Prevention Education is Key to Ending Child Abuse

23rd Arizona Child Abuse Prevention Conference, Litchfield Park, Arizona
July 25, 2017

Michael Medoro
Chief Development Officer

Wendy L. Wolfersteig, PhD
Director, Evaluation & Partner Contracts
Learning Objectives

1. How prevention education can impact the epidemic of child abuse.
2. About the Childhelp Speak Up Be Safe curriculum and how it helps children from Pre-K through high school learn safety rules and resistance strategies.
3. About the ASU SIRC research program exploring the impact of the Childhelp Speak Up Be Safe curriculum.
4. Hear initial findings from the first two years of the multi-year research program on creating the evidence base for Childhelp Speak Up Be Safe.
What Is Childhelp?

National Child Abuse Hotline 1-800-4-A-Child
1-800-422-4453
The Startling Impact of Abuse & Neglect

The United States has one of the worst records among industrialized nations, LOSING on average between FOUR and FIVE children EVERY day to child abuse and neglect.
Children who experience child abuse and neglect are......

- 9x More Likely Involved in Crimes
- 60% More Likely Arrested as a Juvenile
- 30% More Likely in Violent Relationships
Curriculum Goals

• Provide students with skills they need to prevent and interrupt child abuse, neglect, and bullying

• Increase children’s knowledge about safety as related to abuse
Curriculum

• PreK – 12th grades
• Currently in use throughout the country
• Can be purchased and downloaded
• Online facilitator training included

https://www.childhelp.org/
ASU Project

• Revise Curricula
• Develop Online Facilitator Training
• Test the Curricula for Effectiveness
Childhelp Speak Up Be Safe

**Background**

**Curriculum version 1**
*2010*

- 1 – 6 grades
- Two lessons per grade level
- 30-45 minutes each

*Based on Good Touch, Bad Touch curriculum*

Revised by Judy Krysik, PhD, Arizona State University

**Curriculum version 2**
*2014*

- PreK – 12 grades
- 14 sets of lessons
- Two lessons per grade level
- 30-45 minutes each

Reviewed and revised by Northcentral University

**Curriculum version 3**
*2015*

- PreK – 12 grades
- 9 sets of lessons
- Two lessons per grade level
- 30-45 minutes

Reviewed and revised by SIRC – Arizona State University
Childhelp Speak Up Be Safe

Background

Pilot, version 3
2016-2017
- Online Facilitator Training Evaluations
- PreK-12th Grade Student Surveys
- Facilitator Lesson Feedback Forms
- Facilitator Focus Groups

Randomized Control Trial
version 4 2017-19
- PreK-12th Grade
- Student Surveys
- Online Facilitator Training Evaluations
- PreK-12th Grade Student Surveys
- Facilitator Lesson Feedback
- Facilitator Focus Group
Curriculum – Content and Format Review

Each lesson

• Facilitator Guide
• Student Activity Sheets
• Digital Flip Chart (PowerPoint Slides)
• Reinforcement Activities
• Parent Information Sheets
Redesign Framework

Identify developmental characteristics by age/grade groupings
Update and categorize developmental characteristics by age and grade group
Use principles of learning theory to structure lessons
Identify big ideas (what students should know and be able to do) for each set of lessons
Identify and define key words in each lesson
Align each lesson to Common Core Standards and US national health and safety standards
Changes to Content

• Identified big ideas of curriculum for each lesson
• Revised student activities to make them more relevant to lesson content and more engaging (promote 100% participation)
• Added question prompts and suggested responses for discussions and activities to facilitator script
• Changed 5 Safety Rules taught in lower grades to 5 Safety Principles for high school students and expanded concepts of each principle for upper grades (9-12)
• Introduced child abuse issues related to using social media beginning with grade 3
• Focused upper grade level lessons on identifying issues related to identification and prevention of bullying, cyberbullying, cyber predators, and abusive relationships
Childhelp Speak Up Be Safe Safety Rules

1. It's MY body
2. Ask an adult if I'm safe
3. I have choices
4. Tell someone
5. It's NEVER my fault
The Task: Create “Interactive” Online Facilitator Training Modules

What were the key KNOWLEDGE ingredients for anticipated facilitators

- Curricula often not teacher-delivered
- Volunteers from the community
- Likely to have no background in program delivery or, if so, not in such a sensitive topic

Need CONTEXT for authentic delivery

- U.S. and state statistics
- Appropriate prevention strategies
- Belief in the importance of the mission
Facilitator Training

- **Universal Module 1**
  - Background and Foundation

- **Universal Module 2**
  - Learning Theory and Curriculum Structure

- **Universal Module 3**
  - Role of the Facilitator
Facilitator Training: Grade Level Modules

Specific Facilitator Instructions for Lesson Delivery
Lesson goals
Logistics and Checklists
  Materials needed
  Classroom rules
Developmental Characteristics of the Grade Level(s)
Fidelity—Following the Lesson Plan
  Big ideas and Key terms
  Safety Rules/Safety Principles/Resistance Strategies
Version 1
Initial Speak Up Be Safe Evaluation

• 2015-16
• Grades 1st through 6th
• Six schools in Avondale, AZ
• Funded by Arizona Parent’s Commission
• Initial Student Pre/Post-survey data collected
• Parent Survey
• Educator Survey
Version 1
Student Pre/Post-Surveys

• Pre/Post-Surveys to measure knowledge: 1\textsuperscript{st}/2\textsuperscript{nd}, 3\textsuperscript{rd}/4\textsuperscript{th}, and 5\textsuperscript{th}/6\textsuperscript{th}
  • Sample 5\textsuperscript{th}/6\textsuperscript{th} Grade Knowledge Items
    • Sometimes the abuser is a stranger but most of the time abusers are people you know, like a coach, a neighbor, a friend of the family or even a member of the family.
    • Child neglect is not getting to do what you want when you want.
    • Sometimes cyberbullies use their real identity and sometimes they do not.

• Sample Scenario Item

<table>
<thead>
<tr>
<th>Which Safety Rule did Carlos use?</th>
<th>Rule #1: It’s MY body</th>
<th>Rule #4: Tell someone</th>
<th>Rule #5: It’s NEVER my fault</th>
</tr>
</thead>
</table>

Story 1: Carlos is playing video games with a friend and the friend asks to look at his private body parts. Carlos says “no.”
Initial Evaluation Findings

• Students Pre- and Post-Surveys not matched
  • Pre-Survey: 1,008 students
  • Post-Survey: 862 students

• Over 50% of students on the Post-Survey showed knowledge and awareness of child abuse, neglect, bullying, internet safety and safety concepts.
  • For 9 of the 15 knowledge items included in the surveys, at least 75% of students selected the correct response on the Post-Survey related to knowledge and awareness of child abuse, neglect, bullying, internet safety and safety concepts.

• On average, 76% of students on the Post-Survey were able to identify the correct Safety Rule that would apply when given a scenario.
Version 1, Grades 1-6
Initial Evaluation Findings

• 26 Parent Surveys were completed and returned
  • 92% of parents reported that they were glad their children participated in the program, that they knew where to call to report child abuse or neglect, and that they have or will develop a safety plan with their child(ren)

• 194 educators attended Informational Sessions and completed survey
  • 92% of educators demonstrated increased knowledge of child abuse issues, prevention education and mandatory reporter requirements
Version 3
Speak Up Be Safe Curriculum

• Developed in the Spring/Summer 2015 by ASU-SIRC (revamping of V2).
• 2015-16 Pilot Design, School Recruitment
• 2016-17, Grades PreK-12 Grade
  • Elementary School District, Phoenix, AZ (Grades PreK-8)
  • Elementary and High School, Phoenix, AZ (Grades PreK-12)
• Implemented
  • Facilitators Trained on Survey Implementation
  • Newly created and revised student Pre/Post-Surveys
  • Facilitator Lesson Feedback Forms
  • Facilitator Focus Groups
Version 3
Student Surveys

• Existing Surveys Grades 1-6 were revised to better measure the revamped curriculum
• New Surveys were created for Grades PreK/K, 7/8, 9/10 and 11/12
• Surveys vary based on key terms taught per grade:
  • Knowledge and attitude questions on Abuse, Neglect, Bullying and Safety
  • Identification of the 5 Safety Rules
  • RESIST Strategies
  • Scenarios related to Safety
# Version 3 – Pilot Survey Participant Numbers from Two School Districts

<table>
<thead>
<tr>
<th>Grade</th>
<th>Total Number of Participants*</th>
</tr>
</thead>
<tbody>
<tr>
<td>PreK/K</td>
<td>151</td>
</tr>
<tr>
<td>1</td>
<td>93</td>
</tr>
<tr>
<td>2</td>
<td>107</td>
</tr>
<tr>
<td>3</td>
<td>131</td>
</tr>
<tr>
<td>4</td>
<td>99</td>
</tr>
<tr>
<td>5</td>
<td>127</td>
</tr>
<tr>
<td>6</td>
<td>112</td>
</tr>
<tr>
<td>7/8</td>
<td>169</td>
</tr>
<tr>
<td>HS</td>
<td>371</td>
</tr>
</tbody>
</table>

*Note: Numbers include matched pre-post survey counts for an elementary school district and counts of only pre-surveys for the other elementary and high school due to post-survey (i.e., matched pre-post counts not available until June 2017).
# Version 3, Pilot, Grade 1
## Student Knowledge Gains from Pre to Post (N=24)

<table>
<thead>
<tr>
<th>Domain</th>
<th>Item</th>
<th>Percent Difference</th>
</tr>
</thead>
<tbody>
<tr>
<td>Abuse</td>
<td>Child abuse means to hurt a child on purpose.</td>
<td>13%</td>
</tr>
<tr>
<td></td>
<td>Physical abuse is when someone does something on purpose to hurt my body.</td>
<td>4%</td>
</tr>
<tr>
<td>Safety</td>
<td>I deserve to be safe.</td>
<td>4%</td>
</tr>
<tr>
<td></td>
<td>There are safe adults.</td>
<td>33%</td>
</tr>
<tr>
<td></td>
<td>Adults are in charge of keeping me safe.</td>
<td>12%</td>
</tr>
<tr>
<td></td>
<td>There are things I can do to help keep myself safe.</td>
<td>-4%</td>
</tr>
<tr>
<td></td>
<td>There are rules that can help keep me safe.</td>
<td>12.5%</td>
</tr>
</tbody>
</table>
## Version 3, Pilot, Grade 5
### Student Knowledge Gains from Pre to Post (N=36)

<table>
<thead>
<tr>
<th>Domain</th>
<th>Item</th>
<th>Percent Difference</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Abuse</strong></td>
<td>Child abuse means to hurt a child on purpose.</td>
<td>14%</td>
</tr>
<tr>
<td></td>
<td>Child abuse is against the law in all 50 states.</td>
<td>10%</td>
</tr>
<tr>
<td></td>
<td>Physical abuse is when someone does something on purpose to hurt my body.</td>
<td>8%</td>
</tr>
<tr>
<td></td>
<td>Emotional abuse is when someone tells me mean or bad things about myself over and over again.</td>
<td>39%</td>
</tr>
<tr>
<td><strong>Neglect</strong></td>
<td>Child neglect is not getting expensive shoes when I want them.</td>
<td>33%</td>
</tr>
<tr>
<td><strong>Bullying</strong></td>
<td>Words can hurt if children are told bad things about themselves over and over.</td>
<td>25%</td>
</tr>
<tr>
<td></td>
<td>Sometimes cyberbullies use their real identity and sometimes they do not.</td>
<td>12%</td>
</tr>
<tr>
<td><strong>Safety</strong></td>
<td>I deserve to be safe.</td>
<td>6%</td>
</tr>
<tr>
<td></td>
<td>There are safe adults.</td>
<td>25%</td>
</tr>
<tr>
<td></td>
<td>Adults are in charge of keeping me safe.</td>
<td>8%</td>
</tr>
<tr>
<td></td>
<td>There are things I can do to help keep myself safe.</td>
<td>5%</td>
</tr>
<tr>
<td></td>
<td>There are rules that can help keep me safe.</td>
<td>-3%</td>
</tr>
</tbody>
</table>
Version 3, Pilot, Grade 5
Safety Rules and RESIST Knowledge (N=36)

5 Safety Rules (5-items)
  • Students’ Safety Rules’ knowledge INCREASED an average of 14% (range 6% to 30%) as measured by pre- to post-survey differences.
    • Post-Survey Safety Rule percent correct across items ranged from 89% to 100%.

RESIST Strategies (6-items)
  • Student’s RESIST Strategies’ knowledge INCREASED an average of 17% (range from 5% to 25%) as measured by pre- to post-survey differences.
    • Post-Survey RESIST percent correct across items ranged from 91% to 100%.
Version 3, Pilot, 1st Grade (N=24) and 5th Grade (N=36) Safety Scenarios

Students were provided with 5 Safety Scenarios and asked to select the best solution.

Students’ Safety Scenario knowledge INCREASED an average of 18% (range 0% to 33%) in 1st Grade and 8% (range 0% to 13%) in 5th Grade as measured by pre- to post-survey differences.

5th Grade example

Ask an adult if it is safe.
Talk to an adult and ask if she is safe.
Ask an adult for help.

Keep it a secret.
Tell her friends, but no one else.
Keep silent.
<table>
<thead>
<tr>
<th>Statement</th>
<th>1&lt;sup&gt;st&lt;/sup&gt;</th>
<th>5&lt;sup&gt;th&lt;/sup&gt;</th>
</tr>
</thead>
<tbody>
<tr>
<td>The program was fun.</td>
<td>Yes</td>
<td>75%</td>
</tr>
<tr>
<td>I learned a lot.</td>
<td>Yes</td>
<td>88%</td>
</tr>
<tr>
<td>I liked this program.</td>
<td>Yes</td>
<td>75%</td>
</tr>
</tbody>
</table>

Version 3, Pilot, Grades 1 and 5
Students LIKE Speak Up Be Safe (1<sup>st</sup> N=24, 5<sup>th</sup> N=36)
Facilitator Lesson Feedback

• Following each of the two lessons, facilitators complete a survey to assess the implementation process

• Components Assessed:
  • Participants
  • Preparation
  • Implementation
  • Lesson Aspects
  • Youth Engagement
  • Comments
Pilot Facilitator Focus Group

• Participated ($N = 11$)

• Highlights
  • Facilitator feedback on program:
    • Need more time or shorter lessons
    • More diversity (relatable pictures and scenario examples)
    • More time for follow-up (students wanted to ask questions but there was no time)
    • Spanish speaking students need curriculum in Spanish

• Students learned:
  • They were special and important
  • How to identify a safe adult
  • About personal responsibility
Facilitator Online Training Findings:
Post-Training Knowledge Average Percent Correct

<table>
<thead>
<tr>
<th>Module</th>
<th>Average Percent Correct</th>
</tr>
</thead>
<tbody>
<tr>
<td>6th-8th</td>
<td>50%</td>
</tr>
<tr>
<td>3rd-5th</td>
<td>48%</td>
</tr>
<tr>
<td>UM3</td>
<td>38%</td>
</tr>
<tr>
<td>UM2</td>
<td>49%</td>
</tr>
<tr>
<td>UM1</td>
<td>50%</td>
</tr>
</tbody>
</table>

Note: UM = Universal Module
Considerations when planning an evaluation...

• Use of existing scales or create your own for surveys
• Appropriate survey measures for PreK, K, 1st and 2nd
• Be patient while building relationships and recruiting schools
• Schedule must consider school breaks and standardized testing
• Need active or passive permission: curriculum and/or surveys
• Complete IRB process early
Implementation Lessons Learned

• Documenting: *We forgot a few process steps in our list for facilitators*
  • Importance of documenting directions and detailing each step

• Permission: *Can be confusing*
  • Streamline: 1 or 2 permission form(s) (program & surveys, active or passive)

• All materials available: *On time delivery & Avoid duplication*
  • Check what materials the website/publisher/developer provides versus what evaluator/researchers will provide (handouts, consent forms, surveys)

• Scheduling: *Hard for schools to add activity at the end of the year*
  • Schedule with school(s) early in the year for all events (i.e., trainings, focus groups, surveys, curriculum, follow-up surveys)
Future Evaluation Version 4

• Revise curriculum and surveys from Pilot (v3) findings
• Revise Facilitator training, all handouts and procedure
• Randomized Control Trial
  • Elementary school district in Phoenix, AZ (Grades PreK-8)
  • High School District
• Publish and Present Results
Michael Medoro
Childhelp, 480-922-8212
MMedoro@Childhelp.org
http://www.childhelp.org

Wendy Wolfersteig, PhD
ASU-SIRC, 602-496-1086
wendy.wolfersteig@asu.edu
http://sirc.asu.edu/evaluations-contracts