboration with two locally based agencies, Childhaven and the Committee For Children, implemented a Preschool Sexual Abuse Prevention Project. In order to reduce the incidence of abuse, over 230 day care teachers in 90 day care homes and centers were trained to implement a prevention curriculum. Providers were trained to teach over 2200 preschool aged children to recognize, resist and report (3Rs) incidents of sexual abuse. They were also trained in methods of recognizing symptoms of sexual abuse, responding to children's needs and reporting abuse to authorities. The children's curriculum included topics of "Touching" (recognize), "Saying NO" (resist) and "Telling" (report).

This project revealed some significant information which provides guidance in implementing educational programs for children and adults for the prevention of child sexual abuse. Evidence from the project suggests that the TALKING ABOUT TOUCHING WITH PRESCHOOLERS is an effective curriculum. The materials appear developmentally appropriate and children are able to understand the personal safety concepts. Children whose caregivers received training scored significantly higher on the assessment measure. It is apparent that training contributes to the knowledge and skills of both the caregivers and the children. //

Beyond teaching providers and protecting children, another goal of the project was to evaluate the effectiveness of the curriculum and curriculum training. Samples of 155 adults and 183 children from 65 homes and centers were tested with survey and interview instruments. The samples represented three levels of training, including "No Training," "Standards" (short term/content oriented) and "Enhanced" (longer term/process oriented) Trainings. The differences between the groups was assessed by measuring the knowledge and skills of both the caregivers and children as well as measuring the level of implementation of the curriculum within the child care setting.

The evidence suggest that...

- * Preschool sexual abuse training is effective with young children. Enhanced training significantly increases adult caregivers' use of materials, as well as feelings of preparedness and confidence.
- * Enhanced training does not significantly increase knowledge and skill. Neither adult caregivers or children, beyond Standard.
- * Training significantly increases children's knowledge and skills.
- * Test scores for children increase with age. Young preschoolers with training achieve higher scores than the older children without training.

The child care system offers a unique opportunity for the delivery of services to a broad range of families. In many communities, it may be the only system serving some families. The child care professionals are capable as service providers and this project demonstrates the child care providers are effective at implementing this prevention system. According to survey results, 70% of the child care providers agree that child care centers are an appropriate place to cover this topic. According to the same survey, 90% of the providers encountered no objection from parents and 100% planned to teach sexual abuse prevention in the future. So, not only is it an available system, but it is a receptive system.

The ~~beneficiaries~~ of this project include....

- * Caregivers acquire knowledge, skills and confidence.
- * Children acquire knowledge, skills and protection.
- * Parents gain knowledge, skills, confidence and comfort in the Enhanced model.
- * Professionals gain information regarding the effectiveness of the curriculum for children and the effectiveness of the training for teachers.

POLICY IMPLICATIONS

According to most estimates 25% of all girls and 10% of boys are sexually abused by age eighteen. Many sexually abused children are so traumatized by the victimization that the quality of their lives is seriously diminished. In addition, the cost to society through the anti-social behavior of some sexually abused children can be measured in the billions of dollars for such help as intensive psychiatric care and residential treatment. Following is an example of a successful program that you might implement.

The City of Seattle through a preschool sexual abuse prevention project has demonstrated that prevention strategies are workable. How long prevention efforts are successful with a given child are not known at this time and longitudinal studies will be necessary in evaluating the full value of prevention. The small cost incurred by this project has beyond doubt been very worthwhile in protecting children just within the one year of federal funding. As an example sexual abuse victims were identified earlier through the project than would normally be the case.

An outstanding feature of this project has been the superior leadership exercised by Billie Young and Terry Liddell. Their energy and enthusiasm combined with excellent management skills made the project successful. They carried out the project in a campaign type manner with a clear mission, good planning and follow up.

FINAL PROGRESS REPORT
September 30, 1985 to December 30, 1986

PRESCHOOL SEXUAL ABUSE PREVENTION PROJECT (#90-CJ-0104)

I. Highlights of Knowledge Gained

Significant information was gained from this project which was funded to evaluate the effectiveness of a child sexual abuse prevention curriculum -- TALKING ABOUT TOUCHING WITH PRESCHOOLERS.

This project demonstrated that TALKING ABOUT TOUCHING WITH PRESCHOOLERS is effective with young children. The evidence suggests the following:

- 1) Children acquire knowledge and skills from the curriculum.
- 2) The test scores of those children with training are considerably higher than older children without training. Training appears to make the greatest difference at the younger ages.
- 3) The materials appear developmentally appropriate and children aged three to five years old able to understand the personal safety concepts.
- 4) The adult caregivers' training influences the effectiveness of the curriculum. Children whose caregivers received training scored significantly higher on the assessment measure.
- 5) The extra investment in providing enhanced training which costs 64% more than the standard training to adults may be warranted if the confidence and preparedness of the adult is necessary to implement the program.

A 1985 study by the U.S. Department of Health and Human Services reported that the education of parents, children, teachers and day care providers to recognize, resist and report sexual abuse is the most effective method of preventing sexual abuse, both in the home and in the child care programs. This project has demonstrated that the use of the TALKING ABOUT TOUCHING WITH PRESCHOOLERS curriculum is an effective strategy for providing sexual abuse prevention education for both children and day care providers.

II. ACCOMPLISHMENTS/ACTIVITIES

A. Coordination

1. All subcontracted services have been completed. Final invoices have been submitted. All subcontractors performed services within the revised budget guidelines.
2. The final meeting of the Advisory Committee occurred on October 21. Bruce Berglund, our Federal Project Monitor, attended. The minutes are attached.

4-66-10251.2

B. Training

1. All training has been completed. Over 230 child care providers from 90 child care homes and centers serving over 2,200 children in Seattle were trained. An overview of training topics with distinctions between standard and enhanced training is attached.
2. All centers and homes cooperating in the study have been debriefed on the results of the study via a letter and a brief project overview. A copy of the overview is attached.

C. Evaluation

1. A total of 155 adult surveys and 183 children's interviews were completed.
2. Our evaluator, Midori Yamagishi, has supervised the coding and data entry, and has performed a thorough analysis of the data.

III. PROBLEMS

- A. Contrary to earlier plans to restrict the sample to four year olds, the sample was expanded to include children ranging in age from 41 months to 68 months to increase the size of the sample.
- B. Results measuring differences between effects from "standard" vs. "enhanced" training are confounded by:
 1. Varying time lags between training and assessment.
 2. Inadequate instrument for measuring differences between standard and enhanced training models.
 3. Lack of measurement of change in parental knowledge and attitudes.

IV. SIGNIFICANT FINDINGS/EVENTS

A. Results

Sample surveys and interviews from 151 adults and 183 children representing 65 child care settings (homes and centers) were evaluated. Some surveys were eliminated in the final analysis due to incomplete or erroneous information. The results suggest that training for caregivers contributes to the knowledge and skill levels of the adult caregivers and fosters usage of the curriculum with children. This utilization of the curriculum increases the knowledge and skills of preschool children significantly. There were significant differences between the control group with no training and the experimental groups receiving training on both adults and children's outcome measures. Although the enhanced training increased the caregiver's

use of the materials and feelings of preparedness and confidence, the knowledge and skills results of children and caregivers were not significantly increased as a result of receiving "enhanced" training rather than "standard" training. A trend of increased children's scores and increased adult preparedness and confidence with the enhanced model might be validated with follow-up study of children's score retention over time and of parental knowledge.

B. Children's Sample

The children interviewed ranged in age from 41 months to 68 months. They represented a variety of racial categories including Asian (3%), Black (20%), Caucasian (64%), Hispanic (1%) and other or mixed race (12%). The sample consisted of 100 females and 83 males.

The scores on the children's test ranged from zero to 13. Scores for children who were uncooperative, too shy or untestable for some reason were not included, so a score of "zero" reflects lack of knowledge rather than test behavior. Knowledge and skills reflected in children's test scores increased with training of the adult caregiver. There was a significant main effect of the levels of training on the children's test scores ($F = 18.90, p < .01$). Further comparisons found: (1) both standard and enhanced groups had significantly higher mean scores than the non-training group ($t = 4.47$ and $5.72, p < .01$); but (2) the mean score for the enhanced group did not differ from that for the standard group ($A = .86$). These results demonstrated that training for adult caregivers increases children's knowledge and skills of sexual abuse prevention. It was, however, found that the increase in the children's knowledge and skills produced by the additional training given to the caregivers in the enhanced group was not statistically significant.

TABLE 1:
CHILDREN'S TEST SCORES AS A FUNCTION OF CAREGIVER'S TRAINING

Level of Training		Means (SD)
NO TRAINING	N = 73	4.4 (2.99)
STANDARD TRAINING	N = 48	6.9 (3.49)
ENHANCED TRAINING	N = 62	7.6 (2.99)
TOTAL	N = 183	6.1

There has been speculation and evidence that younger preschoolers (three year olds) do not comprehend personal safety rules or respond to training (Borkin, Child Welfare, 1986). The results of this investigation suggest that younger children do learn the concepts (see Table 2 below).

TABLE 2:
CHILDREN'S SCORES AS A FUNCTION OF AGE AND TRAINING

Level of Training	Means and (SD) by Age Groups		
	41-50 Months	51-55 Months	56-68 Months
NO TRAINING N = 71	2.9 (1.89)	4.2 (3.13)	6.0 (2.95)
TRAINING (COMBINED) N = 106	6.8 (3.00)	7.0 (3.28)	8.3 (3.57)

Although test scores increase with age, the scores of those children with training are considerably higher than children with no training within the same age group. Training appears to make the greatest difference at the younger ages.

C. Adult Sample

Several factors confound the analysis of adult survey results. These factors include: 1) high staff turnover and previous training; 2) inconsistent assessment intervals; 3) inadequate measurement instruments; and 4) sample representation (fewer centers were represented in the standard and enhanced groups).

High staff turnover in centers made it difficult to assure that participants had no previous training from prior employment. Even when participants had training previous to this study, often they had not actually used the curriculum in the classroom. There was a lack of consistency in intervals between the training and assessment. Participants in the enhanced model had other notions emphasized besides facts about abuse, such as normal sexuality, dealing with parents' concerns and lesson planning. Assessment measures were well designed to demonstrate differences between no training and training, but were inadequate to measure differences between the standard and enhanced models. In spite of these problems, the results show increases in knowledge, skills, preparedness and confidence after training. Table 3 shows the results from a survey of knowledge and skills, with a maximum score of 32.

TABLE 3:

ADULT CAREGIVER'S TEST SCORES AS A FUNCTION OF TRAINING

Level of Training		Means (SD)
NO TRAINING	N = 73	25.6 (5.33)
STANDARD TRAINING	N = 24	28.8 (7.78)
ENHANCED TRAINING	N = 54	27.5 (5.11)
TOTAL	N = 151	26.8 (5.74)

On attitude questions, those with enhanced training demonstrated the greatest feelings of preparedness and confidence. Thirty percent of those with enhanced training indicated agreement with the statement "I've had enough training." Only 8% of those with standard training and 3% of those with no training agreed with this statement. Only 50% of those with standard training and 45% of those with no training agreed with the statement "I feel comfortable talking about this topic." Eighty-four percent of those with enhanced training felt comfortable. These perceptions may assist caregivers in continuing use of the curriculum or informally reinforcing the concepts over a longer period of time. This preparedness and comfort are likely to increase the effectiveness of communication about this sensitive, emotionally charged topic.

TABLE 4:

CAREGIVERS' ATTITUDES AS A FUNCTION OF TRAINING

Level of Training	"Enough" Training	"Comfort" With Topic
NO TRAINING N = 74	3%	45%
STANDARD TRAINING N = 26	8%	50%
ENHANCED TRAINING N = 55	30%	84%

D. Summary

It has been demonstrated that training for the adult caregivers in the use of the TALKING ABOUT TOUCHING curriculum significantly increases children's knowledge and skills in this content area. Although the amount of information learned (with or without training) increases with age, it has also been demonstrated that young children can learn the notions presented in the materials.

Unfortunately, the evaluation instrument was not designed to measure whether children can apply this knowledge or these skills in an actual event of abuse. However, anecdotal information suggests that at least some children in the study applied the knowledge and sought assistance to stop sexual abuse which was occurring. It is also not known whether children retain the knowledge over time and whether or not caregivers continue to reinforce the concepts over time.

Although the results of the adult test scores are less conclusive, it appears that training makes a difference in increasing caregivers' knowledge and skills. The "enhanced" training appears to contribute to increased preparedness and confidence with the materials. What was not measured was parent response, knowledge and skills as a function of the type of training received by the caregiver. Since parents participated in the enhanced model, this is an obvious source of distinction between the standard and enhanced models. Future studies should include an assessment of parental knowledge and skills, and determine if this strengthens the long-term effectiveness of the training.

In terms of investing resources (time and money) in staff development, an investment in curriculum training appears justified. For a staff of five teachers serving 30 children to be trained, it is estimated that the enhanced training costs three times as much as standard training (see Table 5). It costs about \$40 per teacher to complete the standard training and about \$125 per teacher to complete the enhanced training.

TABLE 5:

ESTIMATED TRAINING COSTS (Per Child Care Center)

Training Costs	Standard	Enhanced
Trainer Time @ \$20/hour	\$60.00 (3 hours)	\$180 (9 hours)
Substitute Teachers @ \$5.00/hour (x5)	\$75.00 (3 hours)	\$225 (9 hours)
Trainer Mileage (20 x \$.21 x # trips)	\$8.40 (2 trips)	\$25.20 (6 trips)
Cost of Curriculum @ 65 per Setting	\$45.00	\$45.00
Parent Books @ \$5.00/each	-0-	\$150.00 (30 parents)
TOTAL	\$188.40	\$625.20

The available results do not make a strong case for investing in enhanced training. However, further study on training effects over time and parental response might alter these conclusions. It must also be noted that the available results are based on test instruments which emphasize notions from the standard training rather than the enhanced training. The evaluation was based on cognitive learning and effective prevention depends on more than what teachers know.

A follow-up study might also determine whether enhanced training changes teacher implementation of the curriculum overtime.

There is potential for further study on which concepts children are most likely to learn and the most appropriate age to present these concepts. It is also important to confirm which concepts may be confusing to preschoolers. This would take extensive test construction, as well as validity and reliability studies. However, this information would be valuable not only in the prevention of sexual abuse, but also in the treatment of victims and gathering evidence in reported cases.

The TALKING ABOUT TOUCHING curriculum is effective with young children. The adult caregivers' training influences the effectiveness of the curriculum. The materials appear developmentally appropriate and children are able to understand the personal safety concepts.

V. DISSEMINATION ACTIVITIES

- A. Billie Young and Terry Liddell shared preliminary findings when the Preschool Sexual Abuse Prevention Program was featured at the 110th Annual Meeting of the American Humane Association (American Association for Protecting Children) in Denver, Colorado on October 6, 1985 (see American Humane Association press release attached).
- B. Billie Young, Terry Liddell and Margo Sieganthaler (from Childhaven) presented information regarding development of the program, training highlights and evaluation results to approximately 100 persons from across the nation at the Annual Conference of the National Association for the Education of Young Children (NAEYC). Representatives from early childhood education, child care, social services and law enforcement attended this presentation on November 14, 1986.
- C. Billie Young presented a project overview and findings to the Puget Sound Association for the Education of Young Children on November 20, 1986.
- D. The final Advisory Committee meeting was held on October 21. A project overview was sent to each member and each person invited to be a member.
- E. A project overview was sent to each participating child care provider (90).

- F. Information was shared with Robert Bailey, Executive Director of the Oregon State Council for Prevention of Child Abuse by telephone and mail to be included in the Council's newsletter and state-wide conference.
- G. A debriefing was conducted on December 10 for the Executive Directors of the Washington Council for the Prevention of Child Abuse and Neglect (Kip Tokuda), the Washington Association of Child Abuse Councils (Carol Mason) and the King County Council for Prevention of Child Abuse and Neglect (Kim Kertson). An interest in having our materials presented at the next state-wide conference was expressed.
- F. A debriefing was conducted for the Education Coordinators from the Renton Vocational Technical Institute (Joanne Primavera) and Lake Washington Vocational Technical Institute (Fern Miller). This meeting, on December 17, was held to share our findings with the two institutions conducting the majority of child care professional development training throughout King County, which includes suburbs of Seattle not included in our study.
- G. Project overviews were mailed to several newsletters including "Preventing Sexual Abuse," "Sulia," "Child Care Program News," and the "Child and Family Resource Center Newsletter."
- H. An article was proposed for the "Child Care Information Exchange."
- I. An article has been developed for submission to "Child Welfare." If it is not accepted for publication, it will be submitted to other publications such as "Young Children," and other reference libraries such as the ERIC Clearinghouse.
- J. Debriefings were conducted for all subcontractors including the Committee for Children, Childhaven and independent contractors on December 15 and December 24.

VI. ACTIVITIES PLANNED FOR NEXT REPORTING PERIOD

- A. This is the final reporting period. However, future activity to follow up on this project is anticipated.
- B. If the publication is accepted by "Child Welfare," there will need to be activity monitoring, review, editing and proofing. If the article is not accepted, there will be follow-up activity to pursue other publication options. A draft of this article is attached.
- C. Should we be selected to share our findings with the State-wide Conference on Child Abuse in April, we will participate.

4-66-10251.8

PRE-SCHOOL SEXUAL ABUSE PREVENTION PROJECT
ADVISORY COMMITTEE MEETING

M I N U T E S

Tuesday, October 21, 1986
3:00 p.m.
105 Union Street

PRESENT: Bruce Berglund, U.S. Children's Bureau
Carol Biesanz, Washington CPCAN
Selina Chow, Children's Programs Manager, City of Seattle, DHR/FYS
Carol Goss, President, Childcare Directors Assoc. of Greater Seattle
Lynn Levin, Social Worker, CPS Sex Abuse Unit
Terry Liddell, Project Coordinator
Jennifer Pecot, Training Coordinator, Committee for Children
Mat Reitzug, Social Worker, CPS Sex Abuse Unit
Karen Serkland, Past President, Family Day Care Assoc. of King Co.
Margo Siegenthaler, Mobile Resource Program Director, Childhaven
Maralyn Thomas-Schier, PSAEYC-WAEYC
Midori Yamagishi, Evaluator, U.W./DHR Contractor
Billie Young, Child Care Coordinator

Proceedings:

A brief overview of preliminary results was shared with the group which represented child care (home and center), social services and early childhood education interests. The results indicate significant increases in the knowledge and skill levels of children and adults who have received training. Although the test scores for children increased with "enhanced" teacher training, the difference between the means of the "standard" sample and the "enhanced" sample was not significant. In the adult measure for knowledge and skill, preliminary results do not show an increase in scores for the enhanced sample. This may be due to controls in the design which need to be adjusted as well as limitations of the instrument. The preliminary results were based on a very small number of centers in the experimental groups. We expect more data and further analysis in early November.

Billie Young discussed information from the meeting of the American Association for Protecting Children (American Humane). This project was selected as a model program and she talked about other relevant programs around the country and feedback on our program. She also discussed curriculum revision in the Committee for Children curriculum reflecting changes in thinking about the preschool program.

The discussion by participants which followed generated a number of conclusions including:

1. The training issues for adult training is at least as complex and urgent as the training considerations for children. Variables such as adult developmental level, history of abuse, comfort with issues of sexuality, skills in responding to children's needs influence the caregivers ability to provide training to children.
2. The staff turnover rate in centers requires constant attention to training needs.
3. Both Child Protective Services and child care personnel need to work together to protect children. Established procedures, written agreements and more contact could provide information which could reduce vulnerability for children and professionals.
4. More training is needed in handling abused children in child care centers and managing the reporting process.

Thank you for your participation on this Advisory Committee. No further meetings are anticipated.

4-2-9888.1/2

PRESCHOOL SEXUAL ABUSE PREVENTION PROJECT
CITY OF SEATTLE, DEPARTMENT OF HUMAN RESOURCES/CHILDHOOD/COMMITTEE FOR CHILDREN

		TOPIC / CONTENT	PROCESS	PERCEIVED BARRIERS	ACCOMPLISHMENT	
STANDARD GROUP A I N I ENHANCED GROUP	1. The Facts:	<ul style="list-style-type: none"> • Definition of child sexual abuse • Scope of the problem • How to identify an abused child • The abuser • Reporting laws and procedures • Responding to disclosure 	<ul style="list-style-type: none"> • Presentation of facts • Review reporting procedures (centers) • Providers express concerns about specific children • Develop plan of action to respond to concerns 	Own Issues: <ul style="list-style-type: none"> • Own abuse • Problems when reporting • Feelings about child abuse/abusers • Worried about false accusations 	<ul style="list-style-type: none"> • Adult disclosure • Referral • Action plan • Awareness of problem and resources 	
	2. Teaching Children/Key Concepts:	<ul style="list-style-type: none"> • Safe/unsafe touch • Private body parts • Body ownership • Say "no" • Safety rules • Secrets • Who can I tell? 	<ul style="list-style-type: none"> • Demonstrate curriculum (centers) • Demonstrate resources, activity ideas, curriculum, puppets, other books (homes) 	<ul style="list-style-type: none"> • Resistance/discomfort around normal sexual development • Expectation of parental resistance • Lack of confidence to teach children 	<ul style="list-style-type: none"> • Knowledge of teaching resources • Affirmation of ability to teach children 	
	3. Preparing for Parent Meeting	<ul style="list-style-type: none"> • Anticipating problems 	<ul style="list-style-type: none"> • One-on-one troubleshooting based on providers' expectations of parental resistance (homes) • Case studies exercises/troubleshooting (centers) 	<ul style="list-style-type: none"> • Unresolved issues from earlier visits 	<ul style="list-style-type: none"> • Diminished expectation of parental resistance 	
	4. Parent Meeting	<ul style="list-style-type: none"> • Same content as 1 and 2 (condensed) 	<ul style="list-style-type: none"> • Mini-presentation by trainer • Description of curriculum by center director • Presentation of content/discussion (homes) • Parents' disclosure of abuse of own children • Distribute storybook and Parent Guide 	<ul style="list-style-type: none"> • Parents' issues • Discomfort around normal sexuality 	<ul style="list-style-type: none"> • Parental agreement to proceed with curriculum 	
	5. Model presentation with the children		<ul style="list-style-type: none"> • Puppet show demonstration • Body movement activity • Discussion of teaching pictures • Art project • A.M. to P.M. exercise with teachers 	See lesson plan	<ul style="list-style-type: none"> • Time/materials • Emerging confidence 	<ul style="list-style-type: none"> • Confidence or emerging confidence in teaching children
	6. Review of concepts -- troubleshoot problems	Normal preschool sexuality for parents and providers	<ul style="list-style-type: none"> • Offsite -- combined groups of day care and parents • Video discussion 	<ul style="list-style-type: none"> • Poor attendance/logistics • Focusing 	<ul style="list-style-type: none"> • Success in teaching children • Affirmation of own ability to teach children about sexuality 	

Attachment B

According to recent estimates, 25% of all girls and 10% of all boys are sexually abused by age 18. Over 33% of all victims are under age 5. Abuse usually persists over a period of years. Although treatment for victims is necessary, providing tools to children and caregivers could prevent or alleviate some of the abuse.

The City of Seattle, in collaboration with Childhaven and the Committee For Children, has implemented the Preschool Sexual Abuse Prevention Project. In order to reduce the incidence of abuse, over 230 day care teachers in 90 day care homes and centers were trained to implement a specific prevention curriculum. The providers were trained to teach over 2200 preschool aged children to recognize, resist and report (3Rs) incidents of sexual abuse. The providers were trained in methods of recognizing symptoms of sexual abuse, responding to children's needs and reporting abuse to authorities. The children's curriculum includes topics of "Touching" (recognize), "Saying NO" (resist) and "Telling" (report).

Beyond informing providers and protecting children, another goal of this project was to evaluate the effectiveness of the curriculum and curriculum training. Samples of 155 adults and 183 children from 65 homes and centers were tested with survey and interview instruments. The samples represented three levels of training, including "No Training," "Standard" (short term/content oriented) and "Enhanced" (longer term/process oriented) Trainings. The differences between the groups was assessed by measuring the knowledge and skills of both the caregivers and children as well as measuring the level of implementation of the curriculum within the child care setting.

The evidence suggests that...

- * Training makes a significant difference in adult caregivers' knowledge and skills regarding sexual abuse prevention.
- * Enhanced training significantly increases adult caregivers' use of materials, as well as feelings of preparedness and confidence.
- * Enhanced training does not significantly increase knowledge and skills for either adult caregivers or children, beyond Standard.
- * Training significantly increases children's knowledge and skills.
- * Test scores for children increase with age. Young preschoolers with training achieve higher scores than the oldest children without training.

The beneficiaries of this project include...

- * Caregivers acquire knowledge, skills and confidence.
- * Children acquire knowledge, skills and protection.
- * Parents gain knowledge, skills, confidence and comfort in the Enhanced model.
- * Professionals gain information regarding the effectiveness of the curriculum for children and the effectiveness of the training for teachers.

Future evaluation needs include...

- * determining the effect of training over time.
- * determining the effect of training on parents knowledge and skills.
- * confirming whether children's knowledge and skills is applied in actual abusive circumstances.

PRESCHOOL SEXUAL ABUSE PREVENTION PROJECT

SEATTLE, WASHINGTON

SUMMARY REPORT

BACKGROUND

According to most estimates, 25% of all girls and 10% of all boys are sexually abused by age 18. With greater community awareness, abuse is being reported at earlier ages. Along with this phenomena, there is increasing fear of false or unsubstantiated reports.

The need for greater community education on this topic has intensified. In Seattle, two non-profit institutions -- Childhaven and the Committee for Children -- have developed specific programs to meet this need. The Committee for Children developed a curriculum, TALKING ABOUT TOUCHING FOR PRESCHOOLERS, and offered a brief training for teachers wishing to use the curriculum. Childhaven also offered on-site training to child care home providers using Committee for Children materials and other resources.

SITUATION

Although a number of curricula have been developed in recent years, evaluation has been limited. It was not known whether these curricula were developmentally appropriate or whether teachers completing the training actually learned the information and implemented the program. There was concern that teachers were attending the training and not implementing the program. There was also concern that if the program was implemented, perhaps children would not understand or become unnecessarily fearful. In 1985, the Office of Human Development Services of the U.S. Department of Health and Human Services funded a training and evaluation project to address some of these concerns.

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RESPONSE

The Department of Human Resources of the City of Seattle coordinated the project with Childhaven and the Committee for Children. Child care personnel in both homes and centers in Seattle were trained to use the Committee for Children curriculum. An enhanced training was developed by representatives from the City, Childhaven and the Committee for Children. Assessment instruments for both children and adults were developed, tested and evaluated for use.

Sixty home providers and 30 centers were recruited to participate. The participating providers were divided into three groups including: 1) those who received no training; 2) those who received the standard training; and 3) those who received the newly developed "enhanced" training. The standard training consisted of three hours of content-oriented training in two sessions. The standard training included topics such as the scope of the problem, recognizing symptoms, responding to disclosure and reporting to authorities. The enhanced training consisted of nine hours of training delivered in six sessions over a 6-8 week period. The enhanced program included the standard topics and added processes to develop: 1) alternative methods of lesson presentation; 2) parent involvement; and 3) awareness of issues in normal sexuality development. By the end of the project, 230 child care providers from 90 homes and centers serving over 2,200 children were trained to use the curriculum materials.

The evaluation sample consisted of 151 adults and 183 children from 65 homes and centers. The adults answered two written surveys designed to measure knowledge, skills and attitudes. The children responded to a ten question interview.

RESULTS

The evidence suggests that children acquire knowledge and skills from the curriculum. Children whose caregivers received training scored significantly higher on the assessment measure. The amount of information children know or learn is related to age. Young children appear able to learn the basic concepts.

TABLE 1:

CHILDREN'S TEST SCORES AS A FUNCTION OF CAREGIVER'S TRAINING

Level of Training		Means
NO TRAINING	N = 73	4.4
STANDARD TRAINING	N = 48	6.9
ENHANCED TRAINING	N = 62	7.6
TOTAL	N = 183	6.1 (Avg.)

TABLE 2:

CHILDREN'S SCORES AS A FUNCTION OF AGE AND TRAINING

Level of Training	Means (SD) by Age Groups		
	41-50 Months	51-55 Months	56-68 Months
NO TRAINING N = 71	2.9 (1.89)	4.2 (3.13)	6.0 (2.95)
TRAINING (COMBINED) N = 106	6.8 (3.00)	7.0 (3.28)	8.3 (3.57)

Training made a difference in the level of knowledge and skills of adult caregivers. Enhanced training did not increase the knowledge and skills over standard training as measured by the instrument, but did contribute to increased feelings of preparedness and confidence with the topic.

TABLE 3:

ADULT CAREGIVER'S TEST SCORES AS A FUNCTION OF TRAINING

Level of Training		Means
NO TRAINING	N = 73	25.6
STANDARD TRAINING	N = 24	28.8
ENHANCED TRAINING	N = 54	27.5
TOTAL	N = 151	26.8 (Avg.)

Thirty percent of the adults with enhanced training indicated agreement with the statement "I've had enough training." Only 8% of those with standard training and 3% of those with no training agreed with this statement. Eighty-four percent of those with enhanced training indicated agreement with the statement "I feel comfortable talking about this topic." Only 50% of those with standard training and 45% with no training agreed with this statement. This preparedness and comfort are likely to increase the effectiveness of communication about this sensitive, emotionally charged topic.

TABLE 4:

CAREGIVERS' ATTITUDES AS A FUNCTION OF TRAINING

Level of Training	"Enough" Training	"Comfort" With Topic
NO TRAINING N = 74	3%	45%
STANDARD TRAINING N = 26	8%	50%
ENHANCED TRAINING N = 55	30%	84%

In terms of investing resources (time and money) in staff development, curriculum training appears justified. It is estimated that the enhanced training costs three times the amount of the standard training. Standard training for adults probably costs between \$40 and \$50 per person. The enhanced training, using the same cost assumptions, costs between \$125 and \$150. If knowledge and skill acquisition is the only goal, the standard training appears to be the best investment. However, if the confidence and preparedness of the adult is necessary to implement or continue the program, the extra investment may be warranted.

Further study is necessary to determine whether children retain the information over time and whether parent involvement in the enhanced model contributes to the long range effectiveness of the program.

In summary, TALKING ABOUT TOUCHING FOR PRESCHOOLERS is effective with young children. The adult caregivers' training influences the effectiveness of the curriculum. The materials appear developmentally appropriate and children are able to understand the personal safety concepts.

Billie Young, Child Care Coordinator
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4-9-10316.5

The American Humane Association
Preventing cruelty to children and animals since 1877

NEWS RELEASE

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AMERICAN HUMANE



FOR IMMEDIATE RELEASE

Contact: Katie Bond
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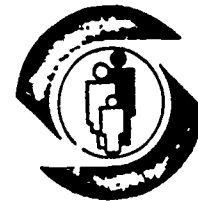
AMERICAN HUMANE ASSOCIATION RECOGNIZES LOCAL PROGRAM

The Preschool Sexual Abuse Prevention Program was featured at the 110th Annual Meeting of the American Humane Association in Denver, Colorado, October 5 - 8, 1986.

A total of forty-five programs demonstrating "Working Together to Protect Children" were selected nationally. Each program featured a community-based cooperative effort in response to child abuse and neglect.

Patricia Schene, the Director of the American Association for Protecting Children, the children's division of American Humane, said these programs indicated the possibility and the value of putting together the resources of a variety of professionals and agencies to improve a community's response to abused and neglected children.

**Your
Seattle
Department of Human Resources**



David R. Okimoto, Director
Charles Royer, Mayor

December 31, 1986

Carl Schoenberg
Senior Editor
Journal of the Child Welfare League of America, Inc.
67 Irving Place
New York, New York 10003

Dear Mr. Schoenberg:

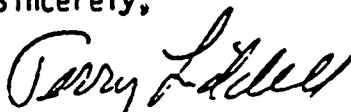
Enclosed is a draft of an article for your review for possible inclusion in your journal. This article describes a collaborative project conducted to provide preschool sexual abuse prevention training and to evaluate the training, funded by the U.S. Department of Health and Human Services, Office of Human Development Services (Grant #90-CJ-0104).

Elements of this project have been presented at two conferences including the American Association of Protecting Children (American Humane Annual Meeting, October, 1986) and the National Association for the Education of Young Children (Annual Conference, November, 1986). These presentations occurred prior to final data analysis and this manuscript offers the first written review of our findings. This manuscript has not been submitted to any other journal for publication.

Billie Young, MSW, is the Child Care Coordinator for the City of Seattle, Department of Human Resources, Division of Family and Youth Services. Midori Yamagishi, Ph.D., is on the faculty of the University of Washington, School of Education.

We look forward to hearing from you following the peer review. Should you have any questions in the interim, please call Billie Young at (206) 625-4840 or me at (206) 625-5330 or (206) 723-7641.

Sincerely,


Terry Liddell, MA
Program Coordinator

TL:sc

Enclosure

4-43-10238.1

DIVISION OF FAMILY & YOUTH SERVICES

City of Seattle—Department of Human Resources, 105 Union, Suite 160 • Seattle, Washington 98101 • 206/625-4370

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IMPLEMENTATION AND EVALUATION OF A PRESCHOOL SEXUAL ABUSE PREVENTION RESOURCE

Terry Liddell
Billie Young
Midori Yamagishi

PROGRAM DEVELOPMENT

Current estimates on the prevalence of sexual abuse are usually based on retrospective information. These estimates vary with definition of abuse and sampling methods used. It is believed that anywhere from nine to 52 percent of women and three to nine percent of men were sexually abused before reaching adulthood (Finkelhor, 1984). Offenders are usually known to the children and in a position to exert power or influence in relation to the child (Finkelhor, 1978). Although the average age for an abusive relationship to begin is between six and eight years old, it is estimated that more than 33 percent of the victims may be five years old or younger. With greater community awareness, abuse is being reported at earlier ages (Stevens, 1986). Sexual abuse occurs in all types of families regardless of socio-economic status, race, religion, or ethnicity (Finkelhor, 1978).

The child care system offers a unique opportunity for the delivery of services to a broad range of families. In many communities, it may be the only system serving some families. The child care professionals are capable as service providers and this project demonstrates that child care providers are effective at implementing this prevention system. According to survey results, 70% of the child care providers agree that child care centers are an appropriate place to cover this topic. According to the same survey, 90% of the providers encountered no objection from parents and 100% planned to teach sexual abuse prevention in the future. So, not only is it an available system, but it is a receptive system.

Numerous prevention programs have been developed and implemented for elementary school programs. Several programs have been adapted for use with preschool age children. The curricula generally have elements of affective language skills, problem solving, refusal skills and resource identification. The children are taught to identify feelings and circumstances, resist inappropriate interaction, and seek help from other adults when necessary. The curricula have been developed to address a wide range of topics including sex abuse, substance abuse and general competence development. Often, the training packages have been distributed without thorough evaluation. Child care providers pay for training and materials and may fail to implement the package in the classroom due to lack of comfort or confidence.

Evaluation has been limited, but there is information on an elementary program (Downer, 1984 and Beland, 1986), and a preschool program (Borkin, 1986). In order to assure the appropriateness of the various programs and to develop the most effective training model, the Seattle Department of Human Resources, in collaboration with two non-profit organizations devoted to abuse prevention (Childhaven and Committee for Children), implemented a demonstration and evaluation project. The goals of the project were to train child care providers in curriculum methods to protect young children, and to evaluate the effectiveness of the teacher training and the children's programs. The concerns of the investigators included whether or not the program was developmentally appropriate for preschoolers; whether or not preschoolers learned the concepts; and which training model for caregivers was most conducive to implementation of the program.

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PROGRAM DESCRIPTION

The children's prevention curriculum used in this program was TALKING ABOUT TOUCHING WITH PRESCHOOLERS. The curriculum included over 20 picture/story lessons designed to develop: 1) discrimination skills (appropriate affection from unsafe exploitation); 2) affective skills such as identifying and trusting feelings; 3) social competence (assertiveness, problem/solving/decision making and resource utilization); and 4) safety rules. The curriculum was divided into three units including "Touching" (Recognizing), "Saying No" (Resisting) and "Telling" (Reporting). The training for caregivers consisted of three parallel notions including "recognizing" symptoms of sexual abuse, "responding" appropriately to suspected or reported abuse and "reporting" abuse to the proper authorities. The caregiver training and the children's curriculum became known as the "New 3R's."

Over 230 caregivers from 90 child care homes and centers serving over 2,200 children participated in this study. Homes and centers were recruited from throughout the city to assure a broad range of racial and economic diversity. The caregivers were divided into three categories. Some received no training. Some received three hours of "standard" content-oriented training. Others received nine hours of "enhanced" process-oriented training. Those caregivers, in turn, implemented the curriculum and taught the concepts to children in their care.

The "standard" training included lecture and discussion of the three major topics. The "enhanced" training included the standard information, plus other segments. The extra segments included demonstration of alternative teaching

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methods (use of puppets and other materials); exercises to prepare for responding to parental concerns and resistances about the curriculum; a segment of normal preschool sexuality development; and a meeting with parents to share information and curriculum materials. The training occurred at the child care sites. The standard training occurred in two sessions about one week apart. The enhanced training consisted of ongoing support and problem solving assistance during six sessions scheduled over six to nine weeks.

Assessment tools were developed to measure knowledge and skill acquisition of both children and the adult caregivers. The children's measure was a structured interview with ten questions designed to determine their ability to distinguish safe from unsafe circumstances and touching, as well as problem solving knowledge and skills regarding blame, keeping secrets and identifying adult resources. Although this instrument was developed specifically for this study, analysis demonstrates reasonable reliability and validity. The adult assessment consisted of two questionnaires. One questionnaire measured the adult caregiver's knowledge and skills regarding recognition of signs of abuse, myths and facts, reporting abuse, abuse prevention, and responding to suspected or reported abuse. The second questionnaire assessed attitudes toward this curriculum, level of implementation, comfort with the topic and use of materials.

RESULTS

Sample surveys and interviews from 151 adults and 183 children representing 65 child care settings (homes and centers) were evaluated. Sample homes and centers were selected to reflect the geographic, racial and economic diversity of

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the population. Caregivers and children from these centers were surveyed and interviewed. The results suggest that training for caregivers contributes to the knowledge and skill levels of the adult caregivers and fosters usage of the curriculum with children. This utilization of the curriculum increases the knowledge and skills of preschool children significantly. There were significant differences between the control group with no training and the experimental groups receiving training on both adult and children's measures. Although the enhanced training increased the caregiver's use of the materials and feeling of preparedness and confidence, the test results of children and caregivers were not significantly increased as a result of receiving "enhanced" training rather than "standard" training.

Children's Sample

The children interviewed ranged in age from 41 months to 68 months. They represented a variety of racial categories including Asian (3%), Black (20%), Caucasian (64%), Hispanic (1%) and other or mixed race (12%). The sample consisted of 100 females and 83 males.

The scores on the children's test ranged from zero to 13. Scores for children who were uncooperative, too shy or untestable for some reason were not included, so a score of "zero" reflects lack of knowledge rather than test behavior. Knowledge and skills reflected in the children's scores increased with training of the adult caregiver. There was a significant ($F = 18.90$, $t = 4.47$, $p = \leq .01$) increase between scores of children whose caregivers received no training and children whose caregivers received training. There was also an increase in

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scores of children whose caregivers received enhanced training over those with standard training. Although this trend occurs, it is not statistically significant (see Table 1 below).

INSERT TABLE 1

There has been speculation and evidence that younger preschoolers (three year olds) do not comprehend personal safety rules or respond to training (Borkin, 1986). The results of this investigation suggest that younger children do learn the concepts and that scores increase as a function of age (see Table 2 below).

INSERT TABLE 2

It is apparent that test scores increase with age, with or without training. However, the scores of those children with training are higher than children with no training in the same age group. Training appears to make the greatest difference at the younger ages.

Adult Sample

The adult caregivers surveyed were mostly women (92%) with some college education (72%). Sixty-five percent of the respondents had over four years of experience working with young children and 31% had ten or more years of experience with young children. In some settings, as many as one in three, adults disclosed their own experiences of sexual abuse as children.

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Several factors confound the analysis of adult survey results. These factors include: 1) high staff turnover and previous training; 2) inconsistent assessment intervals; and 3) inadequate measurement instruments.

High staff turnover in centers made it difficult to assure that participants had no previous training from prior employment. Even when participants had training previous to this study, often they had not actually used the curriculum in the classroom. There was a lack of consistency in intervals between the training and assessment. Participants in the enhanced model had other notions emphasized besides facts about abuse, such as normal sexuality, responding to parents' concerns and lesson planning. The enhanced training provided a forum to explore ways to present materials in relevant, repeated situations and ways to incorporate the material into a comprehensive health and safety program. Assessment measures were well designed to demonstrate differences between no training and training, but were inadequate to measure differences between the standard and enhanced models. In spite of these problems, the results show increases in knowledge, skills, preparedness and confidence after training. Table 3 shows the results from a survey of knowledge and skills, with a maximum score of 32.

INSERT TABLE 3

On attitude questions, those with enhanced training demonstrated the greatest feelings of preparedness and confidence. Thirty percent of those with enhanced training indicated agreement with the statement "I've had enough training."

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Only 8% of those with standard training and 3% of those with no training agreed with this statement. Only 50% of those with standard training and 45% of those with no training agreed with the statement, "I feel comfortable talking about this topic." Eighty-four percent of those with enhanced training felt comfortable with the topic. These perceptions may assist caregivers in continuing use of the curriculum or informally reinforcing the concepts over a longer period of time. This comfort in presenting the topic or materials reduces the emotionalism and sensationalism and alleviates parents' and children's fears.

INSERT TABLE 4

SUMMARY

It has been demonstrated that training for the adult caregivers in the use of the TALKING ABOUT TOUCHING WITH PRESCHOOLERS curriculum significantly increases children's knowledge and skills in this content area. Although the amount of information learned by children (with or without training) increases with age, it has also been demonstrated that young children can learn the notions presented in the materials.

It has not been demonstrated that children can apply this knowledge or these skills in an actual event of abuse. However, anecdotal information suggests that at least some children in the study applied the knowledge and sought assistance to stop sexual abuse which was occurring. It is also not known whether children retain the knowledge over time and whether or not caregivers continue to reinforce the concepts over time.

Although the results are less conclusive, it appears that training makes a difference in increasing caregivers' knowledge and skills. The "enhanced" training

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appears to contribute to increased preparedness and confidence with the materials. Parent response, knowledge and skills were not measured as a function of the type of training received by the caregiver. Since parents participated in the enhanced model, this is an obvious source of distinction between the standard and enhanced models. Future studies should include an assessment of parental knowledge and skills, and determine if this strengthens the long-term effectiveness of the training.

In terms of investing resources (time and money) in staff development, an investment in curriculum training appears justified. The enhanced training model costs about three times the amount of the standard training. The added investment in enhanced training does not seem warranted by the available results. However, further study on training effects over time and parental response could alter these conclusions.

There is potential for further study on which concepts children are most likely to learn and the most appropriate age to present these concepts. It is also important to confirm which concepts may be confusing to preschoolers. This would take extensive test construction, as well as validity and reliability studies. However, this information would be valuable not only in the prevention of sexual abuse, but also in the treatment of victims and gathering evidence in reported cases.

The TALKING ABOUT TOUCHING WITH PRESCHOOLERS curriculum is effective with young children. The adult caregivers' training influences the effectiveness of the curriculum. The materials appear developmentally appropriate and children are able to understand the personal safety concepts.

4-43-10238.10

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4-43-10238.11

TABLE 1:
CHILDREN'S TEST SCORES AS A FUNCTION OF CAREGIVER'S TRAINING

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NO TRAINING N = 73	4.4 (2.99)
STANDARD TRAINING N = 48	6.9 (3.49)
ENHANCED TRAINING N = 62	7.6 (2.99)
TOTAL N = 183	6.1

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TABLE 2:
EN'S SCORES AS A FUNCTION OF AGE AND TRAINING

Training	Means and (SD) by Age Groups		
	41-50 Months	51-55 Months	56-68 Months
N = 71	2.9 (1.89)	4.2 (3.13)	6.0 (2.95)
N = 106	6.8 (3.00)	7.0 (3.28)	8.3 (3.57)

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TABLE 3:
ADULT CAREGIVER'S TEST SCORES AS A FUNCTION OF TRAINING

Level of Training		Means (SD)
NO TRAINING	N = 73	25.6 (5.33)
STANDARD TRAINING	N = 24	28.8 (7.78)
ENHANCED TRAINING	N = 54	27.5 (5.11)
TOTAL	N = 151	26.8 (5.74)

4-43-10238.T3

TABLE 4:
CAREGIVERS' ATTITUDES AS A FUNCTION OF TRAINING

Level of Training	"Enough" Training	"Comfort" With Topic
NO TRAINING N = 74	3%	45%
STANDARD TRAINING N = 26	8%	50%
ENHANCED TRAINING N = 55	30%	84%

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