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### **RESOLVE Alberta**

This has been a project of RESOLVE Alberta. RESOLVE is a tri-provincial prairie research institute on family violence and abuse with offices in Alberta, Saskatchewan and Manitoba. RESOLVE (Research and Education for Solutions to Violence and Abuse) grew out of the University of Manitoba Centre on Family Violence and Violence against Women that was funded in 1993 for a five-year period by the Social Sciences and Humanities Research Council (SSHRC) and Health Canada.

RESOLVE is affiliated with seven universities in the prairie provinces: the University of Alberta, University of Calgary, University of Saskatchewan, the University of Regina, the University of Manitoba, Brandon University and the University of Winnipeg.

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## **PREFACE TO THE REVISED EDITION**

The first version of this school-based resource manual was published only three years ago, in 2002. The manual has generated considerable interest as a practical and user-friendly resource. Dr. David Finkelhor, of the Crimes against Children Research Center, Family Research Laboratory, University of New Hampshire emailed that: “this is an extremely useful addition to the field.” Mr. Neil Rainford, from the Centers for Disease Control & Prevention in Atlanta, Georgia emailed: “I would like to share your website as a resource to grantees I work with.”

Dr. Clair Crook and Dr. Peter Jaffe are co-directing a project funded by the Trillium Foundation of Ontario, conducting a province-wide review of barriers to sustainable implementation of violence prevention programs, and to develop a Stages of Change resource to help schools match specific violence prevention initiatives to their unique needs. As part of this process, they were looking for up-to-date inventories of empirically evaluated violence prevention program.

Rather, than conducting their own review, we were fortunate that Claire and Peter provided RESOLVE Alberta with the funding to update our project. The updates included the following:

- New violence prevention programs with research evidence for all types of violence in the original resource
- New research on programs already in the original manual and updated contact information.
- We broadened the ages for which the programs were developed to both preschool and university/college programs. The material in preschool programs can be easily utilized for both younger elementary school students and student with special need and disabilities. At the other end of the age spectrum, there is much to learn from post-secondary sexual assault programs, since this is the major audience for this initiative and few programs exist at the high school level.
- New sections on general child abuse, children exposed to domestic violence, children/youth with disabilities and children/youth from Aboriginal backgrounds.
- The resource manual was reorganized to better present the topics developmentally and conceptually. We start with bullying/conflict resolution programs and sexual harassment programs, abuse that is closely allied with bullying. Child sexual abuse, child abuse and sexual exploitation programs are presented next. The resource manual next provides sections on dating violence and sexual assault, since these often overlap and are generally presented to older teen audiences. New sections on children and youth with disabilities and programs specific to Aboriginal children/youth conclude the programs.
- The programs were reorganized to highlight the importance of publishing research. Consumer satisfaction research, while valuable, was given a separate category from research utilizing more experimental designs.

We hope that you find the updated manual useful and practical, in the hope that violence prevention does make a difference in the lives of children and youth.

## A LOOK AT VIOLENCE

Violence has increasingly become recognized as a pressing social problem that requires urgent attention. In the last decade in particular, violence, including that by and against children and adolescents, has received extensive media attention, public debate and research focus.

Violence comes in many forms. Most commonly, we think of violence as physical assaults such as hitting, biting and beating. Violence can also be sexual; including unwanted sexual touching on a continuum of intrusiveness from fondling to rape. Violence is not always overt; it can be subtle and pervasive. Emotional and verbal abuse, including threats, intimidation, and harassment can cause great fear, yet may be minimized until they escalate into physical violence.

Some forms of violence have remained hidden and unrecognized, particularly abuse that occurs in the privacy of the home. Wife beating (woman abuse) and child sexual abuse were not considered widespread or of importance until the last third of the 20<sup>th</sup> century, when research documented that large segments of the population experience both and that the long-term effects are damaging.

**“Violence is the actual or threatened use of physical, verbal, or emotional power, intimidation, or harassment, by or against individuals or groups, which results in physical and/or psychological harm, or is harmful to the social well-being of an individual or group of individuals” (MacDonald cited in Alberta Learning, online, p.1)..**

Boys and girls, men and women can all be victims of violence. While no one deserves to be abused and we must continue to explore ways to prevent all violence, girls and women are the primary targets of many forms of abuse including dating violence, sexual assault and sexual harassment. A significant proportion of the world’s population of women experience violence and abuse daily, a situation considered serious by such international organizations as the World Health Organization, the United Nation’s Development Fund for Women, and the World Bank. Numerous national and local governments acknowledge the problem and are at various stages in taking action to address violence against women and girls (Tutty & Bradshaw, 2003).

The National Crime Prevention Centre of Canada (2000) describes violence that differentially impacts women and girls as “gender-based”. Gender-based violence occurs in both private (family, intimate relationships) and public spheres (school, community) (National Crime Prevention Centre, 2000) and cuts across racial, socio-economic class, and ethnic groups. The Centre representatives further suggest that violence and fear of violence are critical factors that undermine the personal security and well being of women and girls in Canada. A sense of personal security is essential to the physical, intellectual, emotional, economic and spiritual sense of well being for any person.

Canadian crime statistics support the need to focus on reducing violence against girls and young women, especially abuse by family members:



Girls and boys were about equally likely to be victimized by acquaintances (50% and 53% respectively), but females were more likely than males to be assaulted by a family member (31% compared to 19%) and males were more likely to be assaulted by strangers than acquaintances than females (21% compared to 14%). (Brzozowski, 2004, p. 16).

In a series of focus groups with young women aged 13 to 19, The Alliance of Five Research Centres on Violence (2002) reported that harassment and abuse are realities in the lives of many young women, as was the fear of being unsafe within their homes and communities. Violence in the everyday lives of girls mirrors that of adult women: harassment, bullying, aggression, maltreatment, physical and emotional abuse and sexual harassment and abuse (Berman et al., 2002). Gender-based violence cuts across racial, socio-economic class, and ethnic groups.

What causes violence? A power imbalance is the primary factor in all forms of interpersonal violence and abuse (Roher, 1997; Sudermann, Jaffe, & Schieck, 1996). The National Crime Prevention Centre (January, 2000) suggests that gender-based violence flourishes when **societal attitudes, behaviours and institutions** uphold traditional male power. Such a power imbalance between men and women leaves women and girls vulnerable to crimes of violence and abuse. The fear that many women and girls experience tends only to reinforce the gender inequality in Canadian society; reinforcing a sense of powerlessness and limiting the effective functioning of girls and young women in both private and public realms (Berman et al., 2002).

Researchers have looked at what individual (e.g., impaired cognitive functioning, poor academic achievement), family (e.g., inadequate family coping and problem-solving skills), and environmental (e.g., deviant peers, poverty) factors or characteristics (*risk factors*) have been associated with an elevated chance of exhibiting violent behaviour in an effort to identify those children and youth most at-risk of being victimized or victimizing others (Tolan & Guerra, 1998; Williams, Guerra, & Elliott, 1997). A complimentary approach has been to identify individual and social factors associated with a reduced risk for victimization or perpetration of violence (*protective factors*).

#### Violence Prevention Efforts

We do not yet know what factors significantly prevent or reduce interpersonal aggression and violence. Prevention programs typically target three main factors: knowledge, attitudes, and behaviour. Violence prevention programs that address a variety of risk and resilience factors are more likely to be successful than those that address only a few. Presenting information about interpersonal violence in settings such as schools recognizes that all children and youth need to be supported and educated about interpersonal violence and personal safety (Wolfe, Wekerle & Scott, 1997).

The United Nations (cited in National Crime Prevention Centre, 1997) has urged all nations to implement prevention strategies at the school and other levels that:

- prevent violence against women by promoting equality, cooperation, mutual respect, and shared responsibilities between women and men;
- offer information to girls and young women about gender roles, the human rights of women, and the social, health, legal, and economic aspects of violence against

women, in order to empower them to protect themselves against all forms of violence; and

- develop and disseminate information on different forms of violence and programs that concern the peaceful resolution of conflicts

Schools are well positioned to be a prime educational partner involved in ending violence and promoting equality. Virtually all Canadian young people attend school, making it the most effective venue to capture the attention of children and adolescents. Since the intent of prevention programs is to stop certain behaviours before they begin or before they become entrenched, it only makes sense to attempt to influence the population when they are young. Further, many of the forms of violence addressed in prevention programs occur between students, whether on school property or not, including bullying, dating violence and sexual harassment.

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## PREVENTION PROGRAMMING

Violence is primarily considered to be learned behaviour. Violence can impact children at many points in their lives including before school (internalizing societal messages about how girls and boys should behave), during school years (gendered-messages that are reinforced by treating boys and girls differently, bullying, verbal slurs, harassment and dating violence), and into adult life in forms of harassment, sexual assault and intimate partner abuse (Boland, 1995). In the hope that learning about violence and abuse at an early age can prevent its occurrence later on, schools and community agencies often accept the mandate to offer violence prevention programs

This section describes different models of prevention and types of prevention programs, making the case for schools as a logical venue within which to offer violence prevention efforts. It raises a number of key issues including the need to focus on gender-based violence, the often-ignored links between various forms of violence and the common skills that can address these. It suggests the need to both provide multiple programs across time and to extend violence prevention efforts beyond children to the school culture, to parents and into the community. Finally, it presents issues with respect to planning and funding programs.

### What is Prevention?

**“Prevention provides an escape from a negative life course, and helps to develop competency and knowledge that leads to a more desired life course in general” (Veinot, December 1999, p.1).**

Prevention is about changing directions. The basic premise of violence prevention programming is that if violence is learned, it can be unlearned and individuals can choose non-violent alternatives.

Violence prevention programs can be directed at a total population (universal or primary prevention), at a group considered ‘at-risk’ (secondary prevention) or at a group already experiencing violence either as victimizers or victims (tertiary prevention). Our primary focus in this resource manual is on universal, school-based violence prevention programs, that is, those directed at all children/youth and delivered in the school setting. Stopping violence before it occurs is the main goal of universal prevention programs. School-based violence prevention efforts for children/youth are generally based on the principle that education can change awareness, knowledge and teach skills (and maybe change behaviour) as well as empower children and youth.

### Schools and Prevention Efforts

Intimate violence occurs in both private (family, intimate relationships) and public spheres (school, community) (National Crime Prevention Centre, 2000). Schools can play a significant role in teaching non-violence. The reasons for focusing on schools as the venue for prevention efforts are several. First, schools are a key social learning milieu for children, thus, providing a context in which to learn non-violent social skills. Second, social, behavioural and academic successes at school often forecast adjustment and

productivity in adult life (National Crime Prevention Centre, 2001). As such, it makes sense to attempt to improve children's capacity for pro-social behaviour both now and in the future. Third, there is a growing perception that schools are not what they used to be or what they could and need to be – a safe and caring learning environment. A number of violence prevention programs provide strategies to address the entire school culture. Fourth, teachers seem to spend an inordinate amount of time and energy resolving conflicts and managing disruptive behaviours in the classroom and school grounds. If children can be empowered to solve some of their own conflicts, teachers spend less time doing so. Fifth, early intervention is deemed essential to unlearning violence and learning non-violent choices. Addressing programs to children when they are school-aged could prevent violence later when they are adolescents. Finally, violence in its many forms is increasingly being viewed as a major health issue that can be addressed within school curricula.

### **External versus Internal Violence Prevention Programs**

Violence prevention programs are often offered in schools by an external agency with expertise in addressing a particular form of violence (Tutty, 1991; 1996). For example, sexual assault centers were the first to develop child sexual abuse prevention programs; dating violence prevention was first offered by staff from shelters for abused women. One advantage of externally offered programs is that those who present the program are most often professionals that know the material well and are comfortable with the topic. The program can be presented more uniformly, without teachers adding in idiosyncratic material. For example, in sexual abuse programs even trained teachers may emphasize "stranger-danger" rather than focusing on the more common abuse by caretakers or relatives. Staff from external programs can comfortably discuss the violence prevention concepts with children, thus relieving teachers of some of the responsibility to handle disclosures and potentially embarrassing material. Teachers are often reluctant to take a major role in violence prevention programs, feeling that such duties are beyond the scope of their jobs.

A disadvantage of external programs is that use of the program is voluntary; only a portion of the children in an area will have access to the program. Teachers or principals who invite the program may already be sensitized to the abuse issue and may have previously provided some information to their students. Those most likely to need the information, individuals who know little about the problem, are least likely to be aware of the programs. Another disadvantage of external programs is that staff are in the schools for a limited time.

Internal programs are integrated directly into the schools' curricula, into health or family life education classes, for example. Teachers both present the material and assume responsibility for leading role-plays and answering questions from children. Schools are a natural environment for prevention programs, addressing entire populations of children with an approach that fits with the purpose of the institution – providing education. Children may more likely disclose to teachers; however, training is especially important, as teachers, like most of the population, often feel uncomfortable discussing sensitive topics with children. In addition, teachers may themselves have been the victims of interpersonal violence, and discussing the topic may be difficult.

Another advantage of internal programs is that teachers can integrate violence prevention concepts with other relevant topics, such as self-esteem and resolving conflict, or as issues emerge between students. A disadvantage of school-based curricula, as mentioned previously, is that some teachers may feel that the topic area is beyond what they should be expected to teach. Despite having a prepared curriculum, teachers may feel uncomfortable presenting the material, a reaction that is likely communicated to students.

The ideal, perhaps, is an integration of both external and internal programs. For example, staff from external agencies may present the prevention materials within the school and are responsible for leading student discussions. They provide supplementary materials for the teachers to utilize in follow-up discussions in their classrooms. Teacher training is a key component in integrating the two types of programs. One disadvantage of such an integrated approach is that collaboration is time-consuming and requires considerable co-operation. However, the result is a prevention program that targets its message to larger segments of the community.

### **Current Trends and Implications for Prevention Programming**

A proliferation of school-based violence prevention programs, developed in the past thirty years, address school violence, bullying, sexual abuse, dating violence, discrimination, sexual harassment, sexual assault and the sexual exploitation of children and youth. In general, school-based violence prevention programs have been narrowly focused, tending to address only one form of violence. This ignores the similarities across both the dynamics of interpersonal violence and ways to address violence. Further, it does not consciously build on the strengths and connections between the various programs.

#### **1. Linking Forms of Violence**

Until recently, violence prevention programs have not typically acknowledged the fundamental similarity between all forms of abuse: one person (or a group of people) exercising power and control over another. Dating violence and sexual harassment programs have most successfully recognized the power and control dynamics of violence; however, not all of these programs explicitly utilize this perspective. By presenting all violence prevention programs from a common framework, school administrators could strengthen the generalization of learning from one program area to others (Thurston, Meadows, Tutty & Bradshaw, 1999).

When we more broadly define violence as the exercise of power, intimidation or force that result in hurt, fear or injury, we expand what should be included in violence prevention. For example, in addition to addressing physical intimidation, bullying programs need to include non-physical forms of bullying such as gossiping or spreading rumours, excluding or rejecting others. Further, reducing these emotionally abusive forms of bullying needs to be included in the outcomes measured in evaluations.

#### **2. Taking Gender into Account**

Violence prevention strategies need to be implemented in a gender-sensitive manner. In schools, this sensitivity should cover two aspects: gender differences in who perpetrates and who is victimized by violence and assessing the possible differential impact of violence prevention programs on boys as compared to girls. The majority of programs do not identify the fact that girls and young women are the most likely victims

of many forms of violence (dating violence, child sexual abuse, sexual assault, sexual harassment and child sexual exploitation). Secondly, some recent evaluations show that boys and young men have a different reaction (typically poorer attitudes, less knowledge) than girls or young women after participating in the same program. We will elaborate on each of these points.

When describing the different forms of violence, one should clarify the gender differences in victim-victimizer rates, especially for adolescents. Nonetheless, it is important to note the fact that boys and men are also victims of abuse. Presenters should avoid blaming men in general or stereotyping either men as perpetrators or women as victims. This can be accomplished by stressing the impact of socialization in our culture in which the overwhelming messages about being male or female set the stage for violence. Traditional sex-role beliefs that women should be subservient to men and that women and children are essentially the property of the partner/father are examples of such messages. Providing youth an understanding of the gender socialization in our culture could increase both girls' and boys' awareness of these detrimental messages and helps them to understand how such attitudes can lead to violence. We recommend that all violence prevention and conflict resolution programs with youth incorporate some information about gender-role stereotyping and gender expectations.

Both children and school staff need education about gender bias and stereotyping. Teachers need opportunities to consider how to avoid making comparisons or generalizations of students based on gender, for example, assigning chores or duties without respect to sex. This would promote a school culture that takes the idea of equality and mutual respect seriously and models this to students through teacher-to-teacher and teacher-to-student interactions.

When gender analyses have been conducted on the impact of various violence prevention programs, the evidence often shows differential effects on girls and boys. In several evaluations of dating violence prevention programs, boys and young men had worse attitudes after the prevention program than before. This "backlash effect" likely results from young men feeling blamed by descriptions of gender-based abuse.

Research conducted by Artz and colleagues (2000) showed that girls and young woman score higher in appropriate knowledge and attitudes in topics such as dating violence both before and after prevention programs than do boys in the same classes. This suggests that anti-violence programs for girls may need a different focus, if young women already know much of the information. Young women and girls may also need different approaches at different developmental stages than do boys.

Artz et al. (2000) also looked at gender differences in how receptive some Canadian students are to peer helping, as in peer mediation. Nearly one-quarter of the elementary school boys rating peer helping as a waste of time 'often' or 'always', while less than one-tenth of the girls agreed. Artz and colleagues examined elementary children's attitudes towards seeking help when bullied and attitudes towards those victimized by bullies. When compared to girls, boys were more likely to agree that victims should not 'complain' about the bullying incident, while girls were more likely to endorse telling a teacher or other adult. Boys were significantly more likely to see name

calling and teasing as acceptable and to regard bullies as cowards, while less likely to befriend children who are bullied and more likely to see them as ‘wimps’ than the girls.

Preventing violence should focus on all children, both girls and boys. We must make a concerted effort to better engage young men in preventing violence against girls and young women that alleviates a perception of being blamed for all violence, without shifting to a gender neutral presentation. At this time, we have no research evidence that changing the content and/or the presentation style would lead to more positive results for boys and young men in reaction to violence prevention programming.

Recently, however, several researchers and educators have advocated conducting violence prevention programs in gender-specific groups since the situations and ways in which girls and young women are violent differs from boys (Artz et al., 2000; Cummings & Leschied, 2001). Further, girls and young women rate separate gender groups as more positive than mixed gender groups for topics like dating violence, sexual harassment and sexual assault (Normandeau et al., 2002). Anecdotally, representatives from several Canadian dating violence programs have had positive reactions from young men when they shifted to separate gender groups in which the boys learned about the effects of traditional sex-role gender stereotypes on young women. Programs such as “Making Waves” from New Brunswick then bring the groups back together for a joint discussion, again with very positive feedback.

We are not suggesting that all prevention programs be offered separately by gender, but rather that we provide both gender-specific and mixed-gender discussion groups, especially for adolescents. This may address the differing needs of girls and boys, while providing opportunities for each gender to also learn about the concerns and experiences of the other.

### **3. Common Skill Sets**

The major themes of prevention programs include socializing children, by promoting non-violent values such as egalitarian behaviour and the right to be different, and developing the skills to put these values into practice. The skills that address violence across its varied forms are similar. They include good communication; non-violent conflict resolution choices; the ability to understand and take the perspective of others into account; problem solving that includes learning about alternatives to violence; healthy relationships built on respect for self and others; and support- and help-seeking skills. This common skill set provides the opportunity to link, build-upon and reinforce the learning from one violence prevention program to another.

### **4. Multiple Programs Across Time**

It is unlikely that one program can effectively address the multiple forms of violence that students potentially face. Programs must be developmentally appropriate and repetition over the years is recommended. Violence prevention is not a quick-fix (one show, one video, one curriculum), but multifaceted (Minnesota Department of Education, March 1995). Violence prevention programs in schools should ensure continuity; the process should begin early and interventions should be repeated regularly throughout the stages of child development. Several programs included in this resource manual were designed to address one form of violence, such as bullying, across the entire school

experience, from Kindergarten to Grade 12. More often, however, programs address one specific form of violence for a limited age group of children. This means that schools need to offer a series of prevention programs and the responsibility for integrating the various pieces into a whole remains on the shoulders of the school teachers and administration.

Fitting various prevention programs within the parameters of schools, classrooms and overburdened teachers is challenging (Resources Implementation Sub-Committee of the Action Committee Against Violence, 2001). As mentioned previously, prevention programs are best linked to curriculum, so that they become part of the regular program of studies. The Alberta Teachers' Association curriculum, Safe and Caring Schools, is an example of a violence prevention approach that integrates the knowledge and skills into the school's regular curricula.

The early school grades appear to be particularly strategic times to facilitate children's academic and social competence as well as to enhance personal safety and conflict-resolution skills. Start early and continue to present prevention strategies in age-appropriate ways throughout the elementary, junior high and high school years. The most comprehensive approach to presenting violence prevention skills and that violence is never acceptable include:

- the emotional, social, health and legal consequences of violence (including emotional, physical and sexual violence or violence based on race, class, age, gender, sexual orientation and abilities) and its impact on victims, perpetrators and the community
- identifying and express feelings in non-violent ways, wants and needs, and accepting rejection
- prosocial and self-esteem enhancing skills
- how to deal with peer pressure
- how to peacefully resolve conflict – conflict resolution, mediation, arbitration, restorative intervention and reintegration
- identifying anger and how to respond appropriately
- making choices and decisions including refusing and resisting violence
- understanding the way in which the popular media reinforces sexism, violence against girls and women, sexual stereotypes and racism
- information about the legal and criminal definitions and consequences of violence
- information about the gendered nature of many forms of violence and the dynamics of different forms of abuse including child abuse/sexual abuse, discrimination/racism, sexual harassment, homophobia, sexual assault, bullying and the sexual exploitation of children and youth

Programs should use approaches that engage young people. This typically entails using a variety of interactive techniques to capture the attention of children and adolescents. Teachers and school staff are not the only ones who can lead violence



prevention efforts. Inviting students take leadership is not a new idea. It has been used for over thirty years in peer mediation approaches.

Today there is a growing movement to utilize peer education in violence prevention programs especially with respect to gender-based violence. Having students lead presentations or develop and offer plays to their peers are but two examples of ways to more actively involve adolescents or children. The hope is that hearing the message from their peers will seem more relevant and have a stronger impact.

## **5. Teachers and School Staff Training**

Teachers, administrators and all staff who interact with students (janitors, lunchroom staff, school nurses) need opportunities to examine their own attitudes about violence and their expectations for student behaviour. Ongoing as well as targeted training can assist the entire school staff in coming to a common understanding about specific concepts, such as the forms that violence takes. In-service training can also teach all school staff about how to de-escalate conflict, to call for help when needed and to use restorative interventions instead of shaming, intimidation or physical force. Violence prevention training for school staff should also include strategies/protocols to deal with disclosures prior to program being presented to students.

## **6. Changing School Culture**

Preventing violence should concern the entire community. Violence is not simply an individual problem, but takes place within and is impacted by multiple, social contexts (family, school, neighbourhood, community, society). Violence prevention is best viewed from an ecological or health promotion perspective in which, in addition to individual change, the focus is also to improve schools and communities. School-based violence prevention programs that are concerned with multiple levels of school functioning (students, educators, school staff, parents, community) rather than just aiming at changes in the knowledge, attitudes and behaviour of individuals (especially when the individuals are children with relatively little power) are thought to be more successful. However, at this time, we do not have the research evidence to verify this perception.

We encourage all violence prevention programs to find ways to become part of the culture and overall direction for the school. This is necessary to create an environment in which violence, including gender-based violence, is not tolerated (Boland, 1995; Thurston et al., 1999). Currently many violence prevention programs encourage multi-component programming that promotes a safe-and-caring learning environment. To this end, provincial, school district/board and school-wide initiatives are beginning to replace a solely classroom-focus. For example, the Toronto District School Board is developing a bullying prevention handbook/document for schools. The handbook will have background information on bullying, steps to creating a school wide bullying prevention policy, staff and parent awareness, responding to bullying incidents and a student curriculum for grades K-8. Similarly, Alberta Learning's Safe and Caring Schools and British Columbia's Safe School Centre are provincial initiatives that promote the fostering of safe and supportive school environments.

Bullying prevention initiatives have led the way in recognizing the need to change school culture to support and reinforcing positive, non-violent behaviours, defining

inappropriate behaviour and establishing clear consequences when this occurs. To date, the prevention efforts that address other forms of violence, and that have generally existed for longer, have not typically proposed a focus on school-culture.

Creating a non-violent school climate involves multiple components such as instituting a school-wide prevention plan that addresses all forms of violence impacting school-aged children and youth, examines policies and procedures to address violence, teacher and school staff training and extends the learning into the community through parent training and community partnerships. This philosophy is based on the understanding that children and youth make decisions that are shaped by their ideas about life and the choices modeled by others. School-wide support enables children to see pro-social skills modelled by teachers and other staff. The consequences of violence must be clear and consistently enforced, but merely applying punishment for violence, without teaching alternatives, will not effectively change behaviours, and may exacerbate undesirable actions (Minnesota Department of Education, March 1995). Teachers, school administration and others need training to respond immediately and consistently to incidents of violence (Boland, 1995). Policies and procedures need to spell out how to handle both violent incidents under the school's jurisdiction and disclosures of violence that take place elsewhere.

## **7. School-Community Connections**

Children learn appropriate and inappropriate behaviours in a variety of settings. Therefore, families, schools, faith communities, organized sports and the media can all either perpetuate violence or help to build children's attitudes and skills through modelling and promoting positive youth development. One way in which to involve the community is to coordinate training and teaching efforts with local resources such as, shelters, sexual assault centres, educational theatre companies and peer educators. Many of the programs reviewed in this resource manual were developed and implemented by community organizations for delivery within the school as well as other community settings.

Another area of school-community partnership is in providing special resources such as counselling for children who require support after a violence prevention program has been implemented. A range of intervention services should be available in the school and/or the community should students need assistance after participating in a prevention program. Protocols for accessing these services should be developed before programs are presented.

Some communities are becoming active partners with schools by providing community organizations and school personnel with forums and information about community resources in preventing and intervening violence. School personnel are often inundated with pamphlets and other marketing materials from various prevention programs. However, they typically have neither the training nor the time to make informed choices about what programs to utilize. In 1999, Thurston and colleagues suggested the need for a community advocate to be a knowledgeable liaison between programs and schools. Soon after, the Calgary based Action Committee against Violence developed a Youth Violence Prevention Co-ordinator position for this purpose. An evaluation of the effectiveness of the coordinator position (Tutty & Nixon, 2000)

confirmed its utility in assisting school personnel in identifying good available programs and promoting programs that had been evaluated. Further, the Coordinator developed and circulated an inventory of the continuum of services for youth violence prevention in the city of Calgary.

## **8. Parent Involvement**

The family is the primary educator in the development of children's values and attitudes with the school playing a supportive role. In order to maintain and enhance the school-home partnership, parents must be kept informed. Involving parents in violence prevention activities and knowledge will strengthen their ability to be positive role models and reinforce the concepts and skills about which children and youth are learning at school. Through parent meetings, orientation sessions, workshop presentations, participation in classroom lesson activities, letters, handouts, and invitation to school activities, parents can share in the teaching of non-violence problem solving and communicate with their children about sensitive subjects such as child sexual abuse, bullying, dating violence and sexual harassment.

## **9. Planning a Comprehensive Violence Prevention Response**

Changing the response to within a school culture requires a philosophical agreement by all stakeholders about the value of violence prevention and a shared belief that working together will make a difference. This means communication and teamwork not only among teachers, administration, support staff and the school board, but also with parents and members of the community, the students and leaders in the field of violence prevention. To be more successful, school violence prevention programs need the support of high-level school administrators in order to ensure sufficient resources to cover the costs of prevention programs.

Planning a comprehensive, integrated violence prevention approach in schools requires action on several fronts. First, take a look at the 'big' picture: include the broad spectrum of violence prevention in your planning. Consider violence prevention as a whole, rather than as separate and unrelated pieces.

Know the needs of your school. You might conduct a "school audit" or assess the school's violence prevention needs and accomplishments. Examine the school's policies and procedures. Assess the resources, both financial and people, to offer training and implement the program.

Finding sustainable funding in these times of dwindling resources is challenging. A number of programs receive financial support during their development, initial implementation and evaluation, when they are considered "innovative". All too often, though, no new funding is available once the pilot is completed. Alternatively, in times of financial restraint, prevention programs are often the first to lose funding, because they are considered expendable.

Create a process that ensures ongoing 'buy-in' from all stakeholders. School-based activities can keep everyone motivated and informed. Examples include holding student conferences and forums that highlight violence prevention. Two examples of such student conferences are from Labrador in Canada: the annual Young Women's Conference sponsored by the Labrador West Family Crisis Shelter and Violence is Not

Love Youth Symposium sponsored by the Grace Sparkes House. Events such as these foster student involvement and provide leadership opportunities for adolescents to instruct and motivate younger students. Another school activity is artwork or poster contests that express the school's vision about violence prevention. The city of Calgary sponsors a Turn Off the Violence poster completion that culminates in a week of school activities each November, while a school in Yorkton, Saskatchewan used children's artwork to create a calendar that was sent to every student's household as a way of keeping violence prevention ideas alive over the entire year. Celebrating and acknowledging successes by staff and students is also important in nurturing a caring and peaceful school culture. Calgary's Peace Hero's Program is an example of celebrating peace initiatives in local schools. Pathways to Peace Points are awarded to school initiatives (e.g., conflict resolution program, school safety audit, letter writing campaign to stop media violence, peace poster contest) that promote peaceful solutions in the school community, empower youth, and turn awareness into action. Each spring the schools that receive a score of more than 80 points receive a gold, silver or bronze Peace Heroes medal.

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## REVIEW OF VIOLENCE PREVENTION PROGRAMS

This section describes the nature of violence or abuse directed against children and youth, presenting programs with either research evidence, or innovative foci, especially those directed to marginalized groups such as students with disabilities or from minority populations. Dating violence and sexual assault prevention programs are presented first, because of the over-lap in focus. The middle section presents programs to prevent child abuse, most commonly child sexual abuse. Next programs that address bullying and/or conflict resolution are profiled, followed by sexual harassment programs, a critical aspect of bullying behaviour.

Each program is reviewed using the same criteria, based on research and expert opinion about what constitutes the important components of prevention programming. **Key Words** provide an overview of the program, the nature of violence addressed, the grade level, the approach used, and the level of research evidence. Most program reviews include the **Background** of the program and its developers. The sections, **Objectives** and **Description**, provide overviews of the program topics and teaching methods. The importance of the **Teacher Training** and **Parent Involvement** sections was previously discussed in the section, Prevention Programming. We describe the availability of each of these components.

Research about the program's effectiveness is contained in the sections: **Did It Work** and **How Did It Work**. The "How Did It Work" section contains evaluations about the process of offering the programs, such as who attended and differing responses based on age, gender or other factors.

"Did It Work" is the more important question. This section describes outcome research on whether the program met its goals in changing **knowledge, attitudes or behaviour**. Ideally, we'd prefer to have research evidence about all three of these areas. It is important to know whether behaviour actually changes in response to a prevention program because changes in knowledge and attitudes are not necessarily accompanied by behaviour change. For example, knowing that bullying is inappropriate might change the behaviour of some, but not all children. However, it is easier to collect information about knowledge and attitudes than to identify actual changes in youths' behaviour in reaction to a program, so behavioural change is the least available of the three variables. Finally, even if youth improve shortly after participating in a prevention program, they can forget some material or even revert to their original pre-program levels over time. As such, evaluations that include follow-up testing are invaluable.

The research for each program is described using three levels: **Strong research design, Suggestive research evidence** and **Minimal research evidence**. Strong research designs utilize quantitative research with standardized measures before (pre-test) and after (post-test) the program with a control or comparison group of students that do not receive the program. Strong research designs provide some confidence that any changes were the result of having participated in the prevention program. The results can be considered even more reliable when replicated by several researchers. Depending on the project, qualitative research, in-depth interviews with program participants and others will also be considered either strong or suggestive. Qualitative research provides valuable information about the context of participants' reactions to a program or problem. It

provides the opportunity to question individuals in considerable depth about their impressions and reactions.

Suggestive research designs use more diverse methods. One common design conducts pre- and post-testing with only the youth receiving the prevention program. This can show improvement, however, we cannot be sure that these changes were because of the program. Other factors such as a TV movie on dating violence, for example, might have caused the changes. Suggestive research projects may also measure knowledge, attitudes and/or skill development only after program participation. However, since we do not know the youth's levels prior to the program, we cannot say for certain that improvements have taken place.

The minimal research designs are primarily consumer satisfaction surveys, typically hand-written answers to questionnaires conveying the opinions of students, teachers, parents and others about what they liked about the program and whether they would recommend it to others. Such information is especially valuable to program personnel, but is limited by the fact that most consumer satisfaction respondents are very positive about programs, with a much smaller percentage reporting problems. As such, consumer surveys do not provide the same confidence that change has actually taken place in comparison to strong research designs.

A further distinction in the current version of the manual is that we differentiate published from un-published research. A number of the personnel associated with violence prevention programs have commissioned evaluations using strong research designs. However, taking the additional step of submitting that final research report to a peer-reviewed journal or edited book adds a level of review that can confirm the importance and validity of both the research methods and the program conceptualization. For this reason, programs with strong research designs that have been published are considered as representing the "best" of best practices.

Nevertheless, unpublished research reports using strong research designs remain invaluable. The internet has made such reports more accessible; the results available much sooner than waiting for the one-to three-year of submitting, being reviewed and published in established academic journals.

Importantly, the stronger the research design, the more likely one is to identify problems with programs. For example, using a suggestive research design with pre-test and post-test measures of knowledge of bullying, one might identify significant improvements after the program. If one added a control group, however, we might discover that the students who did not participate in a program also improved their attitudes, suggesting that something other than the program was responsible for the change. Further, non-significant results might be due to factors other than the program such as using a measure of attitudes that is not reliable, or a poorly trained program facilitator. Interpreting research results is complex. Wherever possible, we will explain the results in reader-friendly terms. The sections in the manual addressing the various forms of violence describe the common strengths and limitations of the available research of prevention programs for each form of abuse.

The program review begins with bullying/conflict resolution programs and sexual harassment programs, abuse that is closely allied with bullying. Child sexual abuse, child

abuse and sexual exploitation programs are presented next. The resource manual then includes sections on dating violence and sexual assault, since these often overlap and are generally presented to older teen audiences. New sections on children and youth with disabilities and programs specific to Aboriginal children/youth conclude the programs.



## **BULLYING AND CONFLICT RESOLUTION**

**Bullying among children is the repeated, negative acts committed by one or more children against another. These negative acts may be direct physical or verbal actions, and/or indirect actions, such as the manipulation of friendships, gossip, and the exclusion of others from activities (Olweus, 1991).**

Conflict occurs naturally in the process of decision making and working with others. Conflict, in and of itself, is not damaging, but how one deals with conflict can be. Efforts to teach children to resolve conflict constructively, such as in conflict resolution or peer mediation programs, began in the late 1960s and early 1970s and continue today. Such programs address normal conflicts but are not recommended for dealing with bullies.

Bullying is not about resolving problems but about having power and control over another. Although bullying is generally thought of as a childhood problem it takes many forms across the lifespan: sexual harassment, gang attacks, dating violence, assault, domestic violence, child abuse, harassment in the workplace, and elder abuse (National Crime Prevention Council, 1997). When we understand that bullying is about asserting power over someone, the dots between the various forms of violence connect. Seeing “bullying” behaviours that children learn, practice and experience from a very young age as a potential antecedent to other forms of violence heightens the need to address this behaviour early and consistently (Stein, 1995).

Bullies acquire power over their victims in numerous ways: physical size and strength, pinpointing the target’s vulnerabilities, peer group standing, or enlisting cooperation from other children (National Crime Prevention Council, 1997; Pepler & Craig, 1999). When bullying repeats over time, control over the victim becomes entrenched, resulting in the victim feeling increased distress and fear. Bullying can be expressed in many ways (Health Canada, 1997; Pepler & Craig, 1999; Smith & Sharp, 1994):

- Physical aggression – kicking, hitting, taking or damaging belongings;
- Social alienation – excluding someone from social groups (often referred to as indirect bullying);
- Verbal aggression – name-calling, insulting, repeated teasing, racist remarks;
- Intimidation – spreading nasty rumours, threatening.
- Sexual harassment

The research on childhood bullying typically identifies only bullying behaviours that occur in school playgrounds. In a Canadian survey of 4,743 children in Grades 1 through 8, O’Connell et al. (1997) reported that:

- 6% of children admitted bullying others "more than once or twice" in the previous six weeks;
- 15% reported that they had been victimized during the same time period; and

- 2% stated that they both bullied and were victimized.

In the Canadian National Longitudinal Study of Children and Youth (NLSCY), which surveyed over 11,300 children, aged 4 to 11, and their parents (Craig, Peters, & Konarski, 1998) parents reported that of children aged 4 to 6, 14% of boys and 9% of girls bullied, while 5% of boys and 4% of girls were victimized. Among children ages 7 to 9, 15% of boys and 8% of girls bullied, while 4% of boys and 7% of girls were victimized. In the 10 to 11 year old cohort, 13% of boys and 9% of girls bullied, while 9% of boys and girls were victimized. Self-reports were gathered only from the 10 to 11 year old cohort. They suggest that 17% of boys and 9% of girls admitted bullying, while 14% of boys and 8% of girls reported being victims of bullying.

These figures are similar to those from Scandinavia, Ireland, and England (Olweus, 1991). The percentage of students from different grades who reported being the target of bullying in a large sample (more than 83,000 youth) gradually decreased across the grade levels but with a definite gender difference. After grade 5, the proportion of girls reporting being bullied decreased more than boys (Olweus, 1996). In the same study, self-reported bullying gradually decreased for girls across the grade levels, but increased for boys.

The individual characteristics of bullies and victims have been studied, as well as the social contexts in which bullying occurs (family, peer group, school, and community). Children become bullies in many different ways - there is not a single type of bully. A number of risk factors have been associated with bullying behaviours:

- Child poverty;
- Family violence and/or childhood traumas (physical and/or sexual abuse);
- Racism, forms of discrimination;
- Abuse of alcohol, drugs and other substances;
- Inconsistent and/or excessive discipline practices;
- Media violence;
- Academic failure; and
- Abnormal neurological functioning.

However, it is not known what factors, alone or in combination, are necessary and sufficient to produce a behavioural pathway leading to bullying behaviour.

A bully's abuse is harsh and wears down a victim's self-esteem, which in turn reinforces the bully's sense of importance. This spurs on further instances of bullying. Bullying often takes place in front of other children, 'bystanders'. Bystanders can play different roles in a bullying episode: joining in, cheering, passively watching and occasionally intervening. Bystander behaviour has become a focal point for a number of programs to break the bullying cycle (Jeffrey, Miller & Linn, 2002).

While the victim and the bully experience the consequences of bullying most dramatically, the whole school environment can be impacted. Fear and anxiety become the norm, diminishing many children's ability to learn.

## What We Know About School-based Bullying and Conflict Resolution Programs

Dan Olweus from Norway was a pioneer of early research (1980s) and bullying prevention program development. In reaction to the suicides of several Norwegian children who were victimized by bullies, Olweus developed and implemented a comprehensive school-based program to address the problem. Today, researchers and educators in most industrialized nations recognize bullying as a significant problem, with far-reaching consequences if left unchecked. Unfortunately, news reports of suicides and school shootings by those victimized by bullies continue.

Bullying is the most frequently identified form of violence in schools and has prompted school-wide efforts to address this problem. The following characteristics have been identified as key to successful prevention of violence (Creto, Bosworth, & Sailes, 1993; Pepler & Craig, 1999; Shaw, 2001):

- Using a multi-dimensional approach – a combination of individual, classroom, school-wide, and community initiatives with students, teachers, school staff, and parents;
- Continuity over grade levels, with prevention efforts starting before adolescence and programs of a longer duration;
- Incorporating cognitive, affective, and behavioural components;
- Skill building and active participation in non-violent conflict resolution by all students and school staff; and
- Changes in school policies and procedures dealing with violent incidences.

Several approaches address conflict in schools. Prosocial strategies focus on teaching children appropriate methods to address conflict. Conflict resolution, peer mediation, and peaceable schools are three common prosocial approaches (Creto, Bosworth, & Sailes, 1993). *Conflict resolution* generally refers to strategies that enable students to handle conflicts in a peaceable and cooperative manner. *Peer mediation* is a specific form of conflict resolution, whereby trained students act as neutral third parties in the settling of non-physical disputes between other students. Traditionally, peer mediation has involved a selected group of students (cadre) who are trained in mediation skills and then offer their services in the playground or lunchroom. More recently, peer mediators have been students who volunteer for this service after everyone in the school has participated in the conflict resolution skill building. A *peaceable school* results when the values and skills of cooperation, communication, tolerance, positive emotional expression, and conflict resolution are taught and supported throughout the culture of the school.

Other prevention programs focus specifically on dealing with bullies (Beran & Tutty, 2002). They typically take a different approach, teaching about the power inherent in bullying and the way in which bystanders endorse bullies, by being silent or not protesting. Bullying prevention programs invite teachers to intervene when children's conflict is about power and control not negotiation. Until recently, teachers have often ignored bullying, perceiving it as conflict that children can cope with themselves. This is supported by research by Craig and Pepler (1997) who observed that teachers intervened in only 4% of the bullying episodes. Bullying prevention programs have also underscored the importance of looking at school policies and procedures in addressing bullying.

**Program Objectives:** In schools, bullying occurs from junior kindergarten through to the senior grades (Roher, 1997). The programs reviewed for this project span these years. In the early development of bullying prevention, the main focus was on younger children (up to grade 5), but with an expanded definition and understanding of the power dynamics operating in bullying, programs have expanded curricula for junior and senior high school students. The program objectives include reducing aggressive behaviour (through knowledge of what bullying is and learning non-violent conflict resolution strategies) and/or increasing resistance to victimization (strategies of how to recognize and avoid hostile situations; increasing self-esteem). Some programs also encourage bystanders to feel empathy for victims, to respond to incidents of bullying, and change attitudes, such as intolerance for differences, that underlie bullying.

At the classroom and school level, anti-bullying interventions focus on: 1) setting rules and procedures for responding quickly and consistently to incidents of bullying, and 2) modelling the values and principles of non-violent conflict resolution and respect for diversity through school policies, procedures and activities that involve students, school staff and parents.

**Program Content:** The curriculum content to address the above objectives varies by program and by grade level. A broad definition of bullying that includes teasing and exclusion is not stressed in every program, while overt aggressive behaviour is always acknowledged. Common to most Kindergarten to Grade 5 curricula is information about feelings, managing anger, differences and diversity and rules or steps to resolve conflict. Skills that are promoted and practiced include problem solving, cooperation and conflict resolution.

Many of the above information and skills are further developed and refined in Grades 6 through 8. Common topics include managing anger, understanding the dynamics of conflict, making choices in conflict situations, dealing with bullies, negotiation skills, communication skills, avoiding and dealing safely with conflict, recognizing social cues prior to violence and self-talk that can be used to reduce stress and de-escalate conflict.

Building on knowledge and skills learned in Grades 6 through 8, high school students tend to focus on attitudes that are associated with promoting violent solutions to conflict, the causes and effects of violence, difficult interpersonal issues, high-risk behaviours such as drug, alcohol and weapons use, and strategies for preventing the escalation of conflict to violence.

**Presentation Methods:** Interactive learning techniques are used to promote/apply conflict resolution and communication skills. In the younger grades, these generally include telling stories and role-plays of conflict situations and how to deal with them. Older students are sometimes given homework exercises such as interviewing adults about violence and conflict resolution. Discussions in large and small groups following live-action videos as well as research assignments about the causes and effects of violence are also commonly suggested.

**Teacher Training:** Only a few programs make teacher training mandatory for delivery of the program. Of the remaining programs, about half recommend and offer specific teacher training, while the others made no mention of the need for in-service training.

Teacher training usually consists of providing teachers with techniques that might be useful in delivering the program, information on what bullying is, how to identify bullying situations and how to deal with these situations. Such information stresses that bullying looks different across various age groups.

**Parent Involvement:** The majority of the reviewed programs include materials and strategies to involve parents in bullying prevention education. Parent meetings, letters, workshops and take home cards with information about specific conflict resolution and problem solving techniques are the most common strategies. One program that stressed school culture change suggested incorporating parents on a committee to develop and implement school-wide activities that would promote change at the school level.

**Did They Work?** Most violence prevention programs reported some measure of success in increasing knowledge and/or decreasing violence. However, the multitude of ways that were used to measure reductions in violence makes comparisons across programs challenging. Different ways that researchers measured decreases in physical aggression include:

- Violence-related referrals to the principal;
- Frequency of fighting (observed, self-, teacher- or parent-reported);
- Self-report questionnaires about actual or intended use of aggression;
- Incidents of witnessing bullying;
- Feeling safer at school;
- School suspensions;
- Threats with a weapon;
- Behaviour problems in classroom as reported by teacher;
- Frequency and intensity of fights with siblings as reported by parents; and
- Self-reported aggressive thoughts or fantasies.

In measuring a programs' effectiveness in reducing bullying, only two evaluations assessed a reduction in verbal bullying and only one also focused on "excluding" behaviours: both expressions of bullying that are utilized by more girls than boys. By concentrating on physical acts of aggression, violence prevention programs miss more covert expressions of bullying and, as result, may be primarily measuring changes in ways that boys bully. Programs rarely address gender differences in either the expression of bullying or program results. Conducting a gender analysis on results from dating violence and sexual harassment is fairly standard, but only one evaluation of general violence prevention programs compared the behaviour of girls to boys. In this analysis, while boys demonstrated a decrease in physical violence from pre- to post-test, girls did not. Although increasing prosocial behaviours was a stated objective of some programs, it was measured in only a few evaluations.

Not all evaluations of bullying and conflict resolution programs have been successful in their efforts to reduce violence. For example, Orpinas et al. (2000) conducted an evaluation of the Students for Peace program using a strong research design. This multi-component program (formation of school council, peer mediation training, teacher-training in conflict resolution, violence-prevention curriculum, and parent newsletter) was evaluated over 3-years with 9,000 students each year in which 2,246 were followed across the three year period. Few positive effects were found in any

year and the entire period in the goals of reducing aggressive behaviours, fights at school, injuries due to fighting, being threatened, or missing classes due to feeling unsafe.

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### **Prevention Programs Addressing Bullying and Conflict Resolution**

#### **Strong Research Design-Published**

- Bullyproof (Gr. 5's improved knowledge of sexual harassment but not bullying)
- Bully-Proofing Your School (mixed results)
- Conflict Resolution: A Curriculum for Youth Providers
- Expect Respect: Promoting Safe and Healthy Relationships for All Youth
- Get Real About Violence
- PeaceBuilders
- Peacemakers
- Project WIN
- Resolving Conflict Creatively Program (RCCP)
- Responding In Peaceful and Positive Ways (RIPP)
- Second Step: A Violence Prevention Curriculum
- The Sheffield Project
- SMART Team
- Steps to Respect (Seattle Committee for Children)
- STORIES
- Student Created Aggression Replacement Education (SCARE)
- Teaching Students to be Peacemakers
- Violence Prevention Curriculum for Adolescents (some mixed results)

#### **Strong Research Design-Unpublished**

- Aggressors, Victims & Bystanders (Slaby) (no significant improvements)
- Lesson One: The ABC's of Life
- Lion's Quest - Conflict Management Programs
- REACH/CHALLENGE
- Too Good for Violence
- Vers la Pacifique/Pacific Path

#### **Suggestive Research Design-Published**

- Conflict Managers
- Olweus' Bullying Prevention Program (BPP)
- Project Peace: A Safe-Schools Skills Training Program for Adolescents
- Working Together to Resolve Conflict

**Suggestive Research Design-Unpublished**

- Alternatives to Violence Educational Program for Youth (AVEPY)
- BeCool
- Bully B'ware: Take Action Against Bullying
- Creating the Peaceable School
- QUIT IT!
- Safe and Caring Schools (SACS)
- Teasing and Bullying: Unacceptable Behaviour Program (TAB)

**Minimal Design: Consumer Satisfaction Only**

- START (Skills to Act Responsibly Together) Now!
- Tools for Getting Along



## **Bullyproof**

**L. Sjostrom & N.D. Stein, Wellesley Centers for Women, Wellesley, MA, U.S.A.**

### **Key Words:**

- Teasing & bullying
- Sexual harassment
- Grade 4 and 5
- Internal teacher-offered curriculum
- Strong research design-Published: Grade 5 students improved knowledge of sexual harassment (but not bullying), intention to intervene and awareness of bullying at year-end when curriculum combined in a school-wide approach:

**Background:** Bullyproof: A Teacher's Guide on Teasing and Bullying for Use with Fourth and Fifth Grade Students (1996) was developed by Nan Stein of the Wellesley Centers for Women for schools to reduce the social acceptance of bullying and sexual harassment behaviours in schools. It is presently being offered as part of an anti-bullying curriculum presented by Austin SafePlace entitled Expect Respect.

**Objectives:** To reduce teasing, bullying and sexually harassing behaviours and to encourage bystanders and witnesses to interrupt the bullying and harassment.

**Description:** This 11-session curriculum uses role-plays, group discussions, exercises, and writing/art activities to help students distinguish between teasing and bullying behaviours. Topics include the differences between appropriate and inappropriate boundaries, and playful and hurtful behaviour. The curriculum assists elementary school-aged children to explore links between teasing, bullying and sexual harassment.

**Teacher Training:** Training is tailored to the teacher needs. Common themes include the role of gender, bystanders and courage to address bullying in elementary grades.

**Did It Work? *Strong Research Design-Published:*** Sanchez et al. (2001) studied 1243 Grade five students in schools that were assigned to intervention or control conditions in matched-pairs. When compared to control students at the end of one semester and end-of-year testing, the program students significantly improved their knowledge of sexual harassment and intention to intervene in a bullying situation rather than relying on an adult to do this. Awareness of bullying at school significantly increased from pre- to end-of-year testing for the program students.

Meraviglia et al. (2003) conducted a pre-test, post-test, control design to evaluate the effectiveness of Bullyproof with 740 fifth grade students of which approximately half were in the control group. The intervention students increased their knowledge of sexual harassment behaviours more than control students and increased their awareness of actual bullying and sexual harassment behaviours in their school. The program students learned what these behaviours were and were more likely to notice them than control students.

Similarly, Whitaker, Rosenbluth, Vall and Sanchez's (2004) pre-test, post-test, follow-up study found that after while both intervention and control students had more awareness of sexual harassment behaviours, program students increased their awareness of these behaviours more than control schools. Students from the Bullyproof curriculum also reported witnessing more bullying behaviours than comparison schools, although it

is not clear if actual bullying increased afterwards or if students simply became more aware of bullying. Program reported more intentions to tell an adult when they witnessed verbal or physical bullying than control students and students were slightly more likely to believe that an adult would intervene in the situation.

**Minimal Research Design-Unpublished:** Rosenbluth (2002) administered surveys to 3330 students that participated in Bullyproof presentations. Of these, a random sample of 100 surveys was drawn to evaluate the program. The students noted that the presentations had helped them identify abusive and respectful behaviours in dating relationships. Students increased their awareness of sexual harassment and how to respond when witnessing or experiencing sexual harassment. They could better identify and communicate what they wanted in relationships. See the evaluation of the Expect Respect Programs in this manual that includes the Bullyproof program.

**How Did It Work?** Rosenbluth (2001) collected consumer data from the 3-session high school program: 80% of students rated the program as helpful in learning about healthy relationships; 81% would recommend it to friends. Activities rated by students as ‘excellent’ or ‘good’ included: speakers (73%), video (50%) and discussion (64%). Some male students commented that, “guys seemed to be blamed for everything”. Rosenbluth’s (2002) consumer satisfaction data found that students enjoyed the program and appreciated the forum to discuss such issues. Teachers were also satisfied.

**Availability:** Bullyproof: A Teacher’s Guide on Teasing and Bullying for Use with Fourth and Fifth Grade Students (Sjostrom & Stein, 1996) costs \$19.95 (US) from Wellesley Centers for Women, Wellesley College, 106 Central Street, Wellesley, MA 02481; phone: (781)283-2510; email: Ruth Kropf, Manager of Publications: [RKropf@Wellesley.edu](mailto:RKropf@Wellesley.edu) or visit the website: <http://www.wcwoonline.org/title42.html>.

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**Bully-Proofing Your School**  
**C. Garrity, K. Jens, W. Porter, N. Sager and C. Short-Camilli**  
**Sopris West, Longmont, Colorado U.S.A.**

**Key Words:**

- Bullying
- Kindergarten through Grade 6; Grades 6-8
- School-wide approach to change school culture plus teacher-offered classroom curriculum
- Strong & Suggestive research designs-Published and Unpublished: Mixed results.

**Background:** The Bully-Proofing Your School program series (1994) includes two programs: for elementary schools (K. to grade 6) and for middle schools (grade 6 to 8). It was modeled after Olweus' bullying prevention program.

**Objectives:** The objectives of the program include: recognizing bullying behaviour and setting classroom rules; responding quickly and effectively to bullying; enhancing student empathy to victims; developing effective communication in emotionally charged situations; and developing conflict resolution skills.

**Description:** The Bully-Proofing Elementary School Book provides a step-by-step guide to implementing and maintaining bullying prevention. The book covers staff training, student instruction, victim support, intervention methods, and developing a caring climate. Twenty posters reinforce the lessons and act as visual reminders of important points, steps, or rules from the program.

The program is implemented in three phases. First, information is provided about what bullying is, its impact on victims and how to develop classroom rules with respect to bullying. The second phase is developing skills and techniques for dealing with bullying and increasing resilience to being victimized (e.g., self-esteem building). Creating a positive school culture in which the "silent majority" or "by-standers" (children who are not bullied and do not bully others) change into the "caring majority" (students who do not tolerate bullying and stand up for victims) is the third phase. The program is promoted through school-wide activities and supported through reviewing and revising the policies and procedures used by school personnel to deal with bullying.

**Parent Involvement:** The parent's guide presents information about the psychological makeup of bullies and victims, distinguishing normal conflict from a bully/victim situation and how bullying looks at different ages.

**Did It Work? *Strong Research Design-Published.*** Beran, Tutty & Steinrath (in press) had 197 grades 4 to 6 students participate in pre- and post-tests of school climate (Colorado School Climate, Garrity et al., 2000) and victimization (Provictim Scale, Rigby & Slee, 1991) with an adaptation of the Bully-Proofing Your School program and a no-program school. The frequency of self-reported witnessing of bullying significantly decreased at post-test for those receiving the program, but remained constant in the comparison group. Attitudes towards victims remained stable in the program group, but deteriorated in the no-program students.

**Strong research design-Unpublished:** Brockenbrough (2001) measures self-reported aggression, self-concept, teacher-student support and school safety, 416 middle school students completed the School Climate Survey (Brockenbrough, 2001) 28 weeks before the program and after the program had been implemented. The program had no effect on the students and, in fact, during this time there were school-wide increases in bullying and victimization, among outcomes such as detentions and suspensions. The results could be due to a variety of factors, including poor implementation of the program, seasonal effects, or changes in the school climate.

Fraser (2004) used a pre-test post-test control design with 112 grade 4-6 students with The Colorado School Climate Survey and the School Violence Anxiety Scale (Reynolds, 2003) finding no significant differences on either variable between the treatment and control groups.

**Suggestive research evidence-Unpublished.** Epstein, Plog and Porter (1999) measured changes in several types of self-reported bullying behaviours (physical, verbal, and exclusion) and children's sense of safety in various settings (classroom, playground, lunchroom, going to and from school) with 350 students in grades 1 to 5. Compared to pre-test levels, *physical* bullying decreased significantly at each of the 4 post-intervention times but not verbal bullying. Exclusionary bullying behaviour did not significantly improve from pre-test to the first post-test, immediately following the program or at the year two testing, but did significantly decrease at 1-year and 3-year testing points.

At pre-test, 97% of the students reported feeling safe in the classroom. This did not change over the post-intervention times. The sense of safety in the lunchroom was also high at pre-test (94%) and followed an inconsistent pattern of significant increases immediately following the intervention and at the 2-year testing, but not at the 1-year and 3-year times. A significant increase in feeling safe on the playground was noted at all time points. This matches the reports of significant decreases in verbal and physical bullying as time progressed. An increased sense of safety going to and from school did not significantly improve for several years, until 2-year and 3-year post program.

**How Did It Work?** Beran, Tutty and Steinrath (in press) tested whether implementing the program for various lengths of time (2-years, 1-year and 3-months) impacted outcomes. Students exposed for longer periods (2 years) scored significantly higher on positive attitudes towards victims compared to students participating for shorter times.

**Availability:** Guidebooks (for students, parents, instructors), posters & supplementary materials are purchased in sets or individually. Prices vary from \$13.00 to \$419.00 (US). Contact Sopris West Publications and the Bully-Proofing Your School by mail: 4093 Specialty Place, Longmont, CO 80504; phone 1-800-547-6747; fax (303)776-5934; or via the Internet at <http://www.sopriswest.com>.

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**The Conflict Resolution Program  
Community Boards, San Francisco, California, U.S.A.**

**Key Words:**

- Conflict resolution
- Grades 7 through 9
- Teacher-offered classroom curriculum to change classroom culture
- Strong research design-Published: Grade 6 to 8 students reported less violence.

**Background:** Community Board Programs developed The Conflict Resolution program in 1990. The curriculum includes more than 75 activities, handouts and a teacher/trainer guide to assist students in learning conflict resolution.

**Objectives:** The key objective is to help secondary schools students define conflict, learn three types of conflict resolution and review basic communication skills.

**Description:** Teachers present five units in ten 50-minute sessions designed to build skills in communication and non-violent conflict resolution. The units include: 1) defining conflict and its connotations; 2) resolving conflict; 3) communication; 4) skills-building in effective communication; and 5) practice in conflict resolution. Each session contains at least one skill-building exercise.

**Did It Work? *Strong Research Design-Published.*** DuRant and colleagues (1996) compared the Conflict Resolution: A Curriculum for Youth Providers to the 10-session version of the Violence Prevention Curriculum for Adolescents with 209 grade 6 to 8 students. At post-test, students exposed to either curriculum self-reported a significant decrease in 3 indices of violence: use of violence in hypothetical conflict situations, frequency of violence use and fighting within a 30-day period. However, students taking the Conflict Resolution program reported significantly fewer fights resulting in injury requiring medical treatment.

**Availability:** The program materials cost \$52.00 (US). Contact the National Resource Center for Youth Services (NRCYS), Schusterman Center, 4502 E. 41st Street, Bldg. 4W Tulsa, OK 74135; Phone: (918) 660-3700; Fax: (918) 660-3760; or Email through the web site at <http://www.nrcys.ou.edu/>.

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**Expect Respect: Promoting Safe and Healthy Relationships for All Youth  
Center for Battered Women, SafePlace, Austin, Texas, U.S.A.**

**Key Words:**

- Bullying
- Dating violence & sexual harassment
- Grades 5 through 12
- A classroom curriculum co-facilitated by teachers and a SafePlace educator
- School-wide approach to change school culture
- Strong research design-Published: Grade 5 students improved knowledge and behavioural intention to intervene

**Background:** The Expect Respect program was created by the SafePlace Center for Battered Women in 1988 to address adolescents experiencing dating violence. The project and its evaluation were funded by the Center for Disease Control in Atlanta, U.S. The bullying material was adapted from Bullyproof (Sjostrom & Stein, 1996).

**Objectives:** The objective of the Expect Respect elementary curriculum is to change pre-dating attitudes and behaviours to better prepare children for safe and healthy relationships. For middle and high school students, the program objectives are to increase awareness of dating violence and sexual harassment and confidence in taking action to prevent abuse and harassment.

**Description:** The elementary school classroom teacher and a SafePlace educator usually present the 12-session curriculum. A variety of activities are used, including class discussions, role-plays, games and creative writing exercises. The curriculum assists elementary school-aged children to distinguish between teasing and bullying behaviour and to explore links between teasing, bullying and sexual harassment.

In junior high and high schools, a two-session classroom presentation engages students in activities and discussion with peers on the topics of sexual harassment, dating violence and sexual assault. Interactive theatre performances and workshops are also provided, as are weekly educational support groups for youth who have experienced dating, sexual and/or family violence.

Student-driven, school-wide activities promote awareness of violence and its prevention including: poster contests, bulletin board displays and performances by older for younger students. Schools may receive assistance to review and develop policies and procedures to reinforce positive behaviours and prevent bullying and other violence.

**Teacher Training:** School staff members are trained to increase their awareness of prevention strategies for bullying and sexual harassment. They learn how to effectively respond to children and families experiencing domestic violence. The training offered by Expect Respect staff includes a 3-hour consultation and follow-up, awareness and skills-training, support group facilitator training, and educational presentation training.

**Parent Training:** Parent involvement in the Expect Respect program is encouraged in seminars, advisory councils, information sharing and referrals to community resources.

**Did It Work? *Strong Research Design-Published:*** Sanchez et al. (2001) conducted a study with 1243 Grade 5 students in schools that were assigned to intervention or control



conditions in matched-pairs. When compared to control students at the end of one semester and end-of-year testing, the program students significantly improved their knowledge of sexual harassment and intention to intervene in a bullying situation rather than rely on an adult to do this. Awareness of bullying at school significantly increased from pre- to end-of-year testing for the program students.

An evaluation of the original classroom curricula for the 1999-2000 school year will soon be published in a “Promising Practice Paper” by the National Resource Center on Domestic Violence containing an overview of the evaluation results.

Meraviglia, Becker, Rosenbluth, Sanchez & Robertson (2003) conducted a pre-test, post-test, control design to evaluate the effectiveness of the adapted Bullyproof curriculum with 740 fifth grade students of which approximately half were in the control group. The intervention students increased their knowledge of sexual harassment behaviours more than control students and increased their awareness of actual bullying and sexual harassment behaviours in their school. The program students learned what these behaviours were and were more likely to notice them than control students.

**How Did It Work?** Rosenbluth (2001) collected consumer satisfaction data on the 3-session high school program: 80% of students rated the program as helpful in learning about healthy relationships; 81% would recommend it to friends. The activities rated by students as ‘excellent’ or ‘good’ included: speakers (73%), video (50%) and discussion (64%). Some male students commented that “guys seemed to be blamed for everything”.

**Availability:** Expect Respect materials can be obtained from the Center for Battered Women, SafePlace, in Austin, Texas. Phone (512) 356-1628, Fax: (512) 385-0662, or email [info@austin-safeplace.org](mailto:info@austin-safeplace.org). The manual is available for \$25 (US). Other materials related to teen dating violence are also available from the SafePlace office.

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## **Get Real about Violence** **Comprehensive Health Education, Seattle, WA, USA**

### **Key Words:**

- Bullying
- Kindergarten to Grade 12
- Teacher-offered curriculum
- Strong research design-Published: Grade 7 students reduced intentions to engage in or watch fights. Significant impact on verbal aggression.

**Background:** Get Real about Violence was developed from the theory of reasoned action: the best predictor of behaviour is the person's intent to engage in said behaviour.

**Objectives:** The program uses the theory of reasoned action to attempt to reduce physical and verbal aggression in schools by changing school norms about these behaviours.

**Description:** The Get Real about Violence curriculum is divided into 4 separate age group categories: Kindergarten to Grade 3, Gr. 4 to 6, Gr. 6 to 9, and high school. Each curriculum targets the issues that students in these grades most regularly face. The Kindergarten to grade 3, and the grade 4-6 curricula emphasize not being mean, preventing others from being mean and reporting mean behaviour to adults. The curriculum for students in grades 6-9 focuses on changing school norms about violence discussing risk factors that leave students vulnerable to becoming perpetrators or victims of violence. The high-school curriculum also emphasizes changing school norms about violence and being a bystander in potentially violent situations. It includes a companion website for students, teachers and parents. Each lesson of Get Real about Violence utilizes multi-media materials such as audio and video presentations and posters.

**Teacher Training:** Teacher training sessions of 1 to 2 days are provided by Discovery Education and focus on implementing the program effectively and training other teachers.

**Parent Involvement:** Parents of high school students can access the Get Real about Violence website which includes information about bullying and links to other resources.

**Did it Work? *Strong Research Design-Published:*** Meyer, Roberto, Boster and Roberto (2004) evaluated the curriculum in two seventh-grade classrooms at different schools (168 students in the intervention school; 125 in the control school) using a pre-test/post-test control group design. Measures assessed the frequency and intent to commit four violent behaviours; verbal aggression, watching a fight, spreading rumours about a fight and engaging in a fight. While the scores of students in both conditions worsened over time, the program students' scores did not deteriorate to the same extent as those in the control group. The program student's scores were worse on fewer response categories and they reported being less verbally aggressive in the 30 days prior to the post-test, and planned to be less verbally aggressive in the upcoming 30 days from post-test. They also reported attitudes about verbal aggression than the control group and improved more than the control group on measures of behavioural intent such as planning to watch a fight and spreading rumours about a fight.

An unpublished report by Baseline Research (2000), employing the same research design and methods, found comparable results: program students were less likely to use

verbal aggression and less likely to believe that verbal aggression is appropriate. Additionally, the program reported being more likely to walk away from a fight, to understand that violence could and did happen to their peers, and acknowledged that they were capable of changing their own attitudes about violence.

**Availability:** Training for teachers costs \$2500 (US) for the first day of training and \$1000 (US) for each additional day. Order program materials from Discovery Health. The K-3 and 6-9 programs are \$595 (US), grade 4-6 program is \$425 (US) and the high school program is \$1200 (US). Call Discovery Health to order programs and to arrange training: 1-800-323-9084. <http://www.chef.org/prevention/violence.php>  
[http://education.discovery.com/ul/curriculum\\_programs/grav.cfm?id=103](http://education.discovery.com/ul/curriculum_programs/grav.cfm?id=103)

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**PeaceBuilders**  
**Heartsprings, Inc., Tucson, Arizona, U.S.A.**

**Key Words:**

- Bullying & conflict resolution
- Kindergarten – Grade 12
- Internal teacher-offered curriculum
- Innovative – used with special populations such as Deaf and Hard of Hearing
- Strong research design-Published: Injuries reduced over two years

**Background:** In 1991, Michael Krupnick founded Heartsprings, a non-profit organization that developed PeaceBuilders. Dr. Dennis Embry, a developmental psychologist, created the program.

**Objectives:** The primary objective of Peacebuilders is to shift the school environment to focus on building respect for self and others and committing to dealing with violence. The program addresses risk factors that predict violence such as bullying and drugs and creating a peaceable environment in which teachers can teach instead of disciplining. PeaceBuilders is based on five basic principles: praise people, give up put-downs, seek wise people for advice and friendship, notice and speak up about hurts, and right wrongs.

**Description:** PeaceBuilders is a school-wide intervention that uses nine broad techniques for behaviour change (Embry et al., 1996): common language for ‘community norms’; real-life models and story characters who depict positive behaviours; environmental cues to indicate desired behaviours; role plays to increase the range of responses to conflict; rehearsals of positive responses to negative situations; rewards – both individual and group – for prosocial behaviours; reduction in threats to reduce reactivity; self- and peer monitoring; and activities to promote maintenance of change across time and context. This is accomplished in the classroom through teachers integrating the principles into their language arts, social studies and other instructional programs. The program uses strategies like PraiseBoards, PeaceCircles, class meetings, student story writing, art and drama to reinforce the concepts and skills and teach non-violent conflict resolution strategies. The goal is to have everyone in the school model these principles.

**Teacher Training:** Training is compulsory before receiving program materials. On-site training includes a 4-hour in-service for all school staff to learn the basics of the program and about brain science. The Teacher’s Pak includes an overview of the program, guides, activities, and a section on how to involve students’ families. An implementation plan specific to each site is developed. Some training packages also include student and staff leadership trainings, as well as a follow-up visit 3 to 4 months after implementation.

**Parent Involvement:** Parents are involved in yearly launches, assemblies, celebrations and fun activities.

**Did It Work? *Strong Research Design-Published.*** Initial outcomes over a 2-year period showed that schools participating in PeaceBuilders significantly decreased the rate of injuries related to fighting compared to comparison schools (Krug et al., 1997).

Flannery et al. (2003) conducted a study in Arizona with eight schools, measuring the effectiveness of the program with 4128 students in grades K-5. Students were either

followed for a period of 1 or 2 years, using a pre-post-test design. Measurements were done using students' self-reports (for grades 3-5), or one-on-one interviews (grades K-2), as well as with using teacher's self-reports and the Aggressive Behavior subscale of the Achenbach Teacher Report Form. The scores were compared to those of control schools, where the PeaceBuilders program was not implemented. The results showed that students in grades K-2 were rated significantly higher by teachers on social competence than control students, with moderate effects being found for the grades 3-5 students. The grades 3-5 students were also rated by teachers as less aggressive than non-intervention students and these changes were maintained over time. No behaviour changes were observed in the control schools.

**Suggestive Research Evidence-Unpublished:** Informal evaluations indicated decreases in self-reported bullying-related behaviours (e.g., joining in the bullying; fights, suspensions and disciplinary warnings) and increases in telling someone and trying to help (Rowe, 1998; Shott et al., 2000).

**Availability:** On-site training packages cost between \$1,750 and \$2,250 (US) plus travel. A Train-the-Trainers format is also available. Several program packages are available, including Elementary, Middle School, and K – 8 programs. For costs, contact Heartsprings, Inc., P.O. Box 12158 Tucson, AZ 85732; phone (520)322-9977; fax (520) 322-9983; email [info@peacebuilders.com](mailto:info@peacebuilders.com); or website: <http://www.peacebuilders.com/>.

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## Peacemakers

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### Key Words:

- Conflict resolution & peer mediation
- Grades 4 through 8
- Teacher-offered classroom curriculum; suggestions for changing school culture
- Strong research design-Published: Grade 4 to 8 students improved knowledge of skills and decreased aggressive behaviours

**Background:** Dr. Shapiro developed Peacemakers through the Applewood Centers in Cleveland, Ohio for students in grades 4 to 8. The program is primarily for classroom use, but may be used clinically with individuals or small groups of aggressive youth.

**Objectives:** The program is designed to reduce physical violence and negative interpersonal behaviour among students.

**Description:** Peacemakers is an 18-session (45-minutes each) curriculum using instruction and activities such as stories, writing exercises and role-plays. Sessions focus on understanding violence, peacemaking, personal strengths, values, pride, shame, self-esteem and the role of emotions in violence. Skills taught include anger control, avoiding conflicts, social problem-solving, effective communication and conflict resolution. The program focuses on cognitions, group dynamics, emotions and self-concept. The CD-ROM, The Coolien Challenge, is recommended to reinforce the program.

**Teacher Training:** The Applewood Centers train teachers looking at Peacemaker's how's and why's, and provide follow-up and evaluation consultation. The psychosocial content may be unfamiliar to teachers, so 6 hours of training is recommended.

**Did It Work? *Strong Research Design-Published:*** Shapiro, Burgoon, Welker and Clough (2002) conducted a pre-test/post-test control group study with 1400 students from grades 4-8. Student self-reports indicated significant increases in knowledge of psychosocial skills and decreases in aggressive behaviours at post-test for the program compared to the control group. Teacher-reports showed that program students had fewer disciplinary incidents involving aggression, used fewer mediation services and received fewer suspensions for violent behaviour than did control group students.

***Minimal Research Evidence-Unpublished:*** The Coolien Challenge CD-ROM was tested with 5000 students who used the program during their free time (Shapiro, Youngstrom, & Cockley, 2000). Using the CD alone, the program had minimal effect, producing only a few significant attitudinal and behavioural changes.

**Availability:** The Peacemakers Leader's Guide costs \$169.00 (US); student handbook, \$9.00 (US); and the Coolien Challenge CD-ROM costs \$89.00 (US0 for 20disk set). Facilitator training is available in one day sessions offered by J. Shapiro for approximately \$2500.00 (US) or \$3375.00 (CDN) per day plus travel. For more information contact the National Education Service at 1-800-733-6786 or [www.nesonline.com](http://www.nesonline.com). Materials are also available from Applewood Centers: Phone (216)741-2241 ext. 1254; email:afisher@applewoodcentres.org; or visit the web site: <http://www.applewoodcenters.org>.

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**Project WIN**  
**Laura Roberts, Roberts Educational Research**  
**Lansdale, Pennsylvania, USA**

**Key Words:**

- Conflict resolution
- Cooperation
- Grades 5 – 8
- Teacher-offered classroom curriculum
- Strong research design-Published: Grade 5 students had more cooperative attitudes towards classmates and conflict situations than control students; gains maintained at 2-month follow-up.

**Background:** Project WIN (Working out Integrated Negotiations) was originally developed for low-income, urban, young adolescents under Social Interdependence Theory to help students and teachers transform a competitive classroom into a cooperative classroom by changing the strategies that students use to resolve conflict.

**Objectives:** The aim of Project WIN is to help students learn ways of reducing conflict and competitiveness by teaching them effective strategies for ‘win-win’ situations rather than ‘win-lose’ situations in the face of conflict. It is hoped that students will learn to adopt cooperative values such as respect for self and others.

**Description:** The Project WIN curriculum consists of 18 sessions of 45-minutes. Each session contains exercises for students including worksheets, role-plays, games and brainstorming. Each lesson is based upon the two themes of Project WIN; transforming competitive contexts to cooperative contexts and negotiation strategies. Students are taught about respecting themselves and others, resolving conflict non-violently and strategies for non-violent conflict resolution and negotiations. While the program was originally developed for low-income urban adolescents, it can be modified for other groups. Either teachers or trained conflict resolution professionals can teach the program.

**Teacher Training:** No specific training is provided for teachers. The Project WIN manual contains all necessary information.

**Did it Work? *Strong Research Design-Unpublished:*** Roberts, White and Yeomans (2004) conducted a pre-test, post-test, control group design to evaluate Project WIN with fifth grade students: (program group N=19; control group N=15), most of whom were African American and received free or reduced cost school lunches. Program students developed reported greater liking of other classmates and more positive attitudes about teamwork. Intervention students also kept journals about conflicts they had experienced in school, the contents of which reinforced the quantitative results. Finally, 85% of intervention students achieved mastery of the curriculum. In contrast, at post-test, control students reported declines in liking, cooperative attitudes to classmates and teamwork.

In a 2-month follow-up, (Roberts & White, 2004) assessed children’s sense of community and the development of transforming power. The children’s sense of community persisted into two months, while their sense of liking their classmates increased over time (decreased for control students). Similar attitude change was also found for the students’ perceptions of trust among classmates, but positive changes in attitudes toward teamwork were not maintained at two-month follow-up.



**Availability:** The Project WIN curriculum costs \$35 (US). Contact Roberts Educational Research 44 Douglass Rd., Lansdale, PA 19446, phone (215)822-8623 or email: lrinchworm@comcast.net.

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**Resolving Conflict Creatively Program (RCCP)**  
**L. Lantieri, RCCP National Centre, New York, NY, U.S.A.**

**Key Words:**

- Conflict resolution
- Discrimination & diversity
- Kindergarten to Grade12
- Teacher-offered classroom curriculum, plus peer mediation training for select students
- Innovative: Four Video-taped lessons
- Strong research design-Published: Grades 2 to 6 children with more program sessions reported fewer hostile attributions and aggressive fantasies or problem-solving strategies than the control condition

**Background:** The RCCP promotes positive conflict resolution and understanding diverse cultures. *RCCP* began in 1985, a collaboration between a non-profit group, Educators for Social Responsibility Metropolitan Area (ESR Metro), and the New York City Board of Education. The RCCP National Center, established in September 1993, forms multi-year partnerships with school districts to support program dissemination.

**Objectives:** RCCP is designed to help teachers and students to become aware of choices for dealing with conflict; recognize and oppose prejudice; decrease violence and increase understanding among different cultures; and transform school culture into one that models values and principles of non-violent conflict resolution and respect for diversity. Currently, the RCCP program serves 6,000 teachers and 175,000 students in 375 schools in the United States.

**Description:** RCCP has separate elementary and high school curricula. The elementary program contains 51 weekly lessons of 30- to 60-minute duration each. It encourages teachers to integrate the instruction into all curriculum areas. Assertiveness, cooperation, negotiation, emotional expression, and countering bias are some of the topics. Student interaction is achieved through role-plays, discussions, and brainstorming; and practice the core skills of communicating and listening, appreciating diversity and opposing bias.

The high school RCCP is similar to the elementary program with an increased emphasis on ways to de-escalate confrontations that might lead to violence and an additional planning and needs assessment, a collaborative effort between teachers, parents, staff, students, and the community. The program also teaches students how to become more involved in their community and school to reduce conflict. This curriculum has three major units: 1) engaging the students; 2) concepts and skills of conflict resolution; and 3) concepts and skills of inter-group relations and bias awareness.

A peer mediation component gives children opportunities to use the conflict resolution skills learned in the classroom. Children in grades 4-6 are selected by teachers, classmates and/or an application process and receive additional training in mediation. Peer mediators work in pairs and may intervene in conflicts during lunch and recess.

Recently, a collection of video lessons was developed for Resolving Conflict Creatively including lessons on negotiation, mediation, inter-cultural mediation, and diversion and transformation.

**Teacher Training:** A 24-hour introductory course offers teachers information and practice of the skills they will teach. Teachers are trained to incorporate exercises into the regular curriculum to improve communication, conflict resolution and inter-group relations. Staff developers provide ongoing classroom follow-up and support, after school meetings with trained teachers, and advanced training. Administrator and support staff training is also provided to educate about the concepts and skills of conflict resolution, as well as to promote a leadership style that will effectively reduce aggressive behaviour.

**Parent Involvement:** A parent component called Keeping Peace in the Family consists of 10-12 hours over four workshops. The workshops cover the same topics as the teachers training.

**Did It Work? *Strong Research Design.*** The National Center for Children in Poverty evaluated RCCP (Aber, Brown, & Henrich, 1999) in a study that included over 5,000 children divided into four groups ranging from no program to integration of all program components. The RCCP children's aggressive thoughts and behaviours increased over time. However, those receiving a high number (25 or more) of RCCP conflict resolution lessons had significantly slower growth in self-reported hostile attributions, aggressive fantasies and aggressive problem-solving strategies compared to children with fewer than 25 lessons or none. Teachers of high-lesson children reported similar results: a significantly slower increase in aggressive behaviour and increased positive social behaviours and emotional control. On standardized reading and math achievement tests, high-lesson children showed greater improvement from pre- to post-test compared to the other groups. All children, regardless of gender or grade, benefited from the program; this was slightly increased for girls and slightly reduced for boys, younger children and those at higher risk for violence.

More recently, Aber, Brown and Jones (2003) studied 11,160 students investigating a number of child developmental issues including the effectiveness of RCCP. Students whose teachers taught more RCCP sessions were slower in developing hostile attributions towards others, aggressive negotiation strategies, aggressive fantasies, and depressive symptoms. Improvements were not dependent on gender or socioeconomic factors suggesting the acceptability of the program to diverse groups.

A 3-year study was conducted in 15 New York elementary schools with 2,543 children from a variety of ethnic and socioeconomic backgrounds (Brown, 2003). The children were classed into four groups based upon the amount of involvement they had with the RCCP program. The results showed that children, over a two year period, showed increases in math achievement. This demonstrates that the RCCP curriculum does not interfere with other classroom learning and may, in fact, help to increase scores. Children also self-reported lower levels of aggressive social-cognitive processes and behavioural symptomatology. Teachers also reported lower levels of negative behaviour, although these did tend to vary considerably between individuals.

***Suggestive research design.*** Preliminary results of a Milbank Memorial Fund's (1999) 4-year study noted teacher's reports that, after one year of the program, students in

grades 3, 5, 8, 10, and 12 improved their cooperative classroom behaviour, ability to understand other points of view, use of physical aggression, and positive attitude. The children were also more able to handle conflict without adult help and reduced verbal abuse (no statistical tests to determine significant pre- and post-test differences were conducted on any analyses). Student self-reports agreed.

Hare (2000) distributed the Resolving Conflict Creatively videotapes to libraries and organizations and requested feedback about them. Feedback was obtained from 95 of 296 surveys. Most found the mediation and negotiation videotapes enjoyable, effective in changing attitudes and realistic. While reactions to the inter-cultural mediation tape and the diversion and transformation tape were less favourable, the majority still found the tapes effective and potentially useful.

**How Did It Work?** Aber, Brown and Henrich (1999) concluded that RCCP had a significantly more positive impact the more lessons taught. An analysis of effects suggested that two years of the program are better than one. Brown's (2003) study suggests that RCCP is effective at reducing aggressive behaviour in children from diverse backgrounds, particularly of different gender, ethnic origin and socioeconomic status.

**Availability:** RCCP costs approximately \$2,500.00 (US) per teacher or \$98.00 per child for the first year, which includes classroom instruction with the RCCP curriculum, teacher training; follow-up visits by staff developers and ongoing teacher support. Contact: Linda Lantieri, RCCP National Centre, 40 Exchange Place, Suite 1111, New York, NY 10005; Phone (212)509-0022; Fax (212)509-1095; Email [llanteri@rccp.org](mailto:llanteri@rccp.org) or the website at: [www.esrnational.org](http://www.esrnational.org). A box set of RCCP videotapes and supplementary resources can be ordered from Triune Arts for \$445 (US) or purchased individually for \$90 (US) each. Ordering is available through the Triune web site: [www.triune.ca](http://www.triune.ca).

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**Responding In Peaceful and Positive Ways (RIPP)**  
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**Virginia Commonwealth University, Richmond, VA, U.S.A.**

**Key Words:**

- Conflict resolution
- Grades 6-8
- Teacher-offered classroom curriculum
- Strong research design-Published: Lower rates of fighting, weapons, suspensions; higher use of peer mediation; knowledge of conflict resolution skills.

**Background:** RIPP was adapted from the Violence Prevention Curriculum for Adolescents and was originally implemented in inner city schools of predominantly African American youth. It approaches violence prevention from a social-cognitive skills building perspective for students from grades 6 through 8. Information to adapt the program for other cultural and community differences is included in the manual.

**Objectives:** Program objectives include: increasing knowledge of violence; changing violence-oriented attitudes; developing skills to reduce students' involvement in violence.

**Description:** The RIPP curriculum emphasizes different concepts depending on student's ages. RIPP-6 (for sixth grade), is a 25 session program focusing on broad concepts of violence prevention such as discussion of individual differences, strategies to avoid violent situations and developing problem-solving skills. RIPP-7, a 12-session program, focuses on assisting students to use conflict resolution skills in their friendships. Lessons include listening skills and understanding their own feelings in the face of conflict. Finally, RIPP-8 is a 12-session curriculum that assists students in transitioning to high school. Lessons include different types of coping, positive risk-taking and the concept of forgiveness in relationships. All levels of the curriculum use games and group work to emphasize social problem solving, peer mediation and violence resistance skills. Students are taught to resolve conflicts through four non-violent options: resolve, avoid, ignore, and diffuse (RAID). RIPP suggests utilizing a peer mediation program.

**Teacher Training:** The authors recommend hiring a fulltime staff member, or training an existing staff member to teach the RIPP curriculum and coordinate the peer mediation program. Training for coordinators takes a number of days at the RIPP office in Virginia, but consulting with the program developers is also an option.

**Did It Work? *Strong Research Design-Published.*** Farrell and colleagues conducted research with predominately African-American students from low-income, sole-parent households in a high crime neighbourhood (Farrell, Meyer, & Dahlberg, 1996; Farrell, Meyer, & White, 2001). In 1996, class participation was staggered, with 260 grade 6 students starting the program in the fall and 317 in the spring as a wait-list control group. A gender analysis showed a significant decrease in physical fighting for boys in the program, but not for girls.

Farrell, Meyer and White's (2001) study of 602 6<sup>th</sup> graders, post-test program and control group comparisons concluded that youth receiving the program had significantly lower rates of fighting, weapons at school, and in-school suspensions. The program group used the peer mediation program significantly more and significantly increased their

knowledge of conflict resolution compared to the control group. However, there were no significant pre/post differences on the out-of-school suspension rates and self-report measures of behaviour and adjustment.

Farrell, Valois, Meyer and Tidwell (2003a) assessed the impact of both the RIPP-6 and RIPP-7 programs in several schools. In comparison to control schools that did not receive the program, students in intervention schools had more favourable attitudes towards non-violent solutions to problems. Girls in these intervention schools endorsed pro-social responses to conflict more often than girls from control schools. Further, students in control schools had higher rates of aggressive behaviours than the intervention group over the course of the two follow-ups. Students in the control schools were more likely to have brought a weapon to school than students in the intervention schools.

**How Did it Work?** An study of the RIPP-7 curriculum (Farrell, Meyer, Sullivan, & Kung, 2003b) and Farrell, Meyer and White's (2001) study of RIPP-6 noted that students who were at greater risk for engaging in violent behaviour at pre-test were most likely to benefit compared to those at low risk of committing violence at pre-test.

**Availability:** Contact: Youth Violence Prevention Project, Virginia Commonwealth University, 808 West Franklin St., Box 2018, Richmond, VA 23284-2018; Phone (804)828-8793; Fax (804)827-1511, website: <http://www.has.vcu.edu/RIPP/> The RIPP manual (Meyer et al., 2000) costs \$29 (US) from Kluwer Academic/Plenum Publishers, Order Department, P.O. Box 358, Accord Station, Hingham, MA 02018-0358, US. Phone (781)871-6600; Fax (781)871-6528; [or](http://www.springeronline.com) online at [www.springeronline.com](http://www.springeronline.com).

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## **Second Step: A Violence Prevention Curriculum Committee for Children, Seattle, Washington, U.S.A.**

### **Key Words:**

- Conflict resolution
- Kindergarten to Grade 3; Grades 4-5; Grades 6-9
- Teacher-offered classroom curriculum, plus suggestions for changing behavioural norms school-wide
- English, Spanish
- Strong research design-Published: Children in Grades 2 to 5, as well as Kindergarten were observed with decreases in aggression post-program and at 6 months and increases in pro-social behaviour.
- Suggestive research evidence with children in grades 5-8

**Background:** The Committee for Children in Seattle, Washington began developing violence prevention programs in the 1970s. Their programs have been widely distributed throughout North America. The Second Step curriculum is used with diverse ethnic populations and implemented in large urban as well as rural communities.

**Objectives:** Second Step was developed to meet two primary objectives: to reduce aggression and increase prosocial behaviours.

**Description:** The program consists of about 20 lessons for each grade that build sequentially as grade level increases. The formal lessons vary from 20 minutes at preschool to 50 minutes in junior high. The skills taught include empathy, impulse control, problem-solving and anger management. Teachers and other staff model these behaviours in interactions with students. Aspects of the program such as role-plays can be integrated into the regular curriculum.

The major format for elementary school students is 11" by 17" photo lesson cards that the teacher shows to the class, utilizing the lesson outline on the reverse. Lesson techniques include story and discussion, teacher modeling of the skills and role-plays. Transfer of training is encouraged through alerting students to opportunities to use the prosocial skills at school and home, and reinforcing them when they do.

The lessons for Grades 6-9 are divided into three levels: Level 1 contains foundation lessons and Levels 2 and 3 contain skill-building lessons. Each level includes discussion, overhead transparencies, reproducible homework sheets, and a live-action video. The three levels allow students to receive multi-year training in prosocial skills.

**Teacher Training:** Training is often provided through school boards by facilitators trained by the Committee for Children. Various training options are available.

**Parent Involvement:** Parents of elementary school children can learn to model and reinforce the skills at home. The Family Guide contains materials for group facilitators to conduct six group meetings, including a 30-minute overview tape, three skill-training videos, a scripted facilitator's guide, handouts and refrigerator magnets depicting the problem-solving and anger management steps.

**Did It Work? *Strong Research Design-Published.*** Grossman and colleagues (1997) conducted a randomized clinical trial among 790 2<sup>nd</sup> and 3<sup>rd</sup> grade students in six

matched pairs of urban and suburban elementary schools. In a pre-/post- and 6-month follow-up research design, independent behavioural observations indicated that physical aggression (e.g., hitting) decreased moderately from pre- to post-intervention for children in the Second Step program, but increased among the control school students. The decreases were greatest on playgrounds and in lunchrooms. At 6-month follow-up, program schools continued to show significantly lower levels of physical aggression. Verbal aggression did not significantly differ at post-program or follow-up. Neutral or prosocial behaviour significantly increased from pre- to post-program, but remained constant in the control sample. This pattern continued at 6-month follow-up. Parent and teacher ratings on the Child Behavior Checklist noted no significant changes in either prosocial or physical aggression for the program group.

Taub (2002) compared Second Step in a rural school with students from grades 3 to 5, to a no program comparison school. Data was collected pre-program, 4-months post and at 1-year follow-up. A time-series analysis of teacher ratings on the School Social Behavior Scales indicated that program students significantly increased prosocial and significantly decreased antisocial behaviours compared to pre-test, while the control students increased their antisocial behaviour in the same time period. Independent behavioural observations showed that program students did not significantly improve how they engaged with peers at 4 months post, but did significantly by 1-year. Other observed behaviours such as bothering other children and following adult's directions did not significantly improve at post- or follow-up times.

Moore and Beland (1992) studied 123 preschool and kindergarten students in either a program or control group. Due to the young age of the participants, students were interviewed to assess their knowledge and skill development. Students who received the curriculum exhibited significantly greater knowledge and skills (e.g., identify cues associated with different feelings, generate solutions for dealing with conflict situations, demonstrating appropriate verbal requests, and list ways to calm down when angry) than control group children. While preschool and kindergarten children improved following the curriculum, the older children scored better on knowledge and skills. Teachers observed students using problem-solving and anger-management skills in everyday situations in the classroom and while at play.

Botzer (2002) employed a pretest, posttest comparison group design with a 116 third grade program students compared to 71 non-program students using measures of delinquency, student aggression and affective skills. Program student's knowledge of violence prevention terminology improved, but did not produce dramatic changes in levels of aggression over the year of program implementation.

***Suggestive research evidence-Published.*** Bergsgaard (1997) used a two-year staged intervention with Grades 2 and 4 participating in Year 1 and Grades 1 to 4 in Year 2. Based on six 5-day observation and data-collection periods, several trends were noted in program children (no statistical tests were used to assess differences): 1) the number of conflicts decreased, with a greater decrease at year two of the program. The average number of conflicts per student decreased over the two-years; 2) teachers relied less on direct, punitive discipline and used more mediation approaches; and 3) the use of peer mediation increased from 0% to 19% over one year.



McMahon and Washburn (2003) used a pre-post-test design to evaluate the program with 156 African American students in grades 5-8 from a very economically deprived neighbourhood in Chicago. The students were measured on knowledge and skills, aggressive behaviour, psychological sense of school membership, empathy and impulsivity as well as peer ratings, and a teacher checklist. The students improved in knowledge, empathy and prosocial behaviour, but aggressive behaviour changes were dependent on grade, with more change in 7 and 8, and minimal to no change in 5 and 6.

**How Did It Work?** In early pilot studies (Beland, 1988; 1989; 1991), teachers highly rated the overall program, the lesson plan format, teacher's guide, ease of preparation and integration with other curricula, and ability to stimulate student interest.

**Availability:** Second Step has three elementary kits: Preschool or Kindergarten, Grades 1-3, and Grades 4-5 that together cost approximately \$877 (US). All materials can be purchased separately, with prices varying from \$139-\$279 (US). Videos, transfer-of-learning materials and the Family Guide and videos are extra. The junior high curriculum (levels 1-3) costs \$516 (US). Contact: Committee for Children, 568 First Avenue South, Suite 600, Seattle, Washington 98104-2804; phone: 1-800-634-4449; fax: (206) 343-1445; or through: <http://www.cfchildren.org/reachus.htm>.

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**The Sheffield Project**  
**Peter K. Smith, Goldsmiths College, University of London & Sonia Sharp,**  
**Educationleeds, England**

**Key Words:**

- Bullying
- Whole school approach
- Teacher offered curriculum
- Primary and secondary schools
- Innovative: Strong student involvement component is key. Students are encouraged to become directly involved in preventing bullying at their school.
- Strong Research Design-Published: Students decreased being bullied and their own bullying behaviour.

**Background:** The Sheffield Project is a whole-school anti-bullying program developed in 1991 by British researchers concerned with the levels of bullying in British schools.

**Objective:** To reduce bullying behaviours in schools, the Sheffield Project is a comprehensive program that works within the school and community.

**Description:** Activities are incorporated into many daily lessons. Curriculum exercises encourage students to discuss bullying, the effect of bullying on other students and how to prevent it. Students view a video that exemplifies a student being bullied with interviews from actual children who have been bullied. Accompanying the video is a kit with ideas for discussion, creative writing and drama projects. Secondary students receive a video and accompanying lesson about racism. A local theatre group also attends the schools to present a play about bullying and in primary schools.

Involving students in reducing bullying is a major component of the Sheffield project. Students can participate in numerous activities to have a direct impact on the quality of life at their school. Quality Circles allow groups of 5-6 students to discuss current problems at their school weekly, researching the problem, identifying its causes and coming up with solutions to these problems that they present to a group of adults. Victims of bullying receive assertiveness training and bullies receive individual attention for their actions. Schools are encouraged to develop "School Tribunals" in which students and staff are elected to be part of a 'court' that, when faced with an episode of bullying, hear the case and decide upon the appropriate consequences for the bully. Perhaps most innovative is restructuring the children's' playground space and time. Committees may rearrange recess and lunch breaks if bullying on the playground is a major concern. Alternatively, lunch supervisors may be given more status as disciplinarians and may undergo training to deal with bullying. Additionally, cooperative play and positive behaviour are encouraged. Schools are encouraged to establish "anti-bullying networks" that link them with organizations outside the school community.

**Parent Involvement:** Parents are encouraged to become involved with aspects of the program such as becoming lunchtime monitors or assisting with assertiveness training.

**Teacher Training:** Training sessions are provided to school staff including developing school policies against bullying & evaluation techniques and information. Generally, schools are offered about 15 hours of training.

**Did it Work? Strong Research Design-Published:** Smith and Sharp (1994) studied 27 schools using both quantitative (including the Bully/Victim Questionnaire by Olweus, 1991) and qualitative surveys with staff and students. Four comparison schools (1 primary & 3 secondary) had decided not to implement the program. Students in primary (elementary) intervention schools reported being bullied less often and being a bully less than control schools. Program students were less likely to join in on but did not change their perceptions of teachers' abilities to stop bullying. Secondary students were more likely to tell an adult if being bullied and noted that they were spoken to if they had engaged in bullying. Additionally, 90% of students recognized the efforts that their school had made to reduce bullying and 80% felt that these changes had improved their school climate.

**Suggestive Research Evidence-Published:** Eslea and Smith (1998) followed up with the original schools at 3-years, interviewing teachers and students about bullying in their schools. Of eleven schools that participated, nine developed and maintained anti-bullying policies and procedures. Their efforts had a positive impact on bullying: less bullying incidents were reported and these were of a less serious nature.

**How Did it Work?** Teachers and students commented on various aspects of the curriculum (Smith & Sharp, 1994): 97% of students liked the Quality Circles; 65% believed that they were more sensitive to bullying and tried to stop it. Teachers found the videos useful for generating discussion about bullying.

Over the three years of follow-up, boy's self reports of being bullied decreased. Girls reported an initial decrease but subsequent increase in verbal bullying at the 3-year follow-up. They reported being bullied most often by other boys and girls as opposed to being bullied by a single gender. Boys reported being bullied mostly by other boys. Schools that chose to implement the most aspects of the project into their curriculum experienced the most noticeable and positive effects.

**Availability:** A manual, *Tackling Bullying in Your School* by Sharp and Smith is available for about \$60 (CDN) to provide information about implementing the Sheffield Project. In the United Kingdom, a guidance pack is available at no charge to all schools. Other publications can be obtained from: [www.dfes.gov.uk](http://www.dfes.gov.uk).

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**SMART Team**  
**K. Bosworth, College of Education,**  
**University of Arizona, Tucson, Arizona, U.S.A.**

**Key Words:**

- Conflict resolution
- Grades 5 through 9
- Innovative – computer-based, multi-media violence prevention program
- Strong research design-Published: Grade 6 to 8 students increased knowledge of conflict resolution and intentions to use non-violent strategies.

**Background:** SMART Team (Students Managing Anger and Resolution Together), formerly known as SMART Talk, is a multimedia software program designed for universal violence prevention with students in grades 5 through 9. Kris Bosworth and colleagues at the Center for Adolescent Studies at the University of Indiana developed the program from 1993 to 1996.

**Objectives:** Objectives for this computer program include: learning about non-violent conflict resolution strategies and anger triggers; increasing intentions to use non-violent strategies and prosocial behaviour; and decreasing incidents of violent behaviour.

**Description:** SMART Team content is compatible with many conflict-mediation curricula. It contains 6 hours of material in 8 modules (about 15 minutes per module). SMART Team uses interactive interviews, cartoons, animation, graphics, personal stories and role modelling by celebrities and experienced teen mediators to present concepts. The program focuses on anger management, mediation, social skills, dispute resolution, and perspective taking. Students can access the modules independently for skill-building practice, information, or to resolve conflicts. A Dispute Resolution component includes the interactive “Talking it Out” program that guides two students that are actually experiencing conflict to resolve their problem through the software rather than with teacher or school intervention. This module may take up to 45 minutes to complete.

**Teacher Training:** No specific training needed or provided.

**Did It Work? *Strong Research Design:*** Bosworth and colleagues (1996; 2000) studied 558 students from grades 6 to 8 assigned to either the program or a control condition. Program students had access to SMART Talk software for 4 weeks in a computer lab, which they used independently during some classes and at free times. Some students were directed to use the software to resolve specific student-to-student conflicts. Relative to students in the control group, SMART Team students demonstrated significantly increased knowledge, such as understanding of how certain behaviours may escalate conflict, intentions to use non-violent strategies and what beliefs support non-violent solutions. A gender analysis indicated similar patterns and frequency of use for both boys and girls in the program group.

***Suggestive Research Evidence:*** In initial pilot studies of the SMART Talk/Team curriculum, Bosworth, Espelage, and DuBay (1998) administered pre- and post-test measures to student participants. After the program, students knew more conflict management terms and behaviours that can escalate a conflict. These students self-reported more prosocial behaviours and greater intent to use non-violent strategies in

conflict situations. The students got into less trouble at home and school than before, but the program did not increase students' confidence in handling conflict.

In an evaluation of the "Talking it Out" conflict mediation component of the SMART Talk/Team program, Bosworth (2002) interviewed 15 pairs of students who used the software to resolve their conflicts. In 14 cases, the students' conflict had been resolved after using the software. Five pairs of students returned to being friends afterwards and six pairs claimed that their friendships had improved. Three pairs reported being civil to each other, but not friends. The students appreciated the privacy offered by the software and the lack of teacher and school involvement in these disputes. A number reported using strategies from "Talking it Out" in other situations at school and at home.

**How Did It Work?** Students reacted positively to the software: 89% reported that it was easy to use; 91% stated that it was enjoyable; 68% found they learned a lot; and 79% would recommend it to friends (Bosworth et al., 1996).

**Availability:** The Smart Talk/Team software can be purchased through Learning Multi-Systems by phone 1-800-362-7323 or fax (608) 273-8065. Print the order form from the website: [www.lmssite.com](http://www.lmssite.com) and mail to Learning Multi-Systems, 320 Holtzman Road, Madison, WI, US, 53713. The cost of the program varies by the number of CD-ROMS purchased. One set of 2 CDs costs \$190 (US), 5 sets of 2 CDs costs \$390 (US) and 20 sets of 2 CDs costs \$790 (US). A network licence can be purchased for \$990 (US).

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**Steps to Respect: A Bullying Prevention Program**  
**Committee for Children, Seattle, Washington, U.S.A.**

**Key Words:**

- Bullying
- Whole school approach
- Bystander intervention approach
- Teacher-offered curriculum
- Grades 3-6
- Strong research design-**Published:** Students were less tolerant of bullying, reported less victimization & found assertive responses to aggression.

**Background:** Steps to Respect was created by the Committee for Children, the originators of the Second Step program. While Second Step is designed as a conflict resolution program, it has often been used to target bullying. The Steps to Respect program was specifically designed to educate students about bullying and bystanders. Steps to Respect and the Second Step are often used together and compliment each other.

**Objectives:** The Steps to Respect program is a whole-school approach, based on evidence that support from parents, community and all school personnel are needed for an effective anti-bullying program.

**Description:** Steps to Respect incorporates 11 anti-bullying lessons (20-30 minutes in length) and a literature unit of 7-10 lessons (30-40 minutes) that help students increase empathy for victims of bullies, manage their emotions, recognize bullying and how they may be contributing to it, and learn strategies to stop bullying. Skill lessons cover topics such as bystanders, recognizing bullying behaviour, friendship and assertiveness. At the conclusion of the first level of the program, students make an anti-bullying pledge. Lessons are semi-scripted and include activities that help children understand what it is like to be bullied and left out of activities in hope of raising empathy for victims.

**Teacher Training:** Teacher and school training is a critical part of the success of Steps to Respect. The Committee for Children recommends involving the entire adult school population to become supportive of the program and its intended outcomes; developing bullying policies, procedures and consequences. Committee for Children offers facilitator training on-site to train a small group of leaders who will develop the school-wide anti-bullying program. The on-site training not only trains teachers but also gets the entire school motivated to participate in Steps to Respect. If schools cannot attend a training session, the Steps to Respect kit includes a training manual and all necessary products (videos, handouts, etc.) to begin the curriculum.

**Parent Involvement:** Parent involvement is critical to the effectiveness of Steps to Respect. School personnel are provided with a presentation that explains the program, bullying behaviours, and how parents can support their children if they are being bullied. Children are given handouts that highlight important concepts, a brochure about bullying, and an annual newsletter for which compliment each lesson.

**Did it Work? *Strong Research Design-Published:*** Frey et al. (2005) conducted a pre-test/ post-test, 1-year follow-up control group evaluation of Steps to Respect. 571

students were observed on the playground and students each completed a measure about their experiences at school. Teachers completed checklists of student behaviour. At post-test, students in the intervention schools were less accepting of bullying and aggression, felt more responsible to intervene when witnessing bullying, and reported that adults were more responsive to reports of bullying than at control schools. Program students believed that assertive intervention behaviours were easier and reported less victimization than control students did. Teacher reports did not reflect significant differences in children's peer relationship skills, though Frey et al. attribute this to teachers lack of opportunity to observe children's friendship skills during school hours.

**How Did it Work?** Boys in the intervention group reported that finding that assertive responses to confronting bullying were easier than those at control schools. There was no difference in girls' perceptions of the ease of assertive responses in either condition. Boys increased their agreeable behaviour as compared to girl students.

**Availability:** Steps to Respect is available on the Committee for Children website: [www.cfchildren.org](http://www.cfchildren.org). The School-wide Implementation Support Kit costs \$249 (US). The entire Steps to Respect curriculum is \$699 (US). Individual curriculum modules are sold separately for \$219 (US) each. Contact by phone: 1-800-634-4449 ext: 6223. One-day staff training for up to 40 is available world-wide for \$1600 (US) plus travel. Two-day facilitator training is \$3000 (US) plus expenses. Facilitator training workshops are occasionally offered for \$429 (US) per person at various US locations.

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## STORIES

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### Key Words:

- Social Problem Solving
- Aggressive Behaviour
- Grades 2-5
- Teacher offered curriculum
- Can be modified for children diagnosed with emotional disabilities
- Strong research design-Published: Teacher reported less externalizing behaviours among less aggressive students after program. Gr. 4 & 5 students identified as aggressive at pre-test were less likely to support aggression at post-test.

**Background:** STORIES (Structure / Themes / Open Communication / Reflection / Individuality / Experiential Learning / Social Problem Solving) is a social problem solving approach to preventing aggressive behaviour. The program was designed to take advantage of stories as a means to organize human experiences and to teach social information processing and social skills.

**Objective:** By using the story format, the STORIES program intends to teach children, in particular aggressive children, empathy and to vocalize their feelings: two skills that aggressive children lack. Instead of using didactic teaching, STORIES allows children to explore their feelings and those of others in reaction to selected stories.

**Description:** The STORIES program contains 15, 1-hour long sessions in which teachers provide students with selected stories that exemplify the aggression reduction/social problem solving themes that the program hopes to impact. Each story includes a bully, a victim, and a bystander so that students can explore the emotions and actions of all three characters. Guided discussions allow children to identify the feelings, the intentions and goals of the characters, the actual impact of the character's behaviours, and how the characters execute and monitor their behaviours. Finally, students discuss the lessons learned by the characters. Children are encouraged to share their own similar experiences to further identify with the story characters.

**Teacher Training:** No specific teacher training is available, though a manual guiding instructors in the STORIES program is available.

**Did it Work? *Strong Research Design-Published:*** In a pilot study by Teglassi and Rothman (2001), 59 students in grades 4 and 5 participated in the STORIES program. The researchers intentionally included 17 students deemed to be aggressive by school records and reputation. Approximately half the students completed the program in the fall semester while the other half completed the program in the winter semester allowing for control data to be collected. Students and teachers completed measures to assess children's behaviour and aggressive beliefs before and after the program's implementation. All 15 program sessions were taped and transcribed and students were assigned "treatment-responses scores" based on their cooperation and participation in the program. Children judged to be less aggressive prior to STORIES improved in their teacher-rated externalizing behaviours while initially aggressive children worsened. In

self-report data, students identified as aggressive lowered their self-reported externalizing behaviour scores and beliefs supporting aggression.

Rahill and Teglasi (2003) comparing STORIES and another social skills program delivered to special education students in grades two through six (82 students with 19 in a control group that participated in unrelated counselling sessions). STORIES students were judged to have higher levels of cognitive growth than the two comparison groups and were judged by their teachers as more improved in their behaviours. The other measures yielded no significant differences among groups.

**How Did It Work?** Teglasi and Rothman (2000) noted that students responded to the program best in groups of six or less, indicating that more than one teacher may be needed to present the curriculum to larger classrooms of students.

**Availability:** The STORIES manual is available by contacting Hedwig Teglasi via email: [hteglasi@umd.edu](mailto:hteglasi@umd.edu); Phone (301) 405-2867, or mail: Department of Counselling and Personnel Services, University of Maryland, College Park, MD, 20742, U.S.A.. The cost of the manual has not yet been determined.

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**Student Created Aggression Replacement Training (SCARE)  
D. Scott Herrmann & J. Jeffries McWhirter, Arizona, USA**

**Key Words:**

- Anger and aggression management
- Middle school
- Teacher offered curriculum, though volunteers can offer
- Strong research design-Published: ‘At-risk’ middle school students had less aggressive attitudes at follow-up and considered themselves less aggressive than control students. No differences in a separate study with students not at risk.

**Background:** The program, developed in 1994, is grounded in Attribution Theory, which posits that hurtful behaviour is often perceived as aggressive when not intended to be.

**Objectives:** The program teaches anger management skills to middle school youth including emotions, such as anger, while recognizing alternatives to violence and making good decisions when in situations that could potentially become violent.

**Description:** The program consists of 16, 45-minute lessons that fall into three sections. “Recognizing Anger and Violence in the Community” presents statistics and media representations of violence. “Managing and Reducing Anger in the Self” provides pro-social strategies to reduce and handle students’ anger. “Diffusing Anger and Violence in Others” teaches students how to prevent potentially violent situations and strategies to resolve conflicts. The curriculum includes worksheets, group activities and discussions. Teachers are encouraged to use media examples of violence from their own communities.

**Teacher Training:** The manual contains information for teachers or volunteers with respect to implementing the program.

**Did it Work? *Strong Research Design-Published:*** Herrmann and McWhirter (2003) conducted a pre-test, post-test / 8-week follow-up control group design with 207 at-risk middle school students randomly assigned to the SCARE program or a vocational program. The students completed measures assessing anger and aggression behaviours, relations with peers, and attitudes towards guns and violence (Shapiro, 2000). School records of disciplinary behaviour provided information on actual aggression before and following the program. Program students considered themselves less angry and less likely to feel angry towards others at program end, but these were not maintained at 8-week follow-up. Program students had less aggressive attitudes at follow-up and assessed themselves as less aggressive than control group students. Importantly, however, Tarazon’s 2003 replication of Herrmann and McWhirter’s (2003) research by on children not ‘at risk’ found no significant differences between control and intervention students.

Sipsas-Herrmann (2000) employed methods similar to Herrmann and McWhirter to evaluate the program, with the curriculum delivered to not ‘at-risk’ students by trained senior citizen volunteers. These students had significantly lower levels of aggressive attitudes than control students at the end of the program and at follow-up. There was no differences between groups in other measures of aggression. The senior citizen volunteers also reported positive outcomes after training and teaching the program.

**Availability:** The SCARE manual includes all materials and teacher information to present the curriculum and costs for \$49.99 (US) from the Kendall/Hunt Publishing Company website at: [www.kendallhunt.com](http://www.kendallhunt.com).

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**Teaching Students to be Peacemakers**  
**D. Johnson, R. Johnson and E. Holdback, Cooperative Learning Center,**  
**University of Minnesota, Minneapolis, Minnesota, U.S.A.**

**Key Words:**

- Conflict resolution & peer mediation
- Kindergarten through Grade 12
- Internal teacher-offered curriculum and/or training cadre of peer mediators
- Strong research design-Published: Increased self-reported and observed use of constructive conflict skills

**Background:** Teaching Students to be Peacemakers, a peer mediation program, is now in its third edition. The program uses a peaceable classroom/peaceable school approach.

**Objectives:** Students learn to negotiate constructive resolutions to interpersonal conflicts and to help classmates do likewise through peer-mediation. Program objectives include: enhancing classroom learning; improving the quality of school-life; and learning non-violent conflict resolution skills.

**Description:** Teaching Students to be Peacemakers takes a total student body approach, training every student in the school to manage conflicts constructively, rather than only selecting a few to become peer mediators. This program is a 12-year spiral program. Every year, students learn increasingly sophisticated negotiation and mediation skills.

Topics include mutual problem solving, maximizing joint outcomes and strengthening liking, respect and trust. Students learn that negotiation is about solving problems; there are defined problem solving steps for both parties (i.e., state wants, describe feelings, give reasons for wants and feelings, reverse perspectives, together invent three possible solutions to maximize joint outcomes and reach agreement).

Students are taught to use this process for resolving disputes between two other parties (classmates); they become a mediator of disputes who facilitates problem-solving negotiations. Students are taught a four-step procedure: 1) end the hostilities, 2) ensure commitment to the mediation process, 3) facilitate negotiations, and 4) formalize the agreement by completing a Mediation Report Form.

Working at first in pairs, mediators are available to help schoolmates negotiate more effectively. When all students become skillful, the mediators may work alone. Applying mediation concepts through structured, planned academic controversies in the classroom is encouraged. This strategy allows students to practice their conflict skills daily by integrating the training into regular curriculum lessons.

To ensure that students manage conflicts constructively, a cooperative classroom and school environment must be established. All students and school staff must be oriented to and use the same procedures for resolving their conflicts. The responsibility for peer mediation is rotated throughout the entire student body so that every student gains experience as and expects to be a mediator.

**Did It Work? *Strong Research Design-Published:*** In a review of 7 studies where students from grades 1 through 9 received a 9- to 15-hour training in the negotiation and/or mediation process, Johnson and Johnson (1995; 1996) indicated that 5 studies used

control groups, 3 studies randomly selected classrooms and/or controls from the school, 1 study randomly assigned students to conditions and 4 studies rotated teachers across conditions. In three studies, researchers found a statistically significant increase in using constructive conflict management at post-test compared to the control groups, while significantly decreasing the use of threats to get others to give in, telling a teacher, withdrawal, and aggressive strategies. In one study, when trained students' pre-/post-test and pre-test/3-month follow-up scores were compared, there were statistically significant increases in knowledge and use of constructive conflict management at both time-points.

Three studies tested the generalization of negotiation skills to non-classroom settings. One study used student self-reports and parent-reports to investigate the spontaneous use of negotiation at home found that Grade 3 to 5 students trained in negotiation procedures reported using these skills at home and were able to identify an actual incidence where they did so. Parent-reports of students in Grades 1 to 3 indicated that parents had observed their children using negotiation skills in conflicts with their siblings and friends. A second study using trained observers in classroom and the schoolyard indicated that negotiation skills or the use of mediation happened in about 50% of the high emotional-investment (average duration of almost 13 minutes) conflict situations. In a third study, the control group did not differ from the program group before training, but differed significantly during and after training, resolving 40% of their conflicts. There were no differences between using the skills at school or at home or between the use of negotiation by girls or boys.

Johnson and Johnson (2002) conducted a meta-analysis, reviewing 16 studies that implemented Teaching Students to be Peacemakers in classrooms with grades 1-9. Trained students tended to use the program's mediation skills to resolve conflicts equally at home and at school. Trained students held positive attitudes towards the possibility of resolving conflicts. Teachers reported that their classrooms were more positive and less destructive after the program's implementation than before. Parents also reported students mediating conflicts at home using program concepts.

**Availability:** Teaching Students to Be Peacemakers (1991) costs \$32.00 (US), student worksheets are \$12.00 (US), and a 10-minute training video is \$30.00 (US) from Interaction Book Company, 7208 Cornelia Drive, Edina, MN 55435; phone: (952) 831-9500; fax: (952) 831-9332; or website: <http://www.co-operation.org/order.html>. For information or training, contact: Cooperative Learning Center, 60 Peek Hall, University of Minnesota, Minneapolis, MN 55455; phone: (612) 624-7031; or fax: (612) 626-1395.

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**Violence Prevention Curriculum for Adolescents**  
**D. Prothrow-Stith, Education Development Center, Newton, Massachusetts, USA**

**Key Words:**

- Conflict resolution
- Grades 9 through 10
- Teacher-offered classroom curriculum
- Strong research design-Published. Grade 9 to 10 students decrease in self-reported fighting (and for adaptation with Grades 6 to 8 students). Some mixed results.

**Background:** The Violence Prevention Curriculum for Adolescents is one module of the Teenage Health Teaching Modules program written by Dr. Deborah Prothrow-Stith of the Harvard School of Public Health. Learning to avoid violent situations and deal with anger in constructive, non-violent ways are the program's foundations. It can be utilized in a class or community setting and has been used in at least 7 countries. The program stands on its own or in conjunction with other modules of Teenage Health Teaching.

**Objectives:** Program objectives include learning to recognize the risks of violence, examining factors associated with violence and using analytical thinking strategies to avoid hostile confrontations and violence, as well as learn positive ways to express anger.

**Description:** This program targets Grade 9 and 10 students. The curriculum is 10-sessions, with 16-modules and includes videotapes, a teacher's guidebook, and student handouts. Role-playing hypothetical situations help students practice skills for handling anger and difficult interpersonal issues. Students investigate the nature of interpersonal violence and ways to prevent it; learn about homicide statistics and characteristics; the major risk factors for violence (alcohol and other drugs, weapons and poverty); examine causes of anger and healthy ways to express it; and analyze the positive and negative results of fighting and role-play what happens before, during, and after a fight, learning that the longer they let an altercation develop, the harder it is to stop. Finally, students discuss strategies for preventing fights and non-violent alternatives to fighting.

**Teacher Training:** A one-hour teaching training video is available.

**Did It Work? *Strong Research Design-Published.*** DeJong et al. (1989) developed a 110-item questionnaire to assess student's knowledge, acceptance of violence, handling conflict, positive and negative self-esteem, drug use, and aggression. Teacher ratings using the Child Behavior Checklist (CBCL) were also collected. A total of 347 students participated using a wait list control design so that control students that later received the program. The most consistent result was a significant decrease in self-reported fighting for the program group compared to the control group. Increased knowledge of violence, positive self-esteem, other's locus of control, and decreased arrests were self-reported at some program schools in comparison to control groups at post-test, but not at others.

DuRant and colleagues (1996) compared a 10-session version of Violence Prevention Curriculum for Adolescents to the Conflict Resolution: A Curriculum for Youth Providers with 209 grade 6 to 8 students. Students exposed to either curriculum self-reported significant improvements in three indices of violence: use of violence in hypothetical conflict situations, frequency of violence use and fighting within 30-day period. In addition, though, the Conflict Resolution students reported significantly fewer

fighting resulting in injury requiring medical treatment, while students using the Violence Prevention Curriculum for Adolescents did not.

Enger, Howerton and Stepp (1994) adapted the Violence Prevention Curriculum for Adolescents modules for 130 grade 7 students in a staggered design to create program and control groups. At post-test, the program group had significantly higher scores than control group on knowledge of violence in society, homicide, risk factors, anger triggers, ways of expressing anger, what leads to fighting, and alternatives to fighting.

**Suggestive research evidence-Published.** Farrell and Meyer (1997) used a staggered design with 452 grade 6 students in intervention and comparison groups with pre-, post- and follow-up testing. The effects of gender and school were controlled before the impact of the program was examined. Compared to those in the comparison group, boys in the program tended (not statistically significant) to have lower violent behaviour scores. There was no significant change on the violent behaviour score for girls. Item analyses showed lower rates of physical fighting and lower frequency of being threatened by someone with a weapon with the intervention group.

**Availability:** The *Violence Prevention Curriculum for Adolescents*, consisting of a teacher's guide, student handouts, and teacher-training video, costs \$149.95 (US). The teacher-training video can be purchased on its own for \$119.95 (US). Student handouts and transparencies are also available for \$29.95 (US). Contact: Education Development Center, 55 Chapel Street, Newton, MA 02458-1060; Phone: 1-800-225-4276; Web site: <http://www.edc.org>. Online ordering is available.

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**Aggressors, Victims & Bystanders: Thinking and Acting to Prevent Violence**  
**R. Slaby, Education Development Center, Newton, MA, U.S.A.**

**Key Words:**

- Conflict resolution
- Grade 6 through 9
- Teacher-offered classroom curriculum
- Strong research design-Unpublished: Students in Grades 6 to 9 showed **no significant improvements**.

**Background:** The program is based on the research of Dr. R. Slaby and developed by the Education Development Center to help students change negative thought habits. The program is part of a larger health curriculum, Teenage Health Teaching Modules, but can be used as a stand-alone conflict resolution approach. The module was developed for students in 6<sup>th</sup> to 9<sup>th</sup> grades and emphasizes the responsibility of bystanders in diffusing peer conflicts rather than staying part of the ‘silent majority’.

**Objectives:** Program objectives include examining everyday conflicts and personal beliefs about conflict and violence; learning the Think-First Model of Conflict Resolution; and developing new skills and strategies for handling conflict when in the role of an aggressor, a victim or a bystander.

**Description:** The 12-lesson curriculum focuses on the 4-step “Think-First Model of Conflict Resolution”: keep cool; size up the situation; think it through; and do the right thing. Topics covered include beliefs about conflict and the roles of aggressors, victims, and bystanders. Students engage in small-group discussions, art activities and role-plays to consolidate skills and expand options in dealing with conflict. Students may describe a scenario involving a potentially violent conflict and present two versions of how the scenario might conclude (i.e., with escalating conflict and non-violent resolution).

**Parent Involvement:** The program involves parents in several homework assignments in which students complete interviews or lesson handouts with family members.

**Did It Work? *Strong research design-Unpublished.*** Slaby, Wilson-Brewer and DeVos (1994) randomly assigned 237 students to either program or control classes, but without statistically significant results. Some trends were in the expected direction for program students (compared to control): decreases in adversarial problem definition, beliefs that aggression is legitimate, behavioural intentions, and some self-rated behaviours.

**Availability:** Contact: Dr. Ronald G. Slaby, Education Development Center, Inc., 55 Chapel St., Newton, MA 02458; phone 1-800-225-4276, ext. 2315; fax (617)244-3436 or email [Rslaby@edc.org](mailto:Rslaby@edc.org). The teacher’s manual costs \$59.95 (US): contact: Education Development Center, Inc., P.O. Box 1020, Sewickley, PA 15143-1020; phone: 1-800-793-5076; fax: (412)741-0609; email [edcorders@abdintl.com](mailto:edcorders@abdintl.com). The website: <https://secure.edc.org/publications/>

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**Lesson One: The ABC's of Life**  
**The Lesson One Foundation, Inc., Boston, MA, U.S.A.**

**Key Words:**

- Conflict resolution
- Kindergarten to Grade 5
- Internal teacher-offered curriculum with teacher training available; school-wide implementation recommended
- Strong research design - Unpublished: Improved teacher ratings on 13 behaviours and skills

**Background:** The Lesson One Foundation, Inc. was founded in 1976 as a non-profit organization with a mission to teach children important life skills that enhance opportunities for success in life.

**Objectives:** Lesson One aims to enhance children's integration of self-control, self-confidence, responsibility/consequences, thinking/problem solving, and cooperation.

**Description:** Classroom teachers deliver this 2-part curriculum after training. Part 1 institutes techniques such as pledges for success and self-control, and self-control time to promote classroom environment change. The second part provides skill development in problem solving and conflict resolution. Teaching techniques include: activities, class discussions, literature, stories, and workbook exercises.

**Teacher Training:** Two 3-4 hour workshops are available for teachers/staff and principals to train them in implementing the curriculum. The first workshop, *Lesson One Foundation Skills*, sets the groundwork for the program. The second workshop, *Lesson One Culminating Skills*, reviews the foundation skills and builds on concepts such as self-esteem and problem-solving. The Foundation will provide phone or e-mail follow-up.

**Parent Involvement:** A home kit is available for parents, allowing them to reinforce the skills presented in the program. The kit includes the ABC's of Life book with step-by-step instructions on implementation and bonus toys not included in the school kit.

**Did It Work? *Strong Research Evidence-Unpublished:*** Manning and colleagues (2002) conducted a pre-/post-test comparison group design study using teacher perceptions of over 1800 students from Kindergarten to Grade 5 (national sample). Teachers rated students on a 6-point scale from rarely to always on 13 behaviours or skills, such as keeps hands to self, respects other children's feelings by not teasing/calling names, and refrains from fighting verbally, physically or bullying. Controlling for pre-test differences, the post-test ratings of intervention teachers were significantly higher than the comparison group. Improvements were consistent across grade levels and all 13 skills/behaviours.

**Availability:** "Lesson One: The ABC's of Life" book is available in bookstores or online at: <http://www.lessonone.org/html/book.htm> for \$11.00 (US). Materials include a Teacher Guidebook for every classroom teacher, student workbooks for each grade, educational games and toys. The cost is based on the number of students, staff and classroom modeling sessions. The small kit is available for individual children and small groups for \$125.00 (US) each, while the large kit for groups of up to 30 children is \$300.00 (US) each. The home kit costs \$125.00 and includes magnets, toys, and the book. Posters and

magnets are also available, starting from \$20.00 (US). The pricing of teaching workshops varies depending on the number of staff. To order or for more information, contact the Lesson One Foundation, Inc., 245 Newbury Street, Suite 2F Boston, MA 02116; phone: (617) 247-2787; fax: (617) 247-3462; email: [info@lessonone.org](mailto:info@lessonone.org); or the web site: <http://www.lessonone.org/>.

#### Reference

Manning, C.F., Mohole, K., & Goodman Research Group (2002). *The Lesson One program results of a controlled pre and post study*. Unpublished. Cambridge, MA: Goodman Research Group, Inc. Available from the Lesson One Foundation.

**Lion's Quest Conflict Management Programs**  
**Lions Quest Canada, Waterloo, Ontario, Canada**  
**Thrive! The Canadian Centre for Positive Youth Development**

**Key Words:**

- Conflict resolution & bullying
- Sexual harassment for Grades 7 to 12
- Dealing with diversity
- Kindergarten to Grade 6; Grades 6-8; and Grades 9-12
- Teacher-offered classroom curriculum; school-wide activities to change school culture
- English & French
- Strong research design - Unpublished: Grades 7 and 8 students increased conflict-management. Teacher-noted behaviour changes in year two.

**Background:** Lions-Quest Canada, a not-for-profit organization, has developed a number of curricula to promote positive life skills and conflict resolution skills for students from kindergarten to grade 12. Programs fit within provincial curricula in language arts, health and personal life skills and social studies. Lions-Quest is now a part of Thrive!, the union between Lions Clubs International and Quest International.

**Objectives:** The objectives include changing attitudes about student's interaction; increasing knowledge of non-violent techniques for dealing with conflict; and fostering the behaviours that help children and youth put conflict resolution into action.

**Description:** The Working It Out: Tools for Everyday Peacemakers program is for children from kindergarten to grade 6. The program builds and reinforces three types of skills: problem solving, cooperation, and peaceful conflict resolution. Topics include: recognizing feelings, predicting consequences, resolving conflict, managing your own anger, dealing with others' anger and bullying and respecting diversity.

The Working Towards Peace: Managing Anger, Resolving Conflict and Preventing Violence program is for grade 6 to 8 students. The 22 lessons provide opportunities to learn and practice conflict resolution skills. Topics include managing anger, understanding conflict, choosing responses to conflict, dealing with bullies and using negotiation skills to deal with conflict.

The Exploring the Issues: Promoting Peace and Preventing Violence program was developed for students grades 7-12 and includes 19 sessions in five modules designed to help students understand attitudes and behaviours that can lead them from conflict to anger to violence. In module one, students analyze the causes and effects of violence, begin research assignments, and write proposals for learning projects that help reduce violence or teach others how to resolve conflicts peacefully. In the second module, students learn ways to manage their own anger, help others involved in conflict calm down, and practice empathetic listening. In the third part, students practice strategies for handling intimidation and sexual harassment and for resolving conflicts peacefully. They select and work on learning projects. The fourth module helps students plan ways to avoid or deal safely with violent situations and shares research on drugs, weapons, and

gangs. In the fifth module, students complete their learning projects, sharing their experiences in promoting peaceful conflict resolution within their school and community.

The Skills for Growing, Skills for Adolescence, and Skills for Action programs that focus on core competencies such as self-discipline, good judgement, and responsibility. These programs are for students in kindergarten to grade 12.

**Teacher Training:** Optional training workshops provide teachers with techniques to deliver the programs.

**Parent Involvement:** Active parent involvement with violence prevention is considered as one measure of positive school climate. Information about conflict management is shared at parent meetings and school climate committees. Some programs involve parents through letters and homework assignments that are sent home.

**Did It Work? *Strong Research Design-Unpublished.*** While the Lions-Quest materials noted over 60 evaluations of their programs, we identified two outcome studies. Laird and Syropoulos (1996) compared 1900 grade 7 and 8 students in three conditions: 1) the Skills for Adolescence curriculum; 2) the Working Toward Peace curriculum; and 3) used neither. After one semester, students in Working Toward Peace had the highest increase in knowledge of how to handle anger and conflict resolution. Students using Skills for Adolescence also gained significantly, but not to the same extent; the control group showed no significant gains. Grade point averages for students using either program increased over the first year, but not for control students.

After year two of Working Toward Peace, students showed a 68% decrease in violence-related referrals according to teacher's daily behaviour observations and logs of misconduct whereas those in the other two conditions showed no significant improvements. Students in Working Toward Peace also demonstrated five times as many prosocial interactions as students in the control condition.

***Suggestive Research Design-Unpublished.*** The National Strategy on Community Safety and Crime Prevention conducted a pre-post-test evaluation of the Skills for Growing program with students in grades 3-5. The students were better able to understand and express their emotions, to have satisfying interpersonal relationships, and to manage stress and change.

**How Did It Work?** Byrd (1996) conducted a content analysis comparing the Lion's Quest Conflict Management programs and Second Step program (Committee for Children). While both programs covered conflict management concepts well, the Lions-Quest programs more extensively covered areas such as bullying, prejudice and classroom conflicts. Other advantages included Lion Quest's continuity through to grade 12 and its explicit emphasis on enhancing school climate. In a cost-benefit analysis of materials, Lions-Quest was five times less costly, in Canadian dollars, than Second Step.

Academics from Brandon University (no date) evaluated the Skills for Growing and Skills for Adolescence programs reporting that educators highly recommend the programs, that they had more patience and understanding with students, and that students were better able to resist peer pressure.

**Availability:** Contact Lions-Quest via Thrive!, 1C-180 Frobisher Dr., Waterloo, ON, N2V 2A2 Canada. Phone toll-free: 1-800-265-2680, or fax: 519-725-3118. On-line at:

<http://www.lions-quest.ca/> Working It Out: Tools for Everyday Peacemakers costs \$9.95 (CDN). The set includes skill topic folders, teacher and family resources and handout masters for experiential activities for students in kindergarten to grade 6. Exploring the Issues: Promoting Peace and Preventing Violence, for students in grades 7-12, is available for \$30 (CDN). The three core skills programs have student packages starting from \$4.00 (CDN), the manual costs \$99.95 (CDN). Only the Skills for Adolescence program is available in French. For information about optional teacher training workshops and fees, contact: [kay@thrivecanada.ca](mailto:kay@thrivecanada.ca). In the US, phone 1-800-446-2700.

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## REACH/CHALLENGE

S. Kraizer, Coalition for Children, Denver, Colorado, U.S.A.

### Key Words:

- Conflict resolution & self-esteem
- Alternatives strategies to violence
- Grades 1 to 3 for REACH program and Grades 4 to 6 for CHALLENGE program
- For high risk elementary school children (REACH program)
- Teacher-offered classroom curriculum
- Strong research design - Unpublished: Students in the REACH program improved their behavioural skills

**Background:** Sherryll Kraizer created both REACH: For Elementary School Age Children and CHALLENGE: For Adolescents and Young Adults. These similar programs focus on developing the skills needed to boost self-esteem and resolve conflicts. The CHALLENGE program contains some instruction about dating violence prevention as well as self-esteem building.

**Objectives:** The REACH/CHALLENGE objectives are to introduce life skills that enable insight into emotions and experiences; and promote self-esteem and competency. The REACH program is specifically designed for high risk children.

**Description:** REACH program topics include communication skills, assertiveness, problem solving, self-esteem, handling put-downs and criticisms and taking personal responsibility. The manual includes class/group exercises and activities, flip chart or overhead outlines and suggestions for role-plays.

CHALLENGE includes problem solving, building self-esteem, prevention of sexual, physical and emotional abuse, and developing healthy relationships. It is used in classrooms or community settings. The material can be presented in ten 60 to 90 minute or twenty 30 to 45 minute sessions. Similar to REACH, the manual includes class/group exercises and activities, flip chart or overhead outlines and suggestions for role-plays.

Both programs are flexible. The 10 sessions can be used on their own or over the school year. The programs can be integrated into existing school programs.

**Teacher Training:** A one-day (6-hour) training session is available from the author, but the program can be utilized without this training.

**Parent Involvement:** Parent letters for each session are provided to inform the family of the focus of the program and what they can do to support these efforts at home. Materials to conduct a parent seminar describing the purpose and content of the program are included in the program manual to engage parents in the process.

**Did It Work? *Strong Research Design-Unpublished:*** In Kraizer, Witte and Fryer's evaluation, children receiving REACH had significantly better behavioural skill scores than the control group. The greatest impact was for children with the lowest self-esteem scores prior to the program. No evaluation results are available for the CHALLENGE program.

**Availability:** The REACH: For Elementary Age Children and CHALLENGE For Adolescents and Young Adults program manuals can be obtained for \$45.00(US) each from Sherryl Kraizer, Ph.D., Executive Director of the Coalition for Children in Denver, CO. It is recommended that each group leader have their own copy of the manual. Staff training is available at a cost of \$1,200 (US) plus travel expenses. Phone 1-800-320-1717 to order or online at [www.safechild.org](http://www.safechild.org) or [krazier@safechild.org](mailto:krazier@safechild.org) Online order forms must be mailed or faxed to the Coalition for Children, PO Box 6304, Denver, Colorado, 80206; fax 1-303-320-6328.

### **Reference**

Kraizer, S., Witte, S., & Fryer, G. E. (unpublished). *REACH/CHALLENGE: Evaluating the effectiveness of a new program for at-risk youth*. Denver, CO: Coalition for Children.



**Too Good for Violence**  
**The Mendez Foundation, Tampa, Florida USA**

**Key Words:**

- Conflict resolution & bullying
- Kindergarten to Grade 8
- School-based curriculum
- Strong research design-Unpublished data: Grade 3 students increased conflict resolution, emotional competency & communication skills.

**Background:** Too Good For Violence was originally a program entitled *A Peace-Able Place* also developed by the Mendez Foundation that was used in a number of elementary schools across the United States. The original program was supported by empirical research, however the Mendez Foundation altered the *A Peace-Able Place* to adhere to the same concepts of their other successful program, *Too Good for Drugs* and to be consistent with research indicating that successful primary prevention programs enhance the protective factors of norms, bonding, and skills in participants. The two programs, *Too Good for Drugs* and *Too Good for Violence*, can be used together or independently.

**Objectives:** The objectives of the Too Good for Violence program are to increase students' ability to solve conflicts non-violently and resist social influences, such as the media or their peers, which may contribute to violent behaviours. Too Good for Violence focuses on teaching students appropriate and inappropriate norms about violence, as well as techniques to help them bond with important individuals and institutions in their lives.

**Description:** The main components of the Too Good for Violence program are represented by the acronym, CARE. The program teaches students: **C**onflict resolution skills, **A**nger management, **R**espect for themselves and others, and **E**ffective communication skills. Too Good for Violence offers a developmentally appropriate curriculum for each grade level and each curriculum builds on the lessons learned the previous year. The kindergarten through grade 5 programs consists of seven 30-60 minute lessons, and the programs for grades 6-8 consist of nine 30-minutes lessons. Lessons for each grade level of the program vary, but focus on key elements such as cooperation, self-control, respect for self, and respect for others. Lessons are completely scripted for teachers and include various activities to make the concepts entertaining for students.

**Teacher Training:** The Mendez Foundation recommends that staff attend a 10-hour training session to learn the concepts of the program, the activities for each grade-level, and strategies to teach these concepts to students. The Mendez Foundation will occasionally offer traveling workshops in some school districts.

**Parent Involvement:** Parents receive two informational pieces in the school's newsletter for each year that the students are participating in the program. For students in Kindergarten through Grade 5, parents will also be able to help their children with homework exercises based on the day's lesson.

**Did it Work? *Strong Research Design-Unpublished:*** In a pre-test, post-test, control experimental design, 999 students of varying cultural backgrounds, and 46 teachers participated. At post-test, program children significantly increased emotional competency skills compared to control students. Program students reported more positive interactions

with others than control students: verified by teachers' observations. Teachers noted that program students used pro-social behaviours more often than controls, and had more positive social skills.

**Availability:** Contact the Mendez Foundation to schedule a teacher training session at 1-800-750-0986, or email the Foundation at [schase@mendezfoundation.org](mailto:schase@mendezfoundation.org). The cost of the program and related materials varies slightly with grade level. The curricula for all grades cost \$50 (US), workbooks for the students vary from \$10-\$15 (US), and other program materials such as posters and puppets, vary from \$10-\$20 (US). The online store has pricing information: <http://www.mendezfoundation.org/onlinestore/index.asp>.

### **Reference**

Mendez Foundation Education Centre (n.d.). *Too Good for Violence evaluation summary*.  
<http://www.mendezfoundation.org/educationcenter/app/researchbehind/index.htm>

**Vers la Pacifique / Pacific Path**  
**International Centre for Conflict Resolution and Mediation (ICCRM)**  
**Montreal, Quebec, Canada**

**Key Words:**

- Conflict resolution & peer mediation
- Kindergarten to Grade 12
- Internal teacher-offered curriculum and cadre peer mediation training
- French & English
- Strong research design-Unpublished: Improvements in pro-social behaviours after 2 years

**Background:** The Pacific Path program developed three curricula to launch a school-wide adventure along the pacific path: for preschool, elementary and secondary schools.

**Objectives:** The overall objective of the Pacific Path program is to prevent violence by promoting peaceful behaviours.

**Description:** To be implemented over two years, the program has two successive phases: conflict resolution and peer mediation. *Conflict resolution* teaches students how to resolve interpersonal conflicts peacefully in interactive class sessions. During the second phase, *peer mediation*, students learn to adopt mediation as a way to resolve conflict.

In the conflict resolution phase, 7 themes are first introduced in the kindergarten classroom: self-esteem, feelings, empathy, anger management, communication, listening and searching for solutions to a conflict. Each one of these themes will be further detailed and explained in subsequent years of the program. Additionally, the elementary school program develops the notion of conflict and presents to the students a 4-step process to resolve conflicts. The secondary school program integrates discussions around the themes of violence, self-image, and peer influence. Classroom sessions (50- to 90-minutes) can be divided into smaller segments for the younger children. Classroom activities include: role-play scenarios, arts and crafts, mimicking games, stories, team and group discussions, personal reflection and brief lectures. Sets of coloured posters and additional cardboard illustrations or symbols accompany each program.

In the peer mediation phase, students are selected and trained to help their peers resolve conflicts peacefully. Student mediators participate in a 10-hour training course before becoming active within the school or playground. The training provides students with additional information on communication and listening techniques as well as the mediation process and the role/commitments of a student mediator. Ample time is allocated for the students to practice mediation skills in a variety of situations. Mediation awareness workshops are also provided for the general student population.

**Teacher Training:** One-day ICCRM led teacher training sessions are available for both program phases. The training session on conflict resolution provides school staff with an overall understanding of the program, the implementation process, and success factors as well as an overview of the content and educational methods used. The peer mediation training presents the mediation process and basic principles, allows for practicing mediation skills and introduces the implementation process for both student and adult mediation services within the school.

**Parent Involvement:** A program targeting parents is currently under development. Parents will be informed of activities taking place in their children's school through various letters, pamphlets, and invitations to awareness or training sessions that introduce them to conflict resolution. Such activities are already underway in some schools with the coaching of ICCRM trainers. English training sessions for parents may be requested.

**Did It Work? *Strong Research Design-Unpublished:*** Although the English version of the Vers le Pacifique program - Pacific Path – has only just been launched, the French program has been continually evaluated since 1994. By Year 2 in a 3-year study, 5 schools had participated (3 schools implemented the program during the first year, whereas the other 2 served as controls, implementing the program the next year) with 1197 students in 48 classrooms in Year 1 and 2122 students in 96 classrooms in Year 2 (Rondeau, Bowen, & Bélanger, 1999). In the overall student population, there were statistically significant increases in prosocial behaviours after two years of the program. Student mediators (191) reported significantly less aggressive behaviours, less isolation and had greater self-control than their peers without special mediation training. The number of requests for mediated disputes declined in the second year of the program, with students in Grades 1 through 3 the most likely to seek peer mediation.

An evaluation of the Kindergarten program was conducted in 2001 (Vadeboncoeur, Rondeau, & Begin, 2001). Preliminary results demonstrate a 20% increase in the children's prosocial behaviours in competitive and cooperative situations.

The National Crime Prevention Centre, Justice Canada, is financing the implementation and evaluation of the second generation of the program that integrates all teaching and non-teaching school personnel, parents and members of the community in conflict resolution activities. The results of this 16-school, 3-year evaluation will be completed in the near future.

**How Did It Work?** Process evaluations indicate several components are necessary for successful implementation of the program: support of the school administration; collaboration between all school personnel; formation of a coordinating committee; integration of the program within the school's education planning; involvement of parents; regular evaluation; continuity across time and grade levels; and support of community partners (International Center for Conflict Resolution and Mediation, 2002).

**Availability:** The Conflict Resolution preschool program costs \$100.00 (CDN) and includes a facilitation guide, 10 coloured posters, 22 coloured cardboard illustrations, 2 storybooks and a CD. The program is available at all levels in French. The English secondary school programs are currently being developed. On-site training in Quebec, Eastern Ontario and New Brunswick (plus program materials) cost between \$1,000.00 and \$1,600.00 (CDN), while half- to 2-day training (plus program materials) at the ICCRM costs between \$180.00 and \$475.00 (CDN) per person. For additional information, contact: International Center for Conflict Resolution and Mediation, 2901, boul. Gouin Est, Montréal (Québec), H2B 1Y3; phone: (514) 598-1522; fax: (514) 598-1963; or visit: <http://www.iccrm.com>.

## References

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## **Conflict Managers Community Board Program, San Francisco, California, U.S.A.**

### **Key Words:**

- Peer mediation
- Grades 3 through 12
- School-wide approach through teacher-offered instruction to all students
- Suggestive research design-Published: Grade 4-6 student peer mediators resolved conflicts with siblings at home; parents confirmed (no control group).

**Background:** In 1981 the Community Board Program in San Francisco developed peer mediation programs for elementary, junior high and high schools. The Conflict Managers program originally trained selected students (cadre approach) to be conflict managers in the playground but later, in response to research, became a whole school approach.

**Objectives:** The primary goal of the program is to increase the number of peer conflicts resolved through non-violent means. Objectives include increasing student and teacher understanding of conflict, responses to conflict, communications skills, and using peer mediation to resolve conflicts.

**Description:** With a cadre approach, students selected for training received an intensive two-day training program that includes information about communication and conflict resolution strategies. These training sessions need a team of facilitators (2 experienced trainers and other adult volunteers) to provide instruction and supervise paired or small group practice sessions. Students participate in interactive presentations and role-plays to practice their dispute resolution skills. The skills include: the 4-part rule of conflict mediation (agreement to solve the problem; no interrupting; tell the truth; and avoid name calling); helping the disputing parties identify the problem; and framing a workable resolution. Once training is completed, teams of two 'Conflict Managers' are assigned to each recess period to handle non-physical conflicts.

**Teacher Training:** The key school personnel (teachers, administrator, counsellors) responsible for the *Conflict Manager* program need training from program developers.

**Parent Involvement:** Parent training and information sharing is encouraged to help parents understand and use conflict management skills with their children. Cards outlining the problem solving process and booklets explaining various mediation concepts and techniques can be distributed to parents.

**Did It Work? *Suggestive research design-Published.*** Gentry and Benenson (1993) reported that with training and a 10-week practice at school, 27 Grades 4 to 6 students generalized the resolution skills to at-home conflicts with siblings. Children reported a significant decrease in the frequency and intensity of conflicts with siblings. Parents confirmed this, seeing the children improving their ability to talk productively and act affirmatively towards siblings both during and after the conflict.

**How Did It Work?** Curry and Constantine (1999) collected information from 91 key informants through individual interviews and focus groups of grade 4 students, teachers, prevention specialists and school administrators. Successful implementation factors that were endorsed in every school included a commitment of site coordinators (available and

responsive to student needs) and a school-wide belief in the peer mediation process. All but one school mentioned support from teachers and incentives/recognition as critical to the program's successful implementation. Teacher support took the form of creating a "culture of constructive communication" among staff members (p.9). Incentives and recognition of student conflict managers included free hot chocolate after playground duty, special parties for all students who worked as conflict managers at school activities and special mention of their contribution to the school at school assemblies. Such incentives encouraged continued participation in the program after the initial enthusiasm may have waned. Staff from 60% of the schools considered the role of the prevention specialist in supporting and encouraging students as critical, especially as a model for the skills and attitudes associated with conflict resolution.

**Availability:** Manuals and videos for training either cadres of students or all students are available. The Classroom Conflict Resolution Training Gr. 3-6 and Conflict Managers Training Manual Gr. 3-6 cost \$44.00 (US) each; Training Middle School Conflict Managers (Revised, 1996) costs \$25.00 (US); Training High School Conflict Managers (Revised, 1996) & Conflict Managers in Action (VHS video) cost \$17.00 (US) each. Contact the Conflict Managers Program Coordinator at Community Boards, 1540 Market Street, Suite 490, San Francisco, CA 94102; Phone (415)552-1250; Fax (415)626-0595.

### References

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- Gentry, D.B., & Benenson, W.A. (1993). School-to-home transfer of conflict management skills among school-age children. *Families in Society*, 74(2), 67-73.

## **Olweus Bullying Prevention Programme (BPP)**

### **D. Olweus, Bergen, Norway**

#### **Key Words:**

- Bullying
- Kindergarten through Grade 12
- School-wide approach to change school culture, plus teacher-offered classroom curriculum, and individual instruction for students who bully or are bullied
- Suggestive research design-Published: Students in Grades 4 to 7 reduced reports of bullying and being bullied (no control group)

**Background:** The BPP is a universal, multi-component program to reduce and prevent bullying. Schools are the main arena for the program and school staff has the primary responsibility for introducing and implementing the program. Developed, refined, and evaluated in Norway by Dan Olweus in the early 1980s, the program has been replicated in a number of countries, including the United States, England and Germany.

**Objectives:** The BPP aims to increase knowledge and awareness of bullying; achieve active involvement on the part of teachers and parents; develop clear rules against bullying behaviour; and provide support and protection for the victims of bullies.

**Description:** Students are exposed to consistent messages from different sources and in different contexts with respect to the school's views of and attitudes toward bullying. The administration first completes a school-wide needs assessment by having all students complete an anonymous, self-report questionnaire that assesses the nature and prevalence of bullying in their school. A second step, holding a "school conference day", provides an opportunity for program consultants and school personnel to review the results of the survey and make specific plans for implementing the BPP during the upcoming school year. A committee guides the ongoing coordination of the school's efforts.

Classroom components include establishing and enforcing class rules against bullying during regular class meetings to discuss different aspects of bullying and adherence to classroom rules. Classroom activities include role-playing, creative writing exercises and small-group discussions.

Individual components include intervening with children identified as bullies and victims, and holding discussions with parents of involved students. Counsellors and school-based mental health professionals may assist teachers in these efforts.

**Teacher Training:** Teachers receive in-service training on program implementation.

**Parent Involvement:** Meetings with parents to foster their active involvement are considered highly desirable components both at the classroom and the school levels.

**Did It Work? Suggestive research design-Published:** Olweus (1994) conducted a large study with 2500 students from 42 schools/112 classes in Norway between 1983 and 1985 as part of a national campaign to address bullying. Participation in the BPP was associated with a substantial reduction (50% or more) in boys' and girls' reports of bullying and victimization at post-test and 1-year follow-up compared to pre-test scores across most grade levels. A similar reduction was reported using peer ratings of the number of students bullying others. Olweus reported a reduction in student-reported



general antisocial behaviours such as vandalism, fighting, theft and truancy. Significant improvements in the social culture in the classrooms that utilized the BPP were reflected in student reports of improved order and discipline, more positive social relationships, and a more positive attitude toward schoolwork and school in general.

Limber, Nation, Tracy, Melton and Flerx (2004) conducted an evaluation of the Bullying Prevention Programme in 18 American schools. Students were surveyed three times: pre-test, post-test one year after implementation and follow-up at 2-years. No control group was reported, although a sub-group of schools did not fully embrace the program and reported no significant decreases in bullying behaviours. The evaluation revealed a large decrease in students' reports of being bullied at one-year post-test, though these rebounded to pre-test levels at the 2 year follow-up. There were also decreases in bystander intervention behaviours at both data points though this could have been due to the reduction in bullying at the schools.

**How Did It Work?** Teachers from classes that implemented at least three of the essential components of the program (such as regular class meetings and establishing class rules) reported larger reductions in bully/victim problems than classes in which the implementation of the program-components was less widespread (Olweus, 1994).

Limber et al. (2004) found that boys reported a large decrease in being bullied at the end of the first year while girls reported no significant changes. Both boys' and girls' experiences of being bullied returned to pre-test levels at the 2-year follow-up. Boys reported large decreases in social isolation at 1-year follow-up and largely maintained this reduction at 2-year follow-up: girls reported no significant changes.

**Availability:** To obtain "How to Deal with Bullying at school: A teacher handbook" (Olweus, 1999) for \$35.00 (US) or the Olweus Bully/Victim Questionnaire contact Dr. Dan Olweus, University of Bergen Research Center for Health Promotion (HEMIL), Christies gt. 13, N-5015, Bergen, Norway; Phone 47-55-58-23-27; Fax 47-55-58-84-22; Email [olweus@psych.uib.no](mailto:olweus@psych.uib.no) or visit the website at: <http://www.clemson.edu/olweus/>

"Bullying at School: What we know and what we can do" (Olweus, 1991): available from Blackwell Publishers at 1-800-216-2522 for \$22.95 (US). "The Blueprints for Violence Prevention: The Bullying Prevention Program" (Olweus, Limber, & Mihalic, 1999) is \$12.00 (US) from the Center for the Study and Prevention of Violence, University of Colorado at Boulder, 900 28th Street, Suite 107, 439 UCB, Boulder, CO 80309-0439; Phone (303)492-1032; Fax (303)443-3297; Email [Blueprints@colorado.edu](mailto:Blueprints@colorado.edu); or via web site <http://www.colorado.edu/cspv/blueprints>.

Training in the Olweus Bullying Prevention Programme is available in two formats: "Train the Teacher" and "Train the Trainer." Teacher training and ongoing consultation is offered in schools for approximately \$4500 (US) plus travel costs. Information and arrangements for training including "Train the Trainer" programs is on the website: <http://www.clemson.edu/olweus/training.html>.

## References

Limber, S.P., Nation, M., Tracy, A.J., Melton, G.B., & Flerx, V. (2004). Implementation of the Olweus Bullying Prevention programme in the Southeastern United States. In P.K. Smith, D. Pepler, & K. Rigby (Eds.), *Bullying in schools: How successful*

- can interventions be?* (pp. 55-79). Cambridge, United Kingdom: Cambridge University Press.
- Olweus, D. (1994). Annotation: Bullying at school: Basic facts and effects of a school based intervention program. *Journal of Child Psychology and Psychiatry*, 33(7), 1171-1190.
- Olweus, D., Limber, S. & Mihalic, S.F. (1999). *Blueprints for violence prevention book nine: Bullying prevention program*. Boulder, CO: Center for the Study and Prevention of Violence.

**Project Peace: A Safe-Schools Skills Training Program for Adolescents**  
**D. de Anda, School of Social Welfare and Social Policy,**  
**University of California, Los Angeles, California, U.S.A.**

**Key Words:**

- Conflict resolution
- Grades 6 to 12
- Internal teacher-offered classroom curriculum
- Suggestive research design-Published: Grade 9 to 12 students improved school climate, support for non-violence methods (no control group).

**Objectives:** To reduce aggressive behaviour by teaching the causes of violence and cognitive-behavioural strategies for controlling emotions that lead to conflict escalation; encouraging the use of non-violent solutions; and changing attitudes about the acceptability of violence in peer interactions.

**Description:** Based on cognitive-behavioural principles, the program uses a 3-step stress method to reduce anger arousal, change self-talk, and use non-violent coping responses. The ten 55-minute instructional sessions, a review and a culmination session include statistics, video depictions, discussions of violence in society; and self-talk cognitive-restructuring exercises to learn alternative strategies to violence.

**Did It Work? Suggestive research design-Published.** de Anda, (1999) conducted testing pre- and post-program with 157 high school students. They significantly improved their perceptions of school climate, suggesting an increased sense of safety at school. Neither ethnic nor gender differences were noted. The frequency of school staff and peer interactions also increased significantly from pre- to post-test. Students reported significantly increased support for using non-violent methods in potentially threatening situations and a significant decrease in accepting aggressive behaviour, the right to engage in violence given provocation, and the need to redress affronts through violence. However, there were no significant improvements in attitudes towards gangs and weapons. Although no ethnic differences were detected, a gender analysis of attitudes towards violence found girls were more accepting than boys at post-test. Scores on an anger control scale did not significantly change, however, skills and knowledge significantly improved, with no significant differences based on ethnicity or gender. Students self-reported decreased violent behaviours and other's increased use of non-violent conflict resolution strategies.

**Availability:** The Project Peace Leader's Manual (1997) by Diane de Anda is \$17.95 (US); the Project Peace Workbook is \$3.95 each; a Test Booklet Package (40 sets of pre/post-tests) is \$39.95 (US). Phone Castalia Publishing at (541) 343-4433.

**Reference**

de Anda, D. (1999). Project Peace: The evaluation of a skill-based violence prevention program for high school adolescents. *Social Work in Education*, 21(3), 137-149.

**Working Together to Resolve Conflict**  
**Conflict Research Project, University of Florida, Department of Special Education,**  
**Gainesville, FL, U.S.A.**

**Key Words:**

- Conflict resolution and peer mediation
- Grades 7 through 9
- Internal teacher-offered curriculum and small group peer mediation training
- Suggestive research design-Published: Reduced discipline in 1 of 3 schools

**Objectives:** This program encourages changes in school culture with the objectives of enhancing students' prosocial behaviour and the quality of teacher-student interaction.

**Description:** The curriculum consists of 5 units: understanding conflict; effective communication; understanding anger; handling anger; and peer mediation. The first 4 units are usually covered in 3 lessons (approx. 45-minutes each), while the last provides an overview of peer mediation. The teacher's guide includes suggestions for activities, skill building practice activities for students and blackline masters for class handouts.

The peer mediation training and student workbooks are designed for a minimum of 12 hours of training (2-day workshop). Topics include: confidentiality; understanding conflict; examining beliefs about conflict; communication skills; multicultural issues; and the peer mediation process. A peer mediation agreement form is also included.

**Teacher Training:** Staff are provided 1- and 2-day in-service workshops on teaching conflict resolution skills and strategies for effective school-wide implementation.

**Did It Work? *Suggestive research design-Published:*** In a 3-year study by Smith, Daunic, Miller and Robinson (2002), one of three program schools reported a significant reduction in the number of student disciplinary incidents from pre- to post-test. The other two schools showed a trend in this direction. Most disputants that sought peer mediation were satisfied and adhered to the mediation agreement for at least one week after resolution. Most of the 270 trained peer-mediators used mediation skills in informal conflict; parents reported seeing them use the mediation skills at home.

**Availability:** The Working Together to Resolve Conflict curriculum costs \$47.00 (US) and the Peer Mediation Training Manual costs \$30.00 (US) for the teacher version and \$25.00 (US) for the student version. Online order form: <http://www.coe.ufl.edu/CRPM/order.htm> and mail to: Conflict Research Project, University of Florida, Department of Special Education, Gainesville, FL 32611. Information about staff training on the website: [conflict@coe.ufl.edu](mailto:conflict@coe.ufl.edu)

**Reference**

Smith, S.W., Daunic, A.P., Miller, M.D., & Robinson, T.R. (2002). Conflict resolution and peer mediation in middle schools: Extending the process and outcome knowledge base. *Journal of Social Psychology, 142*(5), 567-586.

**Alternatives to Violence Educational Program for Youth (AVEPY)  
Calgary John Howard Society, Calgary, Alberta, Canada**

**Key Words:**

- Violence prevention
- Bullying prevention
- Off-site, volunteer presented program
- Grade 7 students
- Suggestive research design-Unpublished: Students learned the AVEPY concepts after the program.

**Background:** Based on Alternatives to Violence programs for adults in community and prison situations, AVEPY was developed out of community concern that youth violence appeared to be increasing. Calgary's city hall created a task force that recommended educational programming as violence prevention for children, youth, and families.

**Objective:** The philosophy of AVEPY is building a sense of community. In workshops, students learn to develop self-respect and respect for others that contributes to a sense of community, which hopefully creates a non-violent environment.

**Description:** AVEPY workshops are 2-days located away from students' schools. The curriculum is presented by trained volunteers that can accommodate 30 children per workshop. Students learn program affirmation, communication, cooperation, conflict resolution and community building through direct instruction, role-plays, discussion and games. In lessons on affirmation, students learn that all people have positive and unique qualities. Communication lessons focus students' attention developing effective communication strategies while cooperation lessons allow students to work together to solve problems. The lessons on conflict resolution use all of the skills the students have learned to that point in the workshop to find positive solutions for everyday problems. The community building lessons are incorporated into all facets of the program in the hopes that students will develop a stronger sense of community.

**Teacher Training:** AVEPY requires at least one teacher from the children's' school to be present in order for program concepts to be adopted and modelled at the school.

**Parent Involvement:** Parents are invited to attend a 3-hour information session and are encouraged to volunteer for future program presentations. The philosophy is that parents be involved, as this will help program concepts be adopted and modelled to students.

**Did it Work? *Suggestive Research Design-Unpublished:*** Gougeon (2001) conducted a pre-test, post-test design on 228 seventh-grade students who participated in the AVEPY workshops. A measure was created that contained three scenarios to represent the concepts learned in AVEPY workshops, students decide whether they agreed with the behaviours exemplified in the situation and briefly discuss why. Students learned the concepts presented though they already had a high level of knowledge about cooperation and respect before the program.

In consumer satisfaction evaluations (B. Pederson, personal communication, January 14, 1999) teachers found the program worthwhile and believed that program

concepts could easily be integrated into general teaching lessons. They found students to be more conscious of others, particularly of students that are left out of student activities.

**How Did it Work?** Girls were more knowledgeable in 4 of the 5 AVEPY learning areas before the workshops and increased their skill level to 5/5 program concepts after attending the workshops. Boys began the workshops understanding 3/5 AVEPY concepts but regressed to understanding only 2/5 concepts at post-test. In students' written responses to evaluation questions, girls generally understood empathy better than boys.

**Availability:** Contact Calgary John Howard Society to schedule AVEPY. Phone: (403) 264-0060; see the website at: [www.johnhoward.calgary.ab.ca](http://www.johnhoward.calgary.ab.ca). The program costs approximately \$25 (CDN) per student for the two-day workshops which includes consultation with the school, on-going support, and the 3-hour parent information night.

### Reference

Gougeon, T.D. (2001, January). *Alternatives to violence educational program for youth, AVEPY: Program evaluation*. Calgary, AB, Canada: Dugrene Enterprises.

**BeCool**  
**James Stanfield Company, Santa Barbara, California U.S.A.**

**Key Words:**

- Bullying & teasing
- Kindergarten – Grade 12
- Teacher-offered classroom curriculum
- Suggestive research design-Unpublished: With children from Kindergarten to Grade 5, a reduced need for discipline (no control group)

**Objectives:** The objective of the entire BeCool program series is to cultivate impulse control, empathy and self-awareness in students throughout their school experience.

**Description:** The BeCool conflict resolution program uses videos and class exercises to highlight 3 ways to react to difficult situations: 1) be hot and blow-up; 2) be cold and give up; or 3) be cool and in control. The kindergarten to grade 2 modules (5 modules with 9 videos) target 4 areas: coping with criticism, teasing, bullying and anger. A 4-step plan to deal with anger and be assertive is presented and reinforced throughout. CD-ROMs supplement the videos with 6 interactive games using everyday situations to provide young elementary school children opportunities to practice the skills.

The Grade 3-5 modules focus on the same 4 major areas (5 modules; 13 videos). Children are taught to identify valid criticism, nagging and hot and cold responses to teasing. Dealing with bullying, peer pressure and expressing anger constructively are presented in the 4-step plan format.

The Gr. 5-7 curriculum deals with disrespect, failure/frustration and rejection (4 modules; 8 videos) introducing children to self-talk skills for handling problems. The Gr. 7-9 program targets coping with criticism, teasing, bullying and anger (5 modules; 9 videos). Students are taught not only how to handle difficult peer interactions, but also how to relate to authority figures (e.g., parents, teachers). *BeCool* strategies for “keeping emotions in check” and “letting reason kick in” are a focus in the skill development. A second series (4 modules; 2 videos) teach students to distinguish between “give and take versus demands”, intimidation, threats, and insolence and the negotiation skills needed to resolve these situations effectively.

The Gr. 10-12 program re-introduces coping with teasing, anger, criticism, and bullying using age-appropriate scenarios and skill development (4-module; 14-videos). Aggressive behaviour, social withdrawal and loss of self-esteem are portrayed as the consequence of letting one’s emotions rule in everyday conflict situations.

**Teacher Training:** Teacher videotapes come with each module of the program, providing a short introduction to the concepts and skills presented.

**Parent Involvement:** The teacher videotapes can also be used to introduce parents to the concepts and skills used in the program.

**Did It Work? Suggestive research design-Unpublished.** Approximately 150 students participated in pre- and post-testing using a short bullying questionnaire (O’Connell, 2001). The school’s time-out citations, warnings and number of student suspensions across categories (e.g., violence to students, violence to staff, sexual harassment, teasing)

were all reduced in the year following the program; and student self-reports of bullying also lessened. However, no analyses were conducted to determine if these improvements were statistically significant.

**How Did It Work?** Student satisfaction ratings (O’Connell, 2001): Many thought the program helpful and recommended its use in other schools. Parents of young children liked the videos. Some parents of older children reported changes such as less fighting and taking more responsibility at home.

**Availability:** Each age-level series (K – Gr.2; Gr. 3-5; Gr. 5-7; Gr. 7-9; and Gr. 10-12) comes with 4 to 5 individual modules with at least 3 videos and a teacher’s guide for each. The entire BeCool series for kindergarten to grade 12 is available for \$3995.00 (US). Individual modules can be purchased separately to target one problem area (i.e., coping with criticism, teasing, or bullying) at a specific grade level for \$149.00 to \$189.00 (US) or for approximately \$599.00 (US) per grade level series. To order contact: James Stanfield Co., Drawer: WEB, P.O. Box 41058, Santa Barbara, CA 93140; phone: 1-800-421-6534; or fax: 1(805)897-1187. Order forms online at: <http://www.stanfield.com/order.html>.

### Reference

O’Connell, K. (2001). *Final report for the conflict resolution grant for Gallager Elementary in Virginia City, Nevada*. Unpublished. Santa Barbara, CA: James Stanfield Company.



**Bully B'ware: Take Action Against Bullying**  
**Bully B'ware Productions, Coquitlam, B.C., Canada**

**Key Words:**

- Bullying
- Sexual harassment
- Kindergarten through Grade 10
- Internal teacher-offered curriculum with emphasis on school culture change
- Suggestive research design-*Unpublished*: Elementary school reported reduced vandalism costs and suspension rates

**Objectives:** The program objectives are primarily directed to adults (teachers, parents and school personnel) to decrease the incidence of bullying. The objectives include enhancing the school environment so students report incidents of bullying.

**Description:** The Bully B'ware program identifies bullying as a power difference between the victim and the bully with the intent to hurt, embarrass or humiliate. Different types of bullying are described in the student curriculum (physical, verbal, relational bullying, sexual harassment). A video entitled, *Bully Beware: Take Action Against Bullying*, illustrates the 4 types of bullying with scenarios between students from grades 5 to 8. The video teaches students how to handle different bullying situations and is suitable for grades 1-10. The teacher's guide, *Blackline Masters*, provides suggestions for both classroom and school-wide activities. Posters with themes, such as bullying hurts – “we can stop it, bullying hurts”; “take a stand, and bullying hurts: and “bullying hurts and keeps on hurting” - support the anti-bullying school-wide and classroom campaign.

The website (<http://www.bullybeware.com/moreinfo.html>) supplements the program materials with information and activities that a school-wide approach to the problem of bullying with the purpose of changing school culture.

**Teacher Training:** The Book for Educators provides background and suggestions for teaching anti-bullying techniques in the classroom and school. The materials can be used to develop a policy for dealing with bullies and their victims, as well as strategies to motivate and mobilize the majority of students that are bystanders. Teachers can order bookmarks that contain helpful and informative tips for all age groups.

**Parent Involvement:** The Book for Parents: How Parents Can Take Action Against Bullying addresses parental concerns about bullying and provides parents with information on how to best handle bullying situations with their children.

**Did It Work? *Suggestive research design-Unpublished*:** Seddon (2001) reported on the 3-year implementation and evaluation of the Bully B'ware program with 300 students from Kindergarten to Grade 6. In the first year of the program, the cost of vandalism to school windows decreased from \$2,200.00 to just over \$300.00. During the 2<sup>nd</sup> and 3<sup>rd</sup> years of the program, a restorative justice approach to vandalism was instituted. Out-of-school suspension rates dropped from 34 before the program, to 10 after one year, 4 after 2 years of the program (no tests of statistical significance were conducted on these rates).

**Availability:** The Bully B'ware school package contains 2 copies of the video, 5 copies of the teacher's book, two sets of blackline Masters and a poster set for \$269.95 (CDN).

Individually the blackline masters cost \$12.95 (CDN); poster set for \$24.95 (CDN); 100 bookmarks for \$20.00 (CDN); the video for \$99.00 (CDN); the book for educators for \$19.95 (CDN); and the parent book for \$19.95 (CDN) from Bully B'ware Productions, 1421 King Albert Avenue, Coquitlam, British Columbia, Canada V3J 1Y3; Phone/fax: 1-888-552-8559; Website is: <http://www.bullybeware.com>; or e-mail [bully@direct.ca](mailto:bully@direct.ca).

### **Reference**

Seddon, C. (2001). *Seaview Community School report*. Unpublished. Port Moody, BC: Author.

**Creating the Peaceable School**  
**R.J. Bodine, D.K. Crawford and F. Schruppf, NCCRE, Urbana, IL, U.S.A.**

**Key Words:**

- Conflict resolution
- Grades 1 through 12
- Internal teacher-offered curriculum; school-wide implementation to impact school climate
- Suggestive research design-Unpublished: Violence related behaviour decreased over 6 years (no control group)

**Background:** Conflict resolution programming in schools began in the 1970s. Creating the Peaceable School: A Comprehensive Program for Teaching Conflict Resolution is a recent addition to this movement, in 1994 by Conflict Resolution Educators.

**Objectives:** Conflict Resolution Education is designed to teach students positive resolution methods such as negotiation, mediation and group problem solving. The program is designed for school-wide implementation to impact the school culture.

**Description:** Six skill areas are covered: building a peaceable climate; understanding conflict; understanding peace and peacemaking; a 6-step mediation, negotiation and group problem-solving process. The lessons are directed at the entire school staff to encourage changes in the school culture through modelling in addition to teaching the skills. Sample letters, agreement and contract forms are included in the manual (request for mediation, mediator contract, mediation contract).

**Teacher Training:** In-service training, consultation, or two day workshops are available for this program from the authors. The teacher curriculum follows the same 6 skill areas.

**Did It Work? *Suggestive research design-Unpublished:*** The District of Columbia instituted this program in 1993. Pre- and post-test data were collected from participating senior high schools (Grades 10 to 12) using the Youth Risk Behavior Survey (CDC, 1988). Bodine, Crawford and Schruppf (2001) reported that violence-related behaviours (i.e., carrying guns and/or physical fighting in the past 30 days) decreased significantly from 1993 pre-test to the 1999 post-test.

The State of Tennessee outcome evaluation was based on statewide student suspension rates from 1997 to 2000 (Bodine et al., 2001), comparing data on schools trained in the Creating a Peaceable School model and the state average. The findings (note that no tests of statistical differences were conducted) suggest decreases in suspension rates exceeding the State average for districts that sent 50% or more of their schools to be trained (39% versus 14%, respectively). The four school districts that made major commitments to the program were among those with the greatest decrease in suspension rates for the state (greater than a 60% decline).

**Availability:** “Creating the Peaceable School: A Comprehensive Program for Teaching Conflict Resolution (2nd edition)” costs \$45.95 (US) for the manual, \$15.95 (US) for the student workbook/manual, and \$125.00 (US) for the 40-minute video. Contact the Research Press web site at <http://www.researchpress.com/scripts/product.asp?item=4763> or download the order form at <http://www.resolutioneducation.com>

For information and training contact: Dick Bodine, National Center for Conflict Resolution Education, President, CRE, P.O. Box 17241, Urbana, IL 61803; phone: (217)384-4118; fax: (217)384-4322; visit the web site at [www.resolutioneducation.com](http://www.resolutioneducation.com); or email: [dick@resolutioneducation.com](mailto:dick@resolutioneducation.com)

### **Reference**

Bodine, R.J., Crawford, D.K., & Schrupf, R. (2001). *Implementation results for Creating the Peaceable School and Conflict Resolution Education programs*. Unpublished. Urbana, IL: National Center for Conflict Resolution Education.

## QUIT IT!

M. Froschl, B. Sprung and N. Mullin-Rindler,  
Wellesley College Center for Research on Women, Wellesley, MA, U.S.A.

### **Key Words:**

- Teasing & bullying
- Kindergarten to Grade 3
- Internal teacher-offered curriculum
- Suggestive research design-Unpublished: Reduced teacher-observed teasing and bullying

**Background:** Quit It! is one of the curriculum products developed as part of the Project on Teasing and Bullying. Since 1997, the project has explored links between sexual harassment and bullying. The project, now headed by Nancy Mullin-Rindler, continues to address the role of gender in school bullying. Curriculum strategies are best situated in a comprehensive school-wide approach.

**Objectives:** Reducing bullying behaviour is the aim of this curriculum.

**Description:** This 10-session curriculum uses role-plays, group discussions, exercises, and writing/art activities to help students differentiate teasing and bullying.

**Teacher Training:** Training is tailored to the needs of each group. Common themes include: the role of gender, bystanders, and courage in addressing bullying in the elementary grades. With schools that demonstrate a willingness to commit to school-wide strategies to reduce bullying, the Olweus model is presented.

**Parent Involvement:** Ideas for communicating with parents about bullying and the Quit It! Program are in the teacher's guide. The Project on Teasing and Bullying offers workshops to parent groups and community organizations that increase awareness about bullying, promote strategies for intervening and reinforce connections with the school.

**Did It Work? Suggestive research design-Unpublished:** Neither control group nor tests for statistical significance were conducted: Froschl and Sprung (2001) reported a 45% reduction in teacher-observed incidents of teasing and bullying at post-compared to pre-test. A 29% increase in adult involvement in observed incidents was also noted.

In a 2-year evaluation, Froschl and Sprung (2000) reported a 35% reduction in teacher-observed teasing and bullying and a 130% increase in staff involvement in these incidents (no test of statistical significance was conducted). Teachers reported that recipients of bullying or teasing more frequently responded verbally than physically after participating in the program, especially for the boys.

**How Did It Work?** Teacher-reports indicated that many activities suggested in the curriculum guide were easy to incorporate into the ongoing curriculum (Froschl & Sprung, 2001); the number of activities implemented increased over a 2-year period (Froschl & Sprung, 2000).

**Availability:** "Quit It! A Teacher's Guide on Teasing and Bullying for Use with Students in Grades K-3" (1998) costs \$19.95 (US) from Wellesley Centers for Women, Wellesley College, 106 Central Street, Wellesley, MA 02481; phone: (781) 283-2500; fax: (781) 283-2504; email: [wcw@wellesley.edu](mailto:wcw@wellesley.edu) or refer to website: [www.wcwonline.org/bullying](http://www.wcwonline.org/bullying).

For additional information about the program and fees for training (staff and parent) contact: Nancy Mullin-Rindler at (781)283-2477 or email [nmullinr@wellesley.edu](mailto:nmullinr@wellesley.edu).

### **References**

- Froschl, M. & Sprung, B. (July 12, 2001). *A collaboration between Educational Equity Concepts and Jefferson School to address teasing and bullying in Grades K-3: Evaluation summary*. Unpublished. Wellesley, MA: Wellesley College Center for Research on Women & Educational Equity Concepts.
- Froschl, M. & Sprung, B. (September, 2000). *Addressing teasing and bullying: A collaboration between Educational Equity Concepts and P.S. 75. Summary of evaluation report*. Unpublished. Wellesley, MA: Wellesley College Center for Research on Women & Educational Equity Concepts.

**Safe and Caring Schools (SACS)**  
**The Society for Safe and Caring Schools and Communities (SACSC), Edmonton,**  
**Alberta, Canada**

**Key Words:**

- Bullying and conflict resolution
- Harassment
- Respecting diversity
- Kindergarten to Grade 12
- Teacher-offered classroom curriculum, plus school-wide approach that address school culture change
- Innovative – integrated approach to curriculum delivery, school climate, family and community involvement through a province-wide initiative
- English, French, Aboriginal, and International languages
- Suggestive research design-Unpublished: Elementary students improved knowledge of bullying and conflict (no control group) and teacher-reported behavioural improvements

**Background:** The Alberta Teachers Association’s Safe and Caring Schools Project has developed four major programs: Supporting a Safe and Caring School; Toward a Safe and Caring Curriculum; Supporting a Safe and Caring Teaching Profession; and Toward a Safe and Caring Community.

**Objectives:** SACS aims to encourage school practices that model and reinforce socially responsible and respectful behaviours so that learning and teaching can take place in a safe and caring environment. The program focuses on both adults and students.

**Description:** The program promotes integrating violence prevention into every subject area in the regular school curriculum. A series of resource materials are available that promote this model including: building a safe and caring classroom; developing self-esteem; respecting diversity and difference; anger management and dealing with bullying and harassment; and conflict resolution skills.

At the school level, resources such as Supporting a Safe and Caring School: Principals’ Best provide strategies for implementing and strengthening a school- wide approach. Workshops for adults and older teens from the community reinforce the modelling of prosocial, non-violent behaviours extending beyond classroom and school.

**Teacher Training:** Trained facilitators provide in-service workshops at both elementary and secondary school levels, which provide the knowledge and skills to integrate violence prevention into many aspects of school life and learning.

**Did It Work? Suggestive Research Design-Unpublished:** A 3-year formative evaluation with students and teachers in 7 elementary schools has been conducted with preliminary findings available (Mather, 2002). A comparison of students’ pre- and post-test scores indicated a statistically significant increase in knowledge related to violence and bullying. At post-test, teachers reported an increase in observed incidents of sharing and respect and a decrease in incidents of physical and psychological bullying.

**How Did It Work?** Teachers reported several factors that facilitated implementation of the program: relevancy and age-appropriateness of the materials; ease of integration within regular curriculum; and the common language provided by the program to the school as a whole (Mather, 2002).

**Availability:** Approved by Alberta Learning, the SACS curriculum resources are available in English, French, Aboriginal and international languages with prices starting from \$15.00(CDN). For information on training or to order materials, contact the Society for Safe and Caring Schools and Communities by mail at #504 Barnett House, 1010-142 Street N.W., T5N 2R1, Edmonton, AB; phone (780) 447-9487; fax (780) 455-6481; email [office@sacsc.ca](mailto:office@sacsc.ca) or visit the website: <http://www.sacsc.ca/resources.htm>

### **Reference**

Mather, V. (2002). *Meeting with the Minister of Learning*. Unpublished. Edmonton, AB: SACS (Safe and Caring Schools) Project.



**Teasing and Bullying: Unacceptable Behaviour Program (TAB)**  
**M. Langevin, Institute for Stuttering Treatment and Research**  
**Edmonton, Alberta, Canada**

**Key Words:**

- Bullying and teasing
- Grades 4 to 6; adaptable for Kindergarten to Grade 3
- Teacher-offered classroom curriculum
- Suggestive research design-*Unpublished*: Grade 3 to 6 students improved attitudes towards victims of bullying and children who stutter (no control group)

**Background:** TAB was designed by Marilyn Langevin to help deal with bullying and improve attitudes toward children with differences, especially those who stutter.

**Objectives:** TAB aims to promote children taking responsible action through changing attitudes towards teasing and bullying and toward children with differences; mobilizing peers to become active; encouraging those who bully to change their behaviour; and teaching a problem-solving approach that uses conflict-resolution strategies.

**Description:** TAB can be used by teachers in the classroom or by other professionals in small group and individual sessions. The TAB program is suitable for grades 4 to 6, but is adaptable for kindergarten to grade 3. The program contains a video depicting victims, peers and children who bully working together to solve problems. Lesson plans with discussion topics and in-class activities supplement the video. Student activity handouts are included in the program materials. There are also parent handouts and conflict resolution posters included in the 6 teaching modules.

Topics covered include understanding teasing and bullying, respecting and celebrating differences, when and how teasing becomes bullying, how it feels to be bullied, strategies for dealing with teasing and other kinds of bullying, building positive relationships and self-esteem, and making a mediation plan.

**Teacher Training:** The TAB manual contains background information on bullying and suggestions for implementing the program.

**Parent Involvement:** The program includes parent information and family activities that are done in the home.

**Did It Work? *Suggestive research design-Unpublished.*** Langevin (1998) conducted a pre- and post-test study with 900 grade 3 to 6 students. Attitudes were measured by a questionnaire developed for the study. Post-program scores indicated that significantly more positive attitudes towards victims, bullying and children who stutter.

**How Did It Work?** 77% of teachers rated the teacher's manual as clearly or very clearly presented; most described the content as practical, useful, relevant, and interesting and 92% of the teachers would recommend the program (Langevin, 1998).

**Availability:** TAB includes a video and manual with student and family exercises, and costs \$142.00 (CDN) with discounts for multiple program orders. Order forms can be obtained online at <http://www.tab.ualberta.ca/ordformcan.htm>, then mailed or faxed to the Institute for Stuttering Treatment and Research (ISTAR at 3<sup>rd</sup> Floor, Aberhart Centre

Two, 8220 – 114 Street, Edmonton, Alberta T6G 2P4; Phone: (780)492-2619; Fax: (780) 492-8457; or E-mail: [istar@ualberta.ca](mailto:istar@ualberta.ca) for more information.

### **Reference**

Langevin, M. (1998). *Teasing and bullying: Unacceptable behaviour (TAB). Field testing report* (Revised edition). Edmonton, Alberta: Institute for Stuttering Treatment and Research.

**START (Skills To Act Responsibly Together) Now!**  
**E. Belanger, Sturgeon School Division, Morinville, Alberta, Canada**

**Key Words:**

- Social skill development
- Bullying
- Conflict Resolution
- Grades 1 through 9
- Local youth worker presents the curriculum to all students
- *Consumer Satisfaction-Unpublished* Students and teachers reported being satisfied with the program. Students, particularly younger students reported often using skills they had learned in the program in different situations, and teachers reported hearing students using the principles during school time.

**Background:** The START Now! program was implemented in Sturgeon County schools in 2000 as a means of developing a proactive approach to the positive development of social skills in the County's youth.

**Objective:** The START Now! program aims to reduce conflicts and bullying, while teaching students about respect, diversity, peer pressure, and positive relationships.

**Description:** Youth worker, Ellen Belanger, delivers the START Now! program to a number of Sturgeon County schools. The Grades 1-6 program is 11 weeks in length and the program for students in grades 7 through 9 is 10 weeks long. The same concepts are taught in different ways to all students; Communication and Self-Awareness, Anger Management and bullying, Problem-Solving and Cooperation, and Respecting Diversity and Differences. Teaching methods vary depending on the age of the students but generally involve the study of a story, novel, or film, age-appropriate videos, worksheets, art projects, and games that enhance cooperation. Recently, an additional community development component had been added to the Junior High program. Activities involved in this aspect of the program have had students stocking local food bank shelves or serving tea and lunch at a volunteer event. Students are encouraged to get involved with school and community activities and apply their newly developed social skills in these situations.

**Teacher Training:** No specific training is offered, though teachers should attend the START Now sessions offered in their classrooms. Teachers and students are often left with copies of the day's worksheets to further discuss the concepts in their classrooms.

**Parent Involvement:** Youth worker, Ellen Belanger, contributes a column to the schools' monthly newsletter so parents can be informed about their child's activities. She is also available for consultation, advice, and validation for parents who choose to contact her with concerns about their children.

**Did it Work? *Consumer Satisfaction-Unpublished:*** Consumer satisfaction data collected to evaluate the effectiveness of START Now! revealed that students generally found all lessons to be helpful with satisfaction for individual lessons ranging from 71% to 98%. Students were asked whether they had opportunities to use the skills they had learned during START Now! and the places where they had used the skills (e.g. in the

classroom, on the playground, at home, or other places). Younger students generally used START Now! skills more often than older children, though reports of use of these skills still ranged from 29% to 72% for children in grades 7 through 9. Students used START Now! skills to stop bullying, stop another person from telling racist jokes, and cooperating with others. The majority of teachers the topics beneficial (excluding one teacher who felt that gangs and diversity were irrelevant because such issues were not present in that school). Teachers also reported that after participating in START Now! students seemed more cooperative and positive towards each other and they heard students using program concepts during play and school exercises.

**Availability:** The START Now! program is also being compiled into a manual that will be published in future. For more information, contact Ellen Belanger at Sturgeon County (780)939-4320 extension: 114; Address: 9613 100 Street, Morinville, Alberta, T8R 1L9, or email: [ebelanger@sturgeoncounty.ab.ca](mailto:ebelanger@sturgeoncounty.ab.ca)

**Tools for Getting Along: Teaching Students to Problem Solve**  
**Aggression Intervention Research Project, University of Florida, Department of**  
**Special Education, Gainesville, FL, U.S.A.**

**Key Words:**

- Anger management and problem solving
- Grades 4 and 5 high-risk students
- Internal teacher-offered classroom curriculum and peer-mediated group discussions
- Consumer Satisfaction only-Unpublished: Teachers liked the program but students may not be applying the concepts to real life situations.

**Objectives:** To understand and deal with anger and frustration in order to prevent aggressive or disruptive behaviour.

**Description:** Two versions of the curriculum. The 15 lesson version includes problem solving approach, problem recognition, preventing frustration and anger, while the last nine lessons cover the six problem solving steps outlined in lesson one. The 20 lesson version adds five role play lessons to supplement the curriculum. The lessons are designed for 2-3 times per week, with each session lasting 30-40 minutes.

The curriculum contains student and teacher discussion materials, worksheets, and transparencies. The latest version includes 6 additional booster lessons to reinforce the concepts in the 20 lessons and activity suggestions for the children to use in real life.

**Teacher Training:** Project staff provide one or two day workshops on implementing the curriculum.

**Did it Work? Consumer satisfaction only-Unpublished:** The program was first implemented in 19 fourth and fifth grade high-risk classrooms (Daunic & Smith, 2002). After each lesson, teachers answered feedback and a social validity questionnaires. Most teachers found the curriculum easy to follow, the lessons appropriate and the information relevant. The role plays were especially effective at generating classroom discussion.

**Availability:** Tools for Getting Along: Teaching Students to Problem Solve curriculum costs \$40.00 (US). The three-ring binder contains 20 lessons, plus 6 additional booster lessons. Online order form: <http://www.coe.ufl.edu/CRPM/order.htm> and mail to: Conflict Research Project, University of Florida, Department of Special Education, Gainesville, FL 32611. For staff training information contact: [conflict@coe.ufl.edu](mailto:conflict@coe.ufl.edu).

**Reference**

Daunic, A.P. & Smith, S.W. (2002). *Tools for getting along: Teaching students to problem solve curriculum*. Retrieved from the Conflict Resolution/Peer Mediation Research Project Web site: <http://www.coe.ufl.edu/aggression/materials.htm>

## SEXUAL HARASSMENT AMONG YOUTH

**Sexual harassment is “unwanted and unwelcome sexual behaviour, which interferes with your life ... is not behaviours that you like or want (for example, wanted kissing, touching or flirting). It includes put-downs or negative comments about your gender. It is deliberate and/or repeated sexual or sex-based behaviour that is not welcome, not asked for and not returned” (Ontario Secondary School Teachers’ Federation, 1994, p.2).**

The intent of sexual harassment is to demean, embarrass, humiliate or control another person on the basis of their gender or sexual orientation (Boland, 1995). Most of the literature on sexual harassment has focused on women in the workplace or university students with their relevance to girls and young women left unclear (CRI-VIFF, 1999). As with dating violence, it took some time to acknowledge that girls and young women experience such abuse long before reaching university or college. Sexual harassment is an all too familiar part of the everyday experience in the lives of girls and young women. Berman and colleagues (2002) characterize sexual harassment as one of the most omnipresent and rampant forms of gender-based violence, which many girls face daily.

Either adults or peers may sexually harass youth, although peer harassment is most common. The school is but one setting in which sexual harassment occurs. The family, neighbourhood and, now, the Internet are contexts in which sexual harassment occurs. Student-to-student sexual harassment was recognized in the early 1990s as a ‘possible’ school problem that may be impacting the learning environment for female students. Early studies in Quebec by the Quebec Federation of Teachers (CEQ, 1984 cited in CRI-VIFF, 1999) suggest that our perception of student-to-student harassment in school changes over time. Until girls are about age 10, we see them as being teased and bullied by boys (e.g., have their skirts lifted, tripped, threatened, punched), but we are more likely to label such experiences as sexual harassment when the girls are older than 10 years. This perception is coloured by the sexually charged nature of relationships between girls and boys as they reach the teen years.

Studies of the experiences of students have established sexual harassment as a pervasive and persistent form of violence experienced often on a daily basis for the majority of girls and young women. For example, the 1994 study by the Ontario Secondary School Teachers’ Federation (OSSTF) found that over 80% of the more than 150 young women (45% of boys) surveyed had been sexually harassed by another student and 20% by school staff (1% of boys). The range of sexual harassment reported within a school setting was extensive: sexual comments, jokes, gestures or looks (80% of responses); touched, grabbed or pinched in a sexual way (60%); negative comments made about your gender (54%); had sexual rumours spread about you (48%); intentionally brushed up against in a sexual way (39%); had your way blocked in a sexual way (24%); shown, given or left sexual pictures, photographs, illustrations, messages, or notes (23%); called gay or lesbian (22%); had clothing pulled in a sexual way (21%); flashed or mooned (19%); had clothing pulled off or down (10%); forced to kiss someone (11%);

had sexual messages written about you on public walls (10%); forced to do something sexual other than kissing (9%); spied on while dressing or showering (6%). In all cases except one (being spied on), girls were at least twice as likely to report experiencing the sexual harassment as boys. Girls reported more serious and negative impacts on their school performance than did the boys, such as difficulty concentrating, fear, ill at ease, lowered self-esteem and lower grades. These results parallel those of major and national studies in the United States (see Kopels & Dupper, 1999).

Too often sexual harassment is viewed by students, staff and parents as just part of life ... no big deal! Denial, dismissal, minimization have all been used by the general public to mask the reality as reported above.

### **What We Know About School-based Sexual Harassment Prevention**

The 1990s was to school-based sexual harassment prevention as the 1970s was for sexual abuse prevention – a time of recognition and development. Some of these program developers acknowledge sexual and other forms of harassment as extensions of teasing and bullying behaviours and preludes to teen dating violence and woman abuse in adult years (Stein, 1995). Sexual harassment has been characterized as the gateway or training ground for children and youth into legitimating and normalizing the domination and violation of females by males and the submission of females to this victimization (Berman et al., 2002), that is, gender inequality becomes articulated, reinforced and firmly established. The message to girls is that they are of lesser value and hold a subordinate position in the grand scheme of a male dominated social system (Alliance of Five Research Centres on Violence, 1999).

Fundamentals that have been suggested for a comprehensive approach to eliminating sexual harassment include:

- Development of written policies and complaint procedures;
- Identify and respond to all incidents;
- Create a school climate that supports gender equality and forms of diversity;
- Staff training;
- Curriculum and teaching methods; and
- Student activity and mediation programs (Kopels & Dupper, 1999).

**Program Objectives:** Prevention programs that specifically address sexual harassment start as early as grade 5 and as late as high school, although the majority is offered to older students. Some programs that primarily concentrate on dating violence and bullying also include components on sexual harassment prevention. The objectives in sexual harassment programs are fairly consistent: to increase knowledge of what sexual harassment is, how it impacts individuals and the school community, the attitudes and dynamics that support this form of violence and strategies to deal with it when it occurs. There is also some attention to school-wide plans to change aspects of school culture that supports, overtly or covertly, violence in its many forms. This objective reflects the understanding that the school environment is a mirror image of society with the attitudes or norms that prop up violence spills over (CRI-VIFF, 1999).

**Program Content:** A major component of sexual harassment prevention is addressing the thoughts and attitudes held by many students about harassment. More accurate

definitions of sexual harassment help students understand the broad scope of behaviours that fall within this form of violence. School and School Board policies and procedures are often reviewed, as well as examining legal and civil rights perspectives. However, the prime focus of these programs is on the dynamics of interpersonal relationships, sex roles, sex-role stereotyping, equality, dual discrimination, and sexual violence. Senior high school students go further, also exploring types of relationships, conflict, communication skills, how attitudes influence relationships, personal choices, sexual exploitation, peer group influences, expressing affection, and the myths and realities of sexual harassment.

**Presentation Methods:** Students participate in a variety of interactive and didactic learning methodologies in sexual harassment prevention classes. Role-plays, videotaped scenarios, large and small group discussions, lectures and seminars, and written questionnaires to uncover underlying attitudes and myths, as well as experiences of victimization and perpetration of sexual harassment are utilized in education endeavours.

**Teacher Training:** Teachers need to be sensitized to peer and staff-student sexual harassment as an all too common feature in the lives of the girls and young women. Incidents of peer sexual harassment most often (90%) take place in the hallways outside classrooms (OSSTF, 1994), and are frequently witnessed by teachers (Stein, 1995). Until teachers and other school staff recognize and confirm such behaviours as sexual harassment, it will remain a pervasive problem. In-service training is usually offered to teachers to heighten their awareness of sexual harassment and how to respond to the problem.

**Parent Involvement:** Some sexual harassment prevention programs provide letters to parents about the curriculum; however, no programs suggest offering parent information meetings or other ways to educate parents about this problem and its prevalence for so many children and youth.

**Do They Work?** Few sexual harassment prevention programs have been evaluated, so we do not yet know what works and what does not.

### References

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- Berman, H., Straatman, A., Hunt, K., Izumi, J., & MacQuarrie, B. (2002). Sexual harassment: The unacknowledged face of violence in the lives of girls. In H. Berman and Y. Jiwani (Eds.), *In the best interests of the girl child* (pp. 15-44). London, ON: The Alliance of Five Research Centres on Violence. On-line at: [http://www.phac-aspc.gc.ca/ncfv-cnivf/familyviolence/nfntsnegl\\_e.html](http://www.phac-aspc.gc.ca/ncfv-cnivf/familyviolence/nfntsnegl_e.html)
- Boland, P. (1995). *Gender stereotypes: The links to violence*. Newton, MA: WEEA Publishing Center.
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Kopels, S. & Dupper, D.R. (1999). School-based peer sexual harassment. *Child Welfare*, 78(4), 434-460.

OSSTF (Ontario Secondary School Teachers' Federation) (1994). *Student to student sexual harassment: Final report on Phase I*. Toronto, ON: Author.

Stein, N. (1995). Sexual harassment in school: The public performance of gendered violence. *Harvard Educational Review*, 65(2), 145-162.

### **Prevention Programs Addressing Sexual Harassment**

#### **Strong Research Design-Unpublished**

Peer Educators on Sexual Harassment

#### **Minimal Research Design-Unpublished**

Sexual Harassment in School: Your Rights and Responsibilities

Sexual Harassment: Intermediate Curriculum

#### **No Research**

Sexual Harassment in Schools: Recognize It, Prevent It, Stop It

The Joke's Over: Student-to-Student Sexual Harassment in Secondary Schools

**Peer Educators on Sexual Harassment**  
**School of Education, University of Massachusetts Amherst, U.S.A**

**Key Words:**

- Sexual Harassment
- Sexual Assault
- Mixed gender presentations
- Peer led workshops
- Strong research design-Unpublished: Program students were more likely than controls to intervene when they witnessed an intrusive sexually harassing behaviour (unwanted touching, physical assault) or sexist remarks or jokes

**Background:** Developed in 1995, the program is an undergraduate course in the School of Education, University of Massachusetts Amherst that trains students facilitate sexual harassment workshops for peers.

**Objectives:** The aims of the undergraduate class and the subsequent workshops are to reduce incidences of sexual harassment on campus and to increase the likelihood of bystander intervention when such behaviours occur.

**Description:** Students enrolled in the course are expected to make at least three workshop presentations to fellow undergraduates to obtain credit for the course. In the workshops, students discuss definitions of sexual harassment, national and local statistics about sexual harassment, and that sexual harassment is a form of sexual violence. Students are provided with examples of potentially sexually harassing behaviour and discuss the nature of these behaviours. Students also discuss strategies to handle observed situations of sexual harassment in an effort to reduce bystander apathy.

**Training:** Workshop facilitators are students enrolled in the School of Education's Peer Educators on Sexual Harassment course and receive training throughout the semester.

**Did it Work? *Strong Research Design:*** Whitlock (2002) conducted a quasi-experimental design to assess the impact of attendance at the peer-led workshops on participants' bystander behaviours when encountering sexual harassment. Pre-test questionnaires were given to both intervention (n = 98) and control (n = 65) students prior to the sexual harassment workshops. Six months after the completion of the workshops, intervention students were contacted by telephone for follow-up questioning. Students also completed a measure related to their bystander behaviours when witnessing incidents of sexual harassment. Program students were significantly more likely to state their intention to intervene in situations involving sexual harassment than control students: i.e. in situations that involved "intrusive sexually harassing behaviours" such as touching, physical assault behaviours and "gender sexually harassing behaviours" such as sexist remarks. There were no differences between groups on the measure of "taunting sexual behaviours" (i.e. unwanted sexual advances). However, participation in the program did not affect the likelihood to intervene when students were alone: when alone, they were unlikely to intervene before or after the participation in the workshop.

**How Did it Work?** Whitlock (2002) found female students more likely than males to intervene in all forms of sexually harassing behaviours. While students who had received sexual harassment training initially scored more apt to intervene at pre-test, students

without any other sexual harassment training had equal likelihood of intervening at post-test suggesting the program's effectiveness.

**Availability:** A description of the peer-led workshops is available in the appendix of Whitlock's (2002) dissertation.

### **Reference**

Whitlock, E.R. (2002) Assessing changes in bystander intervention: The impact of an undergraduate educational program on peer sexual harassment. Doctoral dissertation, University of Massachusetts Amherst 1995 (UMI No. 3056289).

**Sexual Harassment in School: Your Rights and Responsibilities**  
**Alberta Civil Liberties Research Centre, University of Calgary, Alberta, Canada**

**Key Words:**

- Sexual harassment & assault
- Grades 6 through 12
- Internal teacher-offered curriculum
- Minimal research design-*Unpublished*: Students and teachers like program

**Background:** The Alberta Civil Liberties Research Centre developed the Sexual Harassment in School program as part of their anti-harassment initiatives.

**Objectives:** The program focuses on raising awareness of sexual harassment and strategies to deal with it.

**Description:** This program provides background information and activities on sexual harassment and applicable laws, with an emphasis on the school environment. Topics include: statistics on sexual harassment in schools; definitions; types and forms sexual harassment can take, including the difference between flirting and harassment; sexual assault; impacts of harassment; and the legal and human rights aspects of harassment in Canada. Student activities suggested include story writing, writing a letter of complaint, analysis of case studies, and examining school policies. The video provides an overview of Canadian laws governing harassment using scenarios and featuring young people.

**Did It Work? *Minimal Research Design-Unpublished:*** Since 2000, the Alberta Civil Liberties Research Centre has been administering questionnaires to students and teachers to evaluate the program. Junior high students found the harassment video interesting and informative, while high school students would prefer to know more about the legal consequences that the actors in the video would face. Most participants reported that the program clearly identified sexual harassment as illegal and wrong, appreciated clarification of what sexual harassment actually is (flirting as compared to sexual harassment), and several students reported being more likely to report sexual harassment if they saw it. Teachers considered the material good for their classes though wanted to see the video updated and a new video for high school students that presents more challenging issues (L. McKay-Panos, personal communication, June 9, 2005).

**Availability:** The teacher's manual and student guidebook cost \$29.00 (CDN). A video entitled, Harassment and What You Can Do about It, costs \$25.00 (CDN). Available from: Alberta Civil Liberties Research Centre, c/o University of Calgary, Faculty of Law, 2500 University Drive NW, Calgary, Alberta T2N 1N4; phone (403) 220-2505; fax (403) 284-0945; email [aclrc@ucalgary.ca](mailto:aclrc@ucalgary.ca); or visit the web site at <http://www.aclrc.com>.

**Sexual Harassment: Intermediate Curriculum**  
**Toronto Catholic District School Board, Toronto, Ontario, Canada**

**Key Words:**

- Sexual harassment
- Grades 7-8
- Teacher-offered classroom curriculum. Suggestions for school culture change
- Innovative – School Board wide approach including the development of policy
- Minimal research design-Unpublished. Teachers rated response to the program as good to excellent.

**Background:** The Sexual Harassment – Intermediate Curriculum was created for students in grades 7 and 8 and was designed to address student-to-student harassment in secondary schools. It was piloted in nine elementary schools and modified. The curriculum is accompanied by sexual harassment policy and guidelines for students as well as employees. The program was adapted from *The Joke's Over* (1995), a project of the Ontario Secondary School Teachers' Federation, The Ontario Women's Directorate, and the Violence Prevention Secretariat, Ministry of Education and Training.

**Objectives:** The program's objectives include: to alert and educate students about the nature of sexual harassment and its impact on individuals and the school community; to develop a plan for a harassment free school environment; and to provide knowledge of the appropriate responses when harassment has occurred.

**Description:** Four program modules each require 45 to 60 minutes. The manual includes resource materials for teachers, an assessment component and a bibliography. The first module includes a questionnaire to lead students to develop their own definition of sexual harassment. The second module uses role-plays to further the understanding of sexual harassment. A video in the third module promotes a discussion of school board policy and the local school behaviour code. The final module challenges students to identify ways to respond if they believe they have been harassed or are accused of harassment.

**Teacher Training:** In the pilot, teachers received a lunch-hour in-service session. Each school was sent copies for the principal, library and intermediate teachers. A resource section for teachers is designed to answer questions that may arise in the session.

**Parent Involvement:** The package includes a letter to parents on implementing the sexual harassment unit and inviting them to continue the dialogue at home.

**How Did It Work? *Minimal research design-Unpublished.*** Teachers rated the response to the program: all fell between "good" and "excellent". The final report will assess the number of complaints and consultations with the Affirmative Action Advisor.

**Availability:** Contact: Jane Marie James, Advisor, Curriculum and Accountability Department, Catholic Education Centre, 80 Sheppard Avenue East, Toronto, ON M2N 6E8; email: [janemarie.james@tcdsb.org](mailto:janemarie.james@tcdsb.org) or phone (416) 222-8282, ext.2539. Outside Toronto contact: Patrick McLaughlin, Program Coordinator, Curriculum and Accountability Department, Toronto Catholic District School Board, 80 Sheppard Avenue East, Toronto, ON M2N 6E8; email: [Patrick.mclaughlin@tcdsb.org](mailto:Patrick.mclaughlin@tcdsb.org); or phone (416) 222-8282, ext. 2501.

## **Sexual Harassment in Schools: Recognize It, Prevent It, Stop It**

### **Ministry of Education, Quebec, Canada**

#### **Key Words:**

- Sexual harassment
- Sex roles and sex-role stereotypes
- Sexual exploitation
- Grades 5 through 12
- Teacher-offered classroom curriculum, plus suggestions for school policy changes
- Innovative – province-wide implementation of program
- French & English

**Background:** This program (English and French versions) was prepared for the Ministry of Education of the Government of Quebec in 1996.

**Objectives:** The objectives include: becoming aware of appropriate girl-boy and later, man-woman relationships; recognizing types of harassment, especially gender and sexual harassment; understanding how sex role socialization and stereotyping contribute to sexual harassment; and providing strategies for dealing with sexual harassment.

**Description:** The 5 lessons for Grade 5 and 6 are approximately 45-minutes long, while the 11 activities for the older children are covered in 1-hour sessions. The curriculum can be used with existing health, sex education and life skills curriculum. The curriculum guide provides a glossary of terms related to sexism and harassment with examples.

At the elementary school level, the program presents concepts and activities related to the dynamics of interpersonal relationships, sex roles, sex-role stereotyping, sexual exploitation, equality, dual discrimination, and sexual violence. Stories illustrate and provide a learning context followed by a class discussion.

The secondary school curriculum explores types of relationships, conflict, communication skills, how attitudes influence relationships, personal choices, sexual exploitation, gender stereotyping, peer group influences, expressing affection, and the myths and realities of sexual harassment. Also emphasized are strategies for reacting to, expressing feelings about and potential solutions in case of harassment. Sheets for interactive activities accompany the lessons for junior and senior high levels. Some activities use different scenarios for girls and boys. At the senior high level, a questionnaire for girls and boys helps students explore their experiences of being victimized and perpetrating sexual harassment.

**Teacher Training:** In-service sessions and information in the guidebook introduction provide school staff with the main characteristics of gender and sexual harassment among students. The staff training highlights research that most school sexual harassment takes place in the classroom with staff tolerating and covertly contributing by remaining silent.

**Availability:** The curriculum guide is available online at no cost from: <http://www.meq.gouv.qc.ca/cond-fem/publications.htm>. Hard-copies are available from the Ministère de la Santé et des Services sociaux du Québec, Direction des communications, 1075, chemin Sainte-Foy, 16<sup>e</sup> étage, Québec (Québec) G1S 2M1 for a shipping cost of \$7 (CDN). Workshops for staff can be booked through the Ministère de

l'Éducation at (418) 643-3241 or email [condition.feminine@meq.gouv.qc.ca](mailto:condition.feminine@meq.gouv.qc.ca). A companion curriculum in dating violence, *STOP! Dating Violence Among Adolescents/La Violence dans les Relations Amoureuses des Jeunes (VIRAJ)*, is also available online at no cost.

**The Joke's Over: Student to Student Sexual Harassment in Secondary Schools**  
**Ontario Secondary School Teachers' Federation, Toronto, Ontario**

**Key Words:**

- Sexual harassment
- Grades 9 through 12
- Teacher-offered classroom curriculum, plus supplementary CD-ROM resource
- Innovative – provincial initiative

**Background:** The Joke's Over (1995) is a partnership of the Ontario Secondary School Teachers' Federation, the Ontario Women's Directorate and the Violence Prevention Secretariat, Ministry of Education and Training of Ontario. Manuals are provided to Ontario secondary schools as part of the 1994 Violence Free Schools Policy initiative.

**Objectives:** This program helps teens understand sexual harassment and work to stop it.

**Description:** Teaching modules for The Joke's Over encourage teachers to create an honest and safe classroom learning environment before beginning the program. Student activities include brainstorming, small group discussions and handouts for defining sexual harassment, clarifying the differences between sexual harassment and flirting, joking and complimenting, analyzing sexual harassment scenarios, and what to do if harassed. A major student activity, with detailed instructions in the manual, is making a video on sexual harassment. A CD-ROM complements the printed document and includes information, interactive games and video clips.

**Teacher Training:** In-service training for teachers and other school staff is recommended. The resource manual contains information about what sexual harassment is, how it impacts the school environment, the law and the Ontario Human Rights Code, and how to deal with backlash and handle complaints.

**Did It Work? How Did It Work?** No evaluations have been conducted.

**Availability:** The manual and resource materials for The Joke's Over (\$25.00/CND) is available from Resource Booklets, OSSTF, 60 Mobile Drive, Toronto, Ontario M4A 2P3; phone (416) 751-8300 or 1-800-267-7867; fax (416) 751-7858; or the web site: <http://www.osstf.on.ca>. The manual is available as a CD-ROM (Macintosh or PC compatible) by mail from Ontario Curriculum Centre, 163 Princess Street East, Clinton, Ontario N0M 1L0; phone (519) 527-0444; fax (519) 482-5498; or the <http://www.wceiway.on.ca/jokeover/Welcome.html> website.



## CHILD SEXUAL ABUSE

**Child sexual abuse is defined as contacts or interactions between a child and an adult or adolescent where the child is being used for sexual purposes (Health Canada, 1997b).**

Child sexual abuse is using children for sexual purposes. It takes many forms, from the least intrusive, voyeurism, to the most intrusive, vaginal or anal intercourse. Child sexual abuse is a serious social problem that cuts across all income, racial, religious and ethnic groups, as well as rural, suburban and urban communities. Children with a physical or mental disability are especially vulnerable to sexual abuse (Health Canada, 1997).

The research on child sexual abuse is extensive and fits the description of “gender-based” violence. Retrospective self-reports from large survey samples cite prevalence rates from 7% to 36% of girls and 3% to 29% of boys (Finkelhor, 1994). Victims may be very young, even infants, with estimates that as much as 33 to 50% of abuse occurs before the age of seven (Wurtele & Miller-Perrin, 1992). The Health Canada 1997 document noted that among adult Canadians, 53% of women and 31% of men reported being sexually abused as children. Offenders are most often known to the victim, male, and are adolescents in 25% of the cases. Sexual abuse in families is much more likely to happen repeatedly than to be a one-time event. It often progresses from less to more intrusive sexual behaviours.

Researchers have also detailed the effects of sexual abuse on children. The recently completed Canadian Incidence Study of Reported Child Abuse and Neglect (Trocmé, MacLaurin, & colleagues, 2001) reports that the most common child problems after sexual abuse are depression or anxiety (29%), age-inappropriate sexual behaviour (17%), behaviour problems (14%), negative peer involvement (13%) and irregular school attendance (10%) at the time that the reports of child sexual abuse were substantiated.

Despite the high rates of child sexual abuse for both males and females, including very young children, there are low identification rates of abuse by adults. Furthermore, few children reveal abuse. In Ontario, 1993 provincial statistics indicated that of 12,000 investigations for sexual abuse, 29% were substantiated and another 27% suspected (Health Canada, 1997).

### **What We Know About School-based Sexual Abuse Prevention**

School-based sexual abuse prevention and intervention programs began in the 1970s when public awareness about the extent of child sexual abuse became heightened. The programs were primarily developed and funded by community organizations (Kohl, 1993). The 1980s was a decade of intense development of school-based sexual abuse prevention programs and research into their effectiveness, a direct response to disclosures of past and present abuse to social service agencies and parents’ concern for protecting their children from sexual abuse (Plummer, 1993). What we know about child sexual abuse prevention today is based on 30 years of experience and research. Due to this

longevity, the completed research for this form of violence is more detailed than the other school-based violence prevention program areas.

The programs reviewed here are only a fraction of the sexual abuse prevention programs that have been developed. Even with substantial research evidence of their effectiveness, some programs have not survived over time. We have included only evaluated programs that are currently available.

**Program Objectives:** School-based sexual abuse prevention programs have become the mainstay of prevention efforts responding to the high rates of sexual abuse of children and the detrimental short- and long-term effects on children (Tutty, 1991). The goal of such programming is to reduce the incidence of child sexual abuse through arming children with the knowledge and skills to resist inappropriate touching or what to do if abuse has occurred. Recent revisions of some programs have expanded these objectives to include learning other personal safety knowledge and skills (e.g., stranger-danger).

Finkelhor, Asdigian and Dziuba-Leatherman (1995) identified twelve elements considered necessary to be a *comprehensive* sexual abuse prevention program:

- Content about sexual abuse, bullies, good and bad touch, confusing touch, incest, screaming and yelling to attract attention, telling an adult, and abuse is never the child's fault;
- A chance to practice in class;
- Information to take home;
- A meeting for parents; and
- Repetition of material over more than a single day (p.143).

Across programs, the more comprehensive the material or the more programs attended, the higher the child scored on a short test of knowledge of prevention concepts.

**Program Content:** Developmental and age-appropriate materials are essential. Many sexual abuse programs begin their efforts in the early school years (Preschool and/or Kindergarten to Grade 3). Tutty (1995) identified a common set of core concepts that is included in most of these programs: labelling of body parts; 'good', 'bad' and 'confusing' touches; body ownership; permission to say 'No'; secrets about touching should not be kept; and to tell and keep telling until an adult believes them. Recommendations about core content that have emerged over time include stressing positive or negative feelings about a touch rather than that a touch is either good or bad, and using anatomically correct names for body parts such as a penis or breasts.

Not all concepts are easily learned. Tutty (2000) noted that, across studies, before participating in a prevention program, elementary school students had difficulty with items about four issues: saying no to authority figures, understanding the possibility that trusted adults might act in ways that are unpleasant, rules about breaking promises and keeping secrets and that children are not to blame if they are touched in ways that feel uncomfortable (Wurtele, 1997). Several studies have noted that children have difficulty understanding the concept of "strangers". The fact that these items were particularly trying for the youngest children to learn and that a number at follow-up forgot some suggests that these may be more sensitive to developmental or to family beliefs.

Age affects what knowledge and skills children learn (Tutty, 2000). For example, children in Grade 1 and higher are better able to grasp concepts about family members or known acquaintances touching inappropriately and about saying ‘no’ to being touched in ways that are uncomfortable – key prevention concepts. Though young children this age are vulnerable to abuse, they seem less able to grasp the varied and complex concepts and decision making involved with identifying potentially abusive situations. Daro (1994) concluded, after reviewing the outcomes of 38 studies, the strongest beneficial effects of prevention programming are for children aged 7 to 12.

Some programs now include sexual abuse prevention information and training for children and youth from Kindergarten through to Grade 12. The content in the older grades is expanded to include learning about bullies, problem-solving skills, as well as a legal and rights based approach to sexual harassment and sexual assault. Some programs have high school students learn the concepts through preparing performances for presentation to the younger grades.

A few programs have been adapted or created for use with special populations, such as children with disabilities and Aboriginal youth. However, these programs tend to be more recently developed and are most often not formally evaluated. Some programs have been translated into French and/or Spanish, but do not specify whether the content has been culturally adapted.

**Presentation Methods:** These programs generally target children in the general population and use group-based instruction (Daro, 1994; Tutty 1996). In a review of 19 sexual abuse programs, MacMillan and colleagues (1994) identified various modes of presentation of prevention materials that contained one or more of the following elements: verbal instructions; film or videotape; behavioural training; skits, mimes or role-plays; use puppets or dolls, and a theatre production produced by adults or older students. Most of the programs reviewed for this resource manual approach prevention use multiple strategies over time. Those that provide a single presentation method (e.g., plays, assemblies, books, videotapes, games and comic books) usually suggest that their program needs to be combined with other longer programs to provide more opportunities for knowledge development and skill-building.

It is generally agreed that prevention education should include an experiential component. While children may learn concepts by passive observation, listening and discussion, skills are best learned through active participation. Behavioural skills training approaches are more effective than passive learning procedures (Wurtele, Marrs & Miller-Perrin, 1992). In contrast to cognitive approaches such as films, books, and pure instruction, skill training involves instruction, modelling appropriate behaviours by the instructor and other students, rehearsal, social reinforcement, shaping and feedback. While children’s knowledge levels are similar whether instructors use active or passive teaching, their ability to apply personal safety skills to “what if” situations is significantly improved with behavioural skills training (Wurtele, Marrs & Miller-Perrin, 1987).

**Teacher Training:** Most programs provide or encourage teacher training via video, manual, or in-service. Training usually includes background information about sexual abuse, teaching techniques used in the program and how to handle disclosures.

**Parent Involvement:** Researchers have examined parental knowledge of sexual abuse and their interest in receiving more education on the topic (Elrod & Rubin, 1993). The main source of knowledge about sexual abuse for parents was the media, but this resource left parents with some significant deficits. The parents surveyed lacked knowledge about the incidence and prevalence of child sexual abuse, and at what age children typically disclose abuse. Overwhelmingly, parents looked to the school as the ideal place to educate parents to speak about these difficult issues with their children.

Most prevention programs encourage parent involvement. They provide parents with background knowledge of sexual abuse and techniques to reinforce the knowledge and skills that the children learn at school. Videos, manuals, parent meetings, letters and homework assignments engage parents in the learning process with their children.

However, prevention programs routinely have difficulty attracting more than about 10% of children's parents to information and training sessions (Tutty, 2000). Tutty (1993) found that parents underestimated the knowledge of the older children, and overestimated what their youngest children (in Grades 1-3) knew of sexual abuse prevention concepts after having participated in a prevention program. However, higher levels of parental knowledge of sexual abuse issues were associated with increased accuracy in predicting the child's level of knowledge. This supports the importance of encouraging parents to attend the parent training programs.

**Did They Work?** Reviews suggest at least initial support for child sexual abuse prevention programs with children learning a statistically significant number of concepts after participation (Tutty, 1996; Wurtele & Miller-Perrin, 1992). The increases are typically very small, on average only one or two concepts. A recent meta-analysis conducted by Rispens, Aleman and Goudena (1997) found significant effect sizes both at post-test ( $d = .71$ ) and at follow-up ( $d = .62$ ) across 16 evaluations, suggesting that the few items that children learn on average appear to have a powerful effect.

Educational programs may increase the conceptual awareness of school-age children about sexual abuse and teach children how to report actual or potential abuse (Daro, 1994). However, not all children learn from these programs nor is the learning all-inclusive (Daro, 1994). As noted by Tutty (2000), the few studies that compared children from different developmental stages consistently found statistically significant differences in knowledge, with younger children demonstrating lower levels of learning. In contrast, in a recent meta-analysis of 16 studies, Rispens et al. (1997) declared that "children younger than 5.5 years benefit more than older children from the programs, although the difference tends to disappear during the follow-up interval ... it suggests that there should be more opportunity for repeated learning" (p. 983).

Tutty's review (1996) noted that five studies evaluating the effects of gender in learning sexual abuse prevention concepts found no significant differences in the average knowledge of boys and girls after seeing programs. Another two studies reported that girls learned and maintained more concepts. Finkelhor et al. (1995) found that girls reported more client satisfaction with the programs.

Another question is whether children remember the concepts over time. Tutty's 1996 review described nine studies that collected follow-up information on periods longer

than 2 months. Overall, the children retained their knowledge of abuse prevention concepts for up to a year.

Whether the information is retained in the long-term, is generalizable, and whether informed children are truly capable of resisting abusive behaviour are difficult to demonstrate. Finkelhor and colleagues (1995) tackled these questions in a U.S. national telephone survey with 2000 children aged 10 to 16. Children who participated in comprehensive prevention programs performed significantly better on knowledge of child sexual abuse, were significantly more likely to use self-protection strategies when threatened or victimized and reported abuse when it occurred compared to children with no sexual abuse prevention programming or those with a less comprehensive program. Furthermore, the children and caretakers were consistently positive about the programs, with 40% of the youngsters saying that it had helped. The authors noted that, "This is the first study to suggest that, when children with prevention training do actually get victimized or threatened after their program exposure, they can behave to some extent in ways envisioned by prevention educators" (p.150).

In a study by Gibson and Leitenberg (2000), 825 college women were surveyed about their sexual experiences and whether they recalled having participated in a child sexual abuse prevention program when younger. Specifically, participants were asked if they remembered instruction in a 'good-touch, bad-touch' program during elementary or preschool. The participants were also asked whether they had experienced childhood or adolescent sexual abuse and whether their first experience of intercourse was consensual. Of the total, 507 women remembered participating in some form of sexual abuse prevention programming as children, most in elementary school. Eight percent of the women that had participated in a sexual abuse prevention program were subsequently abused at some point, whereas 16% of women who had not participated in any prevention programming were sexually abused before the age of sixteen. As such, women who had not had sexual abuse prevention programming were twice as likely to have been sexual abused as those who had participated. Although there were no differences in disclosure rates between those who had been in a program versus those that had not. Program participants tended to disclose abuse sooner. These results provide limited support for sexual abuse prevention programming.

Researchers have assessed two types of unintended consequences of sexual abuse prevention programs: negative reactions and disclosures. One of the greatest concerns about child-directed prevention programs, especially on the part of parents, has been whether children would experience negative side effects such as fear or nightmares. Research has consistently found that only a small minority of children show negative reactions after participating in a child abuse prevention program (Tutty, 1997; Wurtele & Miller-Perrin, 1992).

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## **Prevention Programs Addressing Child Sexual Abuse** (In Alphabetical Order)

### **Strong Research Design-Published**

Body Safety Training (BST)  
 Child Abuse Prevention Program (CAPP)  
 Feeling Yes, Feeling No  
 Good Touch, Bad Touch  
 Keeping Ourselves Safe  
 Project Trust: Teaching Reaching Using Students and Theater  
 Red Flag, Green Flag People  
 Stay Safe Program-Ireland  
 Touching: A Child Abuse Prevention Program  
 Who Do You Tell?

### **Strong Research Design-Unpublished**

C.A.R.E. Kit (Challenge Abuse through Respect Education) research for original but not revised program  
 Child Sexual Abuse Prevention Program (CSAPP)-Australia  
 Talking About Touching (for original program)

### **Suggestive Research Design-Unpublished**

Preventing Sexual Abuse: Activities and Strategies for Those Working with Children and Adolescents

## Body Safety Training (BST)

S.K. Wurtele, University of Colorado at Colorado Springs, CO, U.S.A.

### Key Words:

- Child sexual abuse
- Pre-school and Kindergarten to Grade 3
- Teacher-offered classroom curriculum
- Strong research design-Published: Preschool to Grade 6 children in program and program plus film improved knowledge and safety skills compared to film only or no-program control. Preschool children maintained gains to 1-month follow-up. BST looks promising for children with mild mental retardation.

**Background:** The Body Safety Training program, originally the Behavioural Skills Training program, was developed by Dr. Sandy Wurtele in the mid-1980s to educate 4-years and younger children about personal safety, especially child sexual abuse. The program can be used on its own or with other resources on child sexual abuse.

**Objectives:** The objectives of the program include developing personal safety skills; and increasing knowledge and skills related to preventing or reporting child sexual abuse.

**Description:** The emphasis is developing prevention skills in young children with information and techniques such as modelling, rehearsal, social reinforcement, shaping and feedback. The classroom teacher, a trained facilitator, or parent teaches the BST program to small groups of children using a script and picture cards. Groups of 4 to 10 allow each child time to practice the behavioural skills.

The program can be presented in a single, 50-minute presentation or offered over several days in 25-minute segments. Key program concepts include: the child as the boss of his/her own body; identifying “private parts”; distinguishing appropriate from inappropriate situations in which a bigger person (stranger, relative, acquaintance) looks at or touches their private parts; how to respond to inappropriate touch; and it is never a child’s fault when they are abused. Stories about children in potentially dangerous situations are used to practice how children could respond.

**Teacher Training:** The BST program includes materials to educate teachers about child sexual abuse and program implementation.

**Parent Involvement:** A special version of the BST program is available for parents to teach personal safety skills to their children.

**Did It Work? *Strong Research Design-Published:*** Wurtele et al. (1986) tested several approaches and their outcomes: 1) Touch film; 2) Body Safety Training program; 2) film and Body Safety Training program; and 4) non-program. Seventy-one children from kindergarten, grades 1, 3, and 6 who participated in the BST program either alone or with the film, significantly increased their knowledge of sexual abuse and enhanced personal safety skills compared to children in the film only or the non-program control group. Gender differences were not significant, but older children performed significantly better than younger children on the tests of knowledge and skill development.

Wurtele (1990) assessed the impact of the program for 24 preschool children (aged 4) using a pre-, post- and 1-month follow-up-testing. Four-year-olds who



participated in the BST program made significantly more gains sexual abuse knowledge and prevention skills (what to do, who to tell, and what to report) using the Personal Safety Questionnaire (Wurtele, 1990), “What If” Situations Test (Wurtele, 1990) than controls. Children did not over-generalize these prevention skills to avoid appropriate touch requests. Gains were maintained through the 1-month follow-up period. Teacher and parent reports indicated no significant increases in fear responses or behavioural difficulties.

Lee and Tang (1998) conducted a pre-test/post-test, 2-month follow-up evaluation of Body Safety Training with 38 Chinese females with mild mental retardation between age 11 and 15, compared to a control group (N=34). Program students made significant gains in knowledge of personal safety skills that were maintained at follow-up; performed better on measures of determining appropriate requests from others, which was not maintained at 2 months. Program students were more likely to respond to inappropriate touching requests using advanced self-protection skills such as verbally refusing the touch, removing themselves and telling someone. While these were maintained at 2-month follow-up, they declined somewhat, so booster sessions are recommended.

**How Did It Work?** Wurtele, Marrs and Miller-Perrin (1987) tested the relative merits of participant modelling (active rehearsal) versus symbolic modelling (watch skills modeled by adult) on knowledge and skill development with 26 kindergarten students. While knowledge and enjoyment of program scores were not significantly different, responses to vignettes demonstrated a significant improvement for children under only the participant modelling condition.

Wurtele, Kast and Melzer (1992) assessed the relative merit of teacher versus parent taught BST program. Four conditions were explored: 1) parent taught; 2) teacher taught; 3) both parent and teacher taught; and no-intervention control. Post-test and 5-month follow-up scores indicated that the 26 children who participated in the program compared to controls had significantly higher scores in knowledge and skills. Parent taught, and parent and teacher taught children scored significantly higher than teacher only taught children in both skills and knowledge of sexual abuse. The involvement of parents significantly increased the knowledge and skill development of 4-year-olds.

A third study (Wurtele, Gillispie, Currier & Franklin, 1992) with 61 preschool children with home-taught, school-taught and no-intervention conditions found that children who participated in the program either at home or in school had significantly higher scores on both knowledge and skills related to sexual abuse prevention than the no-intervention controls. These differences were maintained at 2-month follow-up. However, there were no significant differences between being parent or teacher taught. Children did not over-generalize inappropriate touching to requests for appropriate touching.

Wurtele and Miller-Perrin found that exposure to the *Body Safety Training* program produced no negative emotional or behavioural difficulties for 26 kindergarten children based on child and parent ratings on the Fear Assessment Thermometer Scale (1986). A majority of parents indicated that the program stimulated positive discussions about sexual abuse at home.

**Availability:** The program manual is available for approximately \$20 (US). Contact: Dr. Sandy Wurtele, Department of Psychology, University of Colorado at Colorado Springs, 1420 Austin Bluffs Parkway, Colorado Springs, CO 80933-7150; Phone: (719) 262-4150; or via email at [swurtele@uccs.edu](mailto:swurtele@uccs.edu).

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**Child Abuse Prevention Program (CAPP)**  
**A. Nemerofsky, H. Sanford, B. Baer, M. Cage & D. Wood**  
**Community College of Baltimore County, Baltimore, MD, U.S.A.**

**Key Words:**

- Child sexual abuse
- Kindergarten to Grade 3
- Internal teacher-offered classroom curriculum
- Strong research design-Published: Improved knowledge and skills post-program for children aged ages 3 to 6.

**Background:** Originally developed in 1986 as the Children’s Primary Prevention Training program, it has been revised and renamed the Child Abuse Prevention Program.

**Objectives:** The program’s objective is to increase children’s sexual abuse prevention knowledge and skills.

**Description:** Five lessons centre on 5 interrelated storybooks entitled: Let’s Talk About Touching; Private Parts; Surprises; Tell Someone; and Remember. Each story contains specific rules and behavioural actions that a child can use if confronted with a potential abuser. Behavioural rehearsal during the story and questions for follow-up exercises provide opportunities to practice the skills and concepts are provided.

**Did It Work? *Strong Research Design-Published:*** Nemerofsky, Carran and Rosenberg (1994) conducted a wait-list, age-matched control group design study using 1,350 children from 3 through 6 years of age in a daycare setting. Children were interviewed using the “What If Situation Test”. Program participants demonstrated statistically significant more knowledge and skills in sexual abuse prevention than the control group. Children aged 4, 5 and 6 scored significantly higher than 3-year-olds; 6-year-olds scored significantly higher than 4-year-olds.

**Availability:** The 5 storybooks, teacher’s manual, parent manual and a demonstration video cost \$25.00 (US) plus shipping. Permission to duplicate program materials and to order materials: CCCBC Child Abuse Prevention Program, Community College of Baltimore County – Essex, S-210 Allied Health & Science Building, 7201 Rossville Blvd., Baltimore, MD 21237; phone: (410) 780-6429 or 6427; fax: (410) 780-6405; email: [ANemerofsky@CCBCMD.EDU](mailto:ANemerofsky@CCBCMD.EDU) or [ChildSXAbusePrev@aol.com](mailto:ChildSXAbusePrev@aol.com).

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**Feeling Yes, Feeling No**  
**D. Foon, Green Thumb Theatre, Vancouver, British Columbia, Canada**

**Key Words:**

- Child sexual abuse
- Grades 1 to 6
- Teacher-offered, video-based classroom curriculum
- French and English
- Strong research design-Published: Improvements in Grades 3 to 4 students' knowledge at 6 weeks post and 1 year follow-up.

**Background:** The Feeling Yes, Feeling No program was developed in 1980 by the Green Thumb Theatre for Young People in Vancouver. The program consists of three instructional 15-minute interactive videos taped by the National Film Board of Canada in 1985. It is available in French as "Mon Corps, C'est Mon Corps". The videos include children from various ethnic backgrounds, increasing the program's appeal to diverse audiences. The program is often used as part of the personal and social development curriculum. The Lothian Regional Council Department of Education in Edinburgh, Scotland, has adapted Feeling Yes, Feeling No for children with learning difficulties. The program has been adapted for African children by Childline Namibia, to include strategies for children to prevent exposure and contraction of the AIDS virus.

**Objectives:** The main objectives of the program are: to identify different responses to being touched; how children can seek help if touch leaves them feeling "no"; and to identify some reasons why it is hard to tell about "no" feelings.

**Description:** This series of videos provides children the tools to protect themselves from sexual assault by strangers, family members and other trusted people. Using the 3 videos as the starting point for instruction, the entire program can take 15 to 18 hours of classroom teaching. A facilitator's guide outlines role-plays, mime, art, music and other activities that reinforce the messages from the videos. The major concepts covered include: reacting to touches with positive or negative feelings; adults can help if sexual assault occurs; and sexual assault is never the fault of the child. The first video teaches the basic skills, while the second video teaches skills to help children assess potentially dangerous situations involving strangers and provides a definition of sexual assault. The final video introduces the possibility of sexual assault by a trusted adult.

Stressing that touch can lead to positive or negative feelings rather than that touch is good or bad is one conceptually distinct aspect compared to some child sexual abuse prevention programs. A second distinction is the use of anatomically correct terms in place of the more vague "private parts" wording used in many other programs.

**Teacher Training:** A video for professionals introduces the program, provides information about how to recognize child sexual abuse and how to help an abused child.

**Parent Involvement:** The adult *Feeling Yes, Feeling No* video, mentioned previously, can be used to teach parents ways to reinforce the skills learned by the children.

**Did It Work? Strong Research Design-Published:** Hazzard, Webb, Kleemier, Angert and Pohl (1991) compared the program to a wait-list control condition with 399 Gr. 3 and

4 students. In a written questionnaire, the children receiving the program had significantly higher knowledge scores compared to those in the control group and maintained these gains 6-weeks and 1-year after the program. Using videotaped vignettes, children who had received the *Feeling Yes, Feeling No* program were better able to discern safe and unsafe situations than children in the control group, maintaining these gains at 6-weeks and 1-year post-program. At post-test, there were no significant differences between intervention and control group children's ability to demonstrate prevention skills, such as saying 'no', leaving and telling someone. At 1-year follow-up, children who participated in the program the previous year (with or without a booster session) showed a significant increase in knowledge of child sexual abuse.

**Suggestive Research Design-Published:** Sigurdson, Strang, and Doig (1987) conducted a one-group item analysis using a 29- item questionnaire with 137 students in grades 4, to 6 who received *Feeling Yes, Feeling No*. Most students had a basic level of self-protective knowledge and assertiveness at pretest, however, most learned important concepts with respect to sexual abuse. For eight questions, only girls made significant gains in knowledge.

**How Did It Work?** A short one-time booster session further enhanced children's ability to identify safe and unsafe situations portrayed in videotaped scenarios (Hazzard, Webb, Kleemier, Angert & Pohl, 1991). These authors reported no significant differences in impact on children's knowledge or skill acquisition between trained teacher-led program delivery compared to 'expert'-led, if the teachers were well trained.

**Availability:** The Family Program (one video, 78 minutes) costs \$39.95 (Can). The Professional Package (4 videos) is \$125.00 (Can.). Contact the National Film Board of Canada: PO Box 6100, Station Centre-Ville, Montreal, Quebec, H3C 3H5; Phone (toll-free) 1-(800) 283-9000; Fax (514) 283-7564; Email from web-site: [www.nfb.ca](http://www.nfb.ca).

Information about the adaptation for children with learning difficulties: Contact the Principal Officer, Personal Safety, Lothian Regional Council Department of Education, 498 Gorgie Road, Edinburgh, EH11 3AF Scotland; Phone 0131- 469-5871.

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**Good Touch/Bad Touch**  
**Prevention and Motivation Programs, Inc., Cartersville, Georgia, U.S.A.**

**Key Words:**

- Child sexual abuse
- Bullying
- Sexual harassment
- Kindergarten to Grade 6
- Internal teacher-offered curriculum
- Strong research design-Published. Kindergarten children improved knowledge and skills at post-test and maintained at 7-week follow-up.

**Objectives:** Objectives of the Good Touch/Bad Touch program include: understanding abuse, how to prevent or interrupt abuse, and that it is never okay to hurt another child.

**Description:** The primary focus is sexual abuse prevention; however, physical abuse and bullying prevention are included in Grade 3, and sexual harassment and emotional abuse in Grade 5. Children learn five body safety rules: body ownership, say ‘no’ to abuse, who can help you when abused, permission to ask adults questions about other’s behaviour, and that sexual abuse is never a child’s fault. Materials and techniques such as role-plays reinforce the concepts and offer opportunities to practice the skills.

**Teacher Training:** Two training options are available: on-site 21 hour training; or Audio Tape Training Kits, available in grade-specific or complete curriculum packages.

**Parent Involvement:** A website educates parents about child sexual abuse ([http://www.goodtouchbadtouch.com/talking\\_to\\_children.html](http://www.goodtouchbadtouch.com/talking_to_children.html)), teaching parents to talk with children about sexual abuse, respond to disclosures, recognize signs of abuse, messages for children about types of touch and sexual abuse, and introduces the program. Numerous products have also been developed for parents including DVDs, booklets, storybooks and colouring books that parents can use at home to reinforce lessons.

**Did It Work? Strong Research Design-Published:** Harvey, Forehand, Brown and Holmes (1988) studied the program with 71 Kindergarten children in a pre-/post-test/follow-up, program/control group design. When compared to the control group at post-test, program children scored significantly higher on knowledge of preventing abuse and responding to sexual abuse scenarios, retaining this advantage at 7-week follow-up.

**Availability:** On site-training costs about \$195/person (US) or \$1450 (US) for an audio training kit. For curriculum materials contact: Prevention and Motivation Programs, Inc., P.O. Box 1960, 659 Henderson, Suite H, Cartersville, Georgia 30120; phone: 1-800-245-1527; fax: 1-770-607-9600; email [support@goodtouchbadtouch.com](mailto:support@goodtouchbadtouch.com). Order parent materials on-line at: [www.goodtouchbadtouch.com](http://www.goodtouchbadtouch.com)

**Reference**

Harvey, P., Forehand, R., Brown, C., & Holmes, T. (1988). The prevention of sexual abuse: Examination of the effectiveness of a program with kindergarten-age children. *Behavior Therapy*, 19, 429-435.

**Keeping Ourselves Safe**  
**New Zealand Police and Education Authorities, Youth Education Service, New Zealand**

**Key Words:**

- Sexual abuse
- Personal safety skills
- Junior primary to senior secondary students (Kindergarten through high school)
- Strong research design-Published: Program children were better able to make safe decisions and understand good and bad secrets than children in other programs or control children. These gains were maintained at follow-up.

**Background:** The Keeping Ourselves Safe program arose from the frustration of a New Zealand female police officer's with 'stranger danger' sexual abuse prevention programs. The program was developed by police officers and teachers to provide children with knowledge about sexual assault and safety.

**Objective:** Keeping Ourselves Safe aims to equip children with skills to maintain their personal safety. The program encourages abused children to seek help and is instrumental in raising community awareness about the dangers of sexual abuse.

**Description:** The curriculum is divided into five modules for children of different ages. While each module identifies personal safety skills and sexual abuse prevention information, as children progress the skills build on those in the previous module. Videos, stories, and role-plays help students relate their knowledge to real-life scenarios. Essentially, the themes of Keeping Ourselves Safe are that of learning safety skills, asking for help if being abused, building safe relationships, and importantly that abuse is never acceptable and never the child's fault.

**Teacher Training:** Police Education Officers, social workers, social health nurses, and child protection workers help schools to implement the Keeping Ourselves Safe program. School staff explore what they know about sexual abuse, and gain the knowledge and skills to handle disclosures. Teachers are provided a manual with all the exercises.

**Parent Involvement:** When a school chooses to provide the program, parents attend an information session led by Police Education Officers and school personnel, in which the themes of the program are described and parents can raise questions or concerns. Pamphlets and a video are presented and parents are updated throughout the program via school newsletters and homework activities that children can complete with their parents. Parents are provided follow-up activities corresponding to the lessons at school.

**Did it Work? Strong Research Design-Published:** Briggs (1991a) interviewed 378 children, aged 5-8, in Australia and New Zealand who had either not experienced any sexual abuse prevention programming (or only parts of a program) and students who had completed Keeping Ourselves Safe or another Australian prevention program entitled Protective Behaviours. Children in both program groups were 75% more likely to identify 'safe decisions' when experiencing a situation that they felt was unsafe. Children in the control condition uniformly believed that secrets with adults must always be kept and that children must always obey adults. However, the majority of children from the Keeping Ourselves Safe program were aware of why they should not keep some secrets and report

sexually inappropriate behaviour. Briggs noted that when children were questioned about what they would do if in a situation where they were sexually abused, Keeping Ourselves Safe children provided the 'safest' responses.

Briggs and Hawkins (1994) re-interviewed 117 of the original children 12 months after the program's implementation. These children continued to make gains 12 months after the program was implemented: these children offered more strategies to stay safe when lost, were aware that some adults use tricks to get them to do things, and more knew about their right to reject sexually inappropriate behaviour. During this time, six children had disclosed abuse to the researcher or another adult.

**How Did it Work?** Briggs (1991b) noted that children best able to answer safety and sexual abuse knowledge items were from schools where teachers were enthusiastic about the program and diligent in their teaching methods. Unfortunately, in a middle-class school, teachers may assume that children are immune to sexual abuse and did not teach the entire program, leading to poor outcomes in children's personal safety knowledge.

Woolley and Gabriels (1999) studied 96 children aged 5 to 11 to determine their understanding of the concepts of sexual abuse as taught by Keeping Ourselves Safe. The children completed Tutty's Children's Knowledge of Abuse Questionnaire – Revised (1995) and were interviewed. Children's ability to understand abuse concepts increases with age.

**Availability:** The Keeping Ourselves Safe program is available to all New Zealand Schools by contacting a local police station. A list of police stations is available on the Youth Education Services Website: [www.police.govt.nz/service/yes/](http://www.police.govt.nz/service/yes/).

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**Project Trust: Teaching Reaching Using Students and Theater  
Illusion Theater, Minneapolis, Minnesota, U.S.A.**

**Key Words:**

- Child sexual abuse
- Sexual and other types of harassment
- Dating violence
- Conflict resolution/Peer mediation component
- Grades 3 through 12
- Innovative – peer education model trains high school students to deliver prevention plays to peers and younger students
- Strong research design-Published: for the play, *Touch*, with students in Grades 3 to 5: Improved knowledge at post and 3-month follow-up

**Background:** The Project TRUST: Teaching, Reaching, Using Students and Theater program was designed as an elementary school prevention project using the play, *Touch*, to teach child sexual abuse prevention concepts. The play is based on the 1977 collaboration between the Hennepin County Attorney’s Child Sexual Abuse Prevention Program and Illusion Theater in Minneapolis, MN. *Touch* is about nurturing, confusing and exploitative touch. In Project TRUST, trained high school students perform the play.

The program has evolved into a peer education model with additional plays about mental health awareness and violence prevention that are produced and performed by high school students for elementary, junior high and high school students.

**Objectives:** To provide schools with prevention materials, training, performance direction, evaluation and ongoing technical assistance.

**Description:** Trained high school students perform the plays (30-minutes) for elementary, junior high and high school audiences. Each performance is followed by a question-response time led by facilitators and performers.

The two sexual abuse prevention plays are: *Touch* for grades 3 through 5 and *No Easy Answer* for grades 7 through 12. *Touch* consists of several vignettes with messages such as: appropriate and inappropriate touch, how to say “no” in uncomfortable situations, and that perpetrators can be known to the child. *No Easy Answer* addresses adolescent issues of sexual abuse, dating violence, misuse of power in relationships and sexuality.

The program includes three violence prevention plays. *Peace Up!* for students in grades 3 to 6, focuses on preventing violence and harassment and constructive ways to deal with anger. Peer mediation is introduced. The play for students in grades 6 through 9 is *What Goes Around*, focusing on harassment (sexual and racial), conflict resolution, gender stereotypes, and respect. In *Everybody’s Business*, for youth in grades 9 through 12, issues such as sexual harassment, date rape, stalking and homophobia are presented.

Another series of plays deal with mental health issues such as teen depression, suicide, substance abuse, and family violence. These plays are presented to student audiences in grades 5 to 9, grades 6 to 12, and grades 9 through 12.

**Parent Involvement:** Pamphlets about the plays are available for parents. Some schools invite parents to the performances.

**Did It Work? *Strong Research Design-Published:*** Over 1000 grade 1 to 6 students were tested on sexual abuse prevention knowledge both immediately after and 3-months following the performance of the play, *Touch*, as compared to a control group. At post-test, students exposed to the play showed significantly higher knowledge of sexual abuse prevention than control students using Tutty's 1995 Children's Knowledge of Abuse Questionnaire: this difference was retained at 3-month follow-up. The number of first time disclosures of abuse was greater in the *Touch* condition. Finding no differences between program and non-program students on a measure of anxiety suggests that the topic of sexual abuse did not cause students to worry.

**Availability:** Start-up fee for new sites is \$500.00 (US); 1-year licensing fee is \$1000.00; 2-day training retreat with two Illusion Theater professionals \$800.00 plus travel. Contact the Illusion Theater, 528 Hennepin Avenue, Suite 704, Minneapolis, MN 55403; Phone (612) 339-4944. Website: [www.illusiontheater.org](http://www.illusiontheater.org)

### References

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**Red Flag, Green Flag People**  
**Rape and Abuse Crisis Center, Fargo, North Dakota, U.S.A.**

**Key Words:**

- Child sexual abuse and child abuse
- Kindergarten through Grade 4
- Teacher-offered classroom curriculum
- English & Spanish
- Strong research design-Published: Students in Grades 3 and 4 improved awareness, correct preventative responses and program concepts/skills

**Background:** The Rape and Abuse Crisis Center in Fargo, North Dakota developed the Red Flag Green Flag program in 1986. Today, this program consists of material geared to children from kindergarten to Grades 3 or 4: T is for Touching (K), Red Flag Green Flag People (Gr. 1-2), and Red Flag Green Flag People II (Gr. 3-4). The programs focus on helping children recognize abuse by perpetrators who are known to them. Designed primarily for the classroom, the program has also been used by social services, legal and medical professionals as a child abuse investigative and treatment tool.

**Objectives:** The objectives include teaching children to recognize abusive situations, especially sexual abuse, respond assertively responses in situations of abuse, and to tell adults about the abuse until someone listens to them.

**Description:** The Red Flag Green Flag People 30-page workbook teaches children about appropriate and inappropriate touches - Green Flag touches and Red Flag touches. Role-playing is recommended to reinforce the learned concepts and skills (e.g., recognizing good and bad touch, telling adults if abuse has happened). The facilitator's guide includes objectives, discussion questions, notes and optional activities such as role-plays to accompany each page of the children's book. In the curriculum version of the program, the children's workbook is a loose-leaf binder that can be photocopied for classroom use.

The kindergarten program introduces abuse prevention and teaching prevention skills to groups of children ages 5 and 6. It consists of three 6-minute videotape episodes teaching appropriate and inappropriate touches, saying "No" to uncomfortable touches, getting away from abusive situations, and identifying and telling someone who will help.

**Teacher Training:** In two formal evaluations, teachers/volunteers received formal in-service training in the program concepts and skills: a level training not stressed in more recent material. The facilitator's manual provides outlines for meeting with teachers and parents as well as sample parental consent forms for participation in the program.

**Parent Involvement:** Parents have used the Red Flag Green Flag People workbook with their own children to introduce child abuse prevention in a non-threatening way.

**Did It Work? *Strong Research Design-Published.*** Kolko, Moser and Hughes (1989) conducted a study in classroom settings using a pre- and post-test, control group research design. A total of 337 children aged 7 to 10 participated in the research with 41 children not receiving the prevention program (control group). Viewing and discussing a film supplemented the Red Flag Green Flag People program material.

A child self-report questionnaire focused on four factors: awareness of child sexual abuse including recognition of inappropriate touching, how upset the child was by a hypothetical interaction, the likelihood of talking to different people if abuse occurred, and knowledge and skills covered in the program. The analysis focused on changes in individual items. At post-test, children who received the Red Flag Green Flag People program had statistically significant improvements on awareness, correct preventative responses and program concepts/skills when compared with the control group. No sex differences in knowledge were reported in either the intervention or control group.

Teacher and parents from the program group indicated more understanding of ways to prevent child sexual abuse victimization than teachers and parents from the control group. After training, parents felt better able to deal with a potential incident of child sexual abuse and teachers felt that they could use the information they had acquired.

**How Did It Work?** Miltenberger and Thiesse-Duffy (1988) researched parents instructing their own children with the Red Flag Green Flag People program at home. The parent instruction was supplemented with one-to-one behavioural training (i.e., rehearsal, modelling, praise, and feedback) by researchers, who came to the home either before or after instruction using the workbook. The number of participants was small (11 six/seven year olds and 13 four/five year olds) and the study focused mainly on the threat of abduction by a stranger, which is no longer, the focus of the program.

The important conclusion was that instruction alone did not produce significant changes in knowledge and skills, but the addition of behavioural training did. Children aged 6 to 7 retained some of the knowledge and skills two months following the intervention, while the children aged 4 to 5 did not maintain the changes noted at post-test. Parents reported no emotional or behavioural problems as a side effect of presenting this child sexual abuse material to their children.

**Availability:** Program materials available in English and Spanish. Program components are: children's colouring book at \$3.25/copy (US); 64-page facilitator's guide - \$14.95 (US); classroom curriculum - \$39.95 (US); and 6-page parent's guide - \$1.00/copy (US). The T is for Touching program includes a videotape and a 21-page facilitator's manual for \$79.95 (US). Order materials from Red Flag Green Flag Resources, P.O. Box 2984, Fargo, ND 58108-2984; see: <http://www.redflaggreenflag.com/html/toorder.html>; phone: 1-800-627-3675; fax: 1-888-237-5332; or email: [rfgf@corpcomm.net](mailto:rfgf@corpcomm.net).

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## **Stay Safe Programme Child Abuse Prevention Programme, Dublin, Republic of Ireland**

### **Key Words**

- Child Sexual Abuse
- Personal Safety, Bullying
- Ages 6-12
- Teacher-offered classroom curriculum
- Strong research evidence-Published: Grade 2 and 5 students increased safety knowledge and self esteem. Higher disclosure rates from children and teachers.

**Background:** The programme was developed in 1991 by the Dublin Department of Health's Child Abuse Prevention Programme from the need for a culturally sensitive, developmentally staged program that did not provide explicit sexual information to children as fits with Irish cultural norms (MacIntyre, Carr, Lawlor & Flattery, 2000).

**Objectives:** The goals for parents and teachers are to increase their vigilance in allowing potential pedophiles access to their children, and to help them increase their children's self-esteem and safety skills. For children, goals are increasing personal safety skills and self-esteem to reduce their vulnerability, enhancing their communication with parents and teachers about abuse and unsafe situations including bullying. Special attention is given to helping parents and teachers communicate with each other about child sexual abuse.

**Description:** The program consists of 10-12, 30-minute classroom lessons that the child's core teachers deliver once or twice weekly throughout the school year. A cycle of 12 lessons is for children aged 6 to 8, and a cycle of 10 lessons is for children aged 9 to 12. The program includes videos, instruction, and workbook exercises; it has been implemented in most schools across Ireland. The program is presently being revised for children with learning difficulties and adolescents. Lessons cover five topics: feeling safe and unsafe, bullying, appropriate and inappropriate touching, disclosure and strangers.

**Teacher Training:** Teachers are trained in two, 4-hour sessions by a team of two professionals, a teacher familiar with the program and a professional familiar with child protection. Teachers receive a manual that includes detailed lesson plans.

**Parent Involvement:** Parents can attend a 3-hour presentation previewing the Stay Safe curriculum. An informational booklet reviews the program content and gives information on detecting bullying and sexual abuse in their children. Parents are encouraged to discuss home book exercises with their children and sign these completed exercises.

**Did it Work? *Strong Research Design-Published:*** MacIntyre and Carr (1999a) compared 358 second and fifth grade students that received the program and 414 students from schools that had not. The pretest consisted of measures of self-esteem, intelligence and the Children's Safety Knowledge and Skills Questionnaire (Kraizer et al., 1989). Students in the Stay Safe Programme had more safety knowledge than the control group and at 3-month follow-up, maintained these gains. Program children reported increases in global, social, academic and total self-esteem that were maintained at 3-months.

Information was collected from parents and teachers using the Parents' Knowledge and Attitudes Questionnaire & Teachers' Knowledge and Attitudes

Questionnaire (MacIntyre & Carr, 1999a). Parents whose children had participated in the program were more likely to believe their children's statements about abuse, had more positive attitudes towards prevention programs, and gained knowledge about help-seeking. Teachers experienced similar changes in attitude with significant post-test differences but also positive attitude changes relating to knowledge about abuse, attribution of blame for abuse, and confidence in handling sexual abuse cases. The teachers' attitudes were maintained at follow-up (parents were not surveyed then).

**How Did it Work?** MacIntyre and Carr (1999a) found that second grade children reported the greatest gains in safety knowledge and self-esteem; that children of higher socio-economic status experienced larger gains of self-esteem as compared to lower SES and the control group. Most children, parents, and teachers enjoyed the program, and found the information about handling bullies most effective. The majority of children had discussed the program with their parents, and 45% of parents believed that their children were more confident afterwards. Teachers found that the program improved communication as the children approached them more frequently to discuss problems.

MacIntyre and Carr (1999b) used file data from a sexual abuse assessment unit at a Dublin hospital to determine differences in rates of disclosure, types of disclosures, and referral source of disclosures between children who had and had not participated in the Stay Safe Programme. The researchers compared 443 case files of non-program children to 145 files of program children. More program children disclosed sexual abuse following their participation, with female adolescents disclosing more often. The Stay Safe participants made more *purposeful* disclosures than non-participants, and were more often made to teachers. Teachers who had participated in the program more often made referrals of children than teachers who had not. The disclosures of abuse from program children were confirmed more frequently than those of non-program children.

**Availability:** The Stay Safe Program is available to all Irish schools.

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**Touching: A Child Abuse Prevention**  
**Community Child Abuse Council of Canada, Hamilton, Ontario, Canada**

**Key Words:**

- Child sexual abuse
- Bullying
- Kindergarten through Grade 8
- Teacher-offered classroom curriculum
- English & French
- Strong research design-Published: Grades 1 to 6 students improved knowledge and attitudes post program that were retained at 5-month follow-up

**Background:** The Community Child Abuse Council of Canada in Hamilton, Ontario, commissioned the Touching program in 1987 in response to the growing recognition of the extensiveness of child sexual abuse. The live drama, Touching, was written by Michael Adkins for elementary age school children.

**Objectives:** Touching is about child abuse, relationships and problem solving. It assists children with knowledge and confidence to deal with inappropriate touching.

**Description:** The video and teacher's kit are for elementary school classrooms (Kindergarten to Grade 8). The "Touching" kit may be used as a stand-alone resource or to supplement an existing child abuse prevention program. The teacher's kit contains a guide that explains and examines prevention techniques. It includes problem solving and role-playing exercises, games, quizzes, illustrations, music, and lyric sheets.

The video has wacky characters in vignettes that present key child abuse prevention concepts. The program encompasses issues such as bullies, 'stranger danger' and abuse by a known and trusted adult. It addresses a sensitive topic in an entertaining and non-threatening way. The characters use a 'Bill of Body Rights' as guidelines to resolve abuse. Six lesson-cards reinforce the lessons communicated in the video. Activities include body ownership, problem solving, assertiveness training, decision-making, identification of feelings, and personal responsibility. Supplementary activities assist children to cooperate and communicate by introducing brainstorming and problem solving techniques. Songs from the video have been transposed into song-based activities to reinforce the child abuse concepts presented in the program.

**Teacher Training:** The Teacher's Guide is a resource on all aspects of child abuse that is useful for staff training. It incorporates legal definitions and reporting procedures; guidelines for disclosure; identification and investigation; treatment and prevention.

**Parent Involvement:** The program has a parent video and manual available in English and French and a Parent Resource Guide. Topics include teaching children about personal safety, understanding child sexual abuse and its impacts, understanding why children don't tell, who offenders are, strategies by offenders to lure children, signs and signals to which parents should be alert, handling disclosures, bullying, and learning activities for parents to use with their children. In Hamilton-Wentworth, the Council presents a single-session workshop to provide parents with practical suggestions for teaching children prevention safety skills.

**Did It Work? Strong Research Design-Published.** The Touching program was assessed by Tutty (1992) with 400 Grade 1, 3 and 6 students using a strong research design. The children were tested 2 or 3 times each according to which of four conditions they were assigned. Children in Group 1 saw the play and were tested before, after and 5-months following the program. Group 2 saw the play at the same time as Group 1, but was tested only after the play and at 5-month follow-up. Children in Group 3 completed the tests at the same time as the pretest and post-tests but did not see the play until immediately before the follow-up testing at 5 months. The children in Group 4 did not see the play until after the research was completed, thus constituting a waiting list control group. The children were pretested in the same time frame as the other groups, and again five months afterward.

The children statistically significantly increased their learning of the prevention concepts presented in the program compared to children who did not participate. Taking the pretest did not sensitize the children to the material, meaning that the improvements in knowledge were from exposure to the program not the measure. The knowledge gains were maintained at the 5-month follow-up testing.

**How Did It Work?** Tutty (1992) suggests that the statistically significant but relatively small increase in scores on the knowledge questionnaire indicate the need for the prevention materials to be presented more than once to children, especially in the lower grades. An item analysis by grade level indicated that children learned different concepts at different ages. Children in Grade 1 had significantly higher knowledge scores compared to children in Kindergarten. Grade 1 and 3 students made the most significant gains, especially on items such as inappropriate touching by a family member or known acquaintance and its okay to say 'no' if you are touched in ways you don't like. In a further (Tutty, 1994), item analysis highlighted that children at different developmental levels responded differently to certain sexual abuse prevention concepts, and the significant increase in learning these concepts after participating in the program. For example, children in Grade 1 did not improve on an item related to saying no if to an uncomfortable touch, but Grade 3 students did improve.

**Availability:** Program materials are available from the Community Child Abuse Council of Canada, 75 MacNab Street S., Suite 203, Hamilton, Ontario L8P 3C1. Phone: 1-800-471-2111 or (905) 523-1020, fax: (905) 523-1877, or check the website at <http://www.childabusecouncil.on.ca>. The Touching video and Teachers' Kit are available in English or French for \$179.50 (CDN). The parent video and manual are available in English and French for \$19.95 (CDN). A Parent Resource Guide is \$5.95 (CDN).

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## **Who Do You Tell?**

### **Calgary Communities Against Sexual Abuse, Calgary, Alberta, Canada**

#### **Key Words:**

- Child sexual abuse
- Kindergarten through Grade 6
- Externally-facilitated presentations
- Strong research design-Published: Improved knowledge and attitudes post program

**Background:** First introduced in 1983, the Who Do You Tell program has been revised by Calgary Communities Against Sexual Abuse (CCASA), a non-profit organization that delivers a variety of training and direct services related to sexual assault and abuse.

**Objectives:** Learning objectives include: understanding sexual abuse and private parts; assertive response to unwanted touching; and trusted adults to tell if abuse occurred.

**Description:** The classroom component of the Who Do You Tell program consists of 2 60-minute sessions. A variety of teaching strategies (stories, song, videos, role-plays) present several key messages: say no; tell an adult; and sexual abuse is never the child's fault. Children practice assertiveness skills and telling a trusted adult.

**Teacher Training:** A 1-hour in-service with teachers outlines the program, how to recognize sexual abuse in children and how to respond to disclosures.

**Parent Involvement:** A parent information evening (1.5 hours) prepares parents for their children's participation in the program and provides them with information about child sexual abuse and responding to disclosures. A parent handbook is available describing the program and issues related to child sexual abuse.

**Did It Work? *Strong Research Design-Published:*** Tutty's (1997; 2000) study of 231 children from Grade 1 to 6 using program and wait-list control groups found that children receiving the program demonstrated significant gains in knowledge of appropriate and inappropriate touch at post-test when compared to children in the control group. An item-analysis showed significant improvements on three items: not always keeping secrets; telling someone if touched in a way not liked; and sometimes saying "no" to an adult.

An age analysis indicated that younger children knew less at both pre- and post-test than older children. Grade 3 seemed to be the level at which children gained the most knowledge of inappropriate touch.

**Suggestive Research-Unpublished:** Tutty (2004) conducted focus groups with 116 students from kindergarten to grade 6. Unquestionably, the children recalled the "Who Do You Tell" program and the core sexual abuse prevention concepts. In response to open-ended question about what they learned, students mentioned appropriate touches, private parts, strategies used by perpetrators (such as secrets and bribes) and that they could tell another if touched inappropriately. While not identical, these responses are similar to the previous correct responses to the standardized questionnaire. Since answering open-ended questions is more difficult than responding to true-false items, the focus group results support the idea that children learn the key abuse prevention concepts after participating in the program. Very few students had received prior information about sexual abuse. For the majority, these ideas were new. These findings validate the continued

provision of the program from the perspective that children are not typically receiving information from their parents about safeguarding themselves with respect to sexual abuse.

**Availability:** The program package (manual, scripts, pictures, video & training materials) will be available (cost to be determined). For program information contact: Calgary Communities Against Sexual Abuse; phone (403) 237-6905; or fax (403) 264-8355; or email: info@calgarycasa.com. Website: <http://www.calgarycasa.com/>

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**C.A.R.E. (Challenge Abuse through Respect Education) Kit**  
**Canadian Red Cross RespectED: Violence & Abuse Prevention, Canada**

**Key Words:**

- Child sexual abuse
- Personal safety
- Kindergarten to Grade 3
- Teacher-offered classroom curriculum
- A version for special populations (e.g., mental disability) is available
- English & French
- Strong research design for the original -Unpublished: Kindergarten students improved knowledge post-program; maintained for 3 months. No research on the revised C.A.R.E. Kit.

**Background:** The Child Abuse Research and Education Productions Association in Surrey, British Columbia originally developed the C.A.R.E. Kit program, a child sexual abuse prevention program for children from kindergarten to grade 3, in the early 1980s. There is a French version of the program as well as one adapted for special populations. The RespectED division of the Canadian Red Cross took over responsibility for the program in September of 2000 and extensively revised the kit. Revisions include introducing concrete safety rules, naming private body-parts and cultural diversity; adding experiential student activities; and distinguishing appropriate behaviour.

**Objectives:** Provides skills and knowledge for children to identify situations that could lead to sexual abuse, understand that they have a right to be protected from sexual abuse and body ownership, and increase awareness of helping resources.

**Description:** The C.A.R.E. Kit program presents 12 key messages, presented in 15- to 20-minute daily lessons over three to six weeks. Message Cards present the concepts and suggest discussion and activities for each key program statement. The key concepts are: 1) each person owns and is responsible for his/her own body and feelings; 2) sexual abuse and touching; and 3) self-protection and reporting sexual abuse.

**Teacher Training:** RespectED provides teachers information about child sexual abuse, child sexual abuse prevention and teaching strategies. Training materials prepares teachers for disclosures, knowing the current legislation and procedures for reporting.

**Parent Involvement:** An information pamphlet is available for distribution to parents at parent meetings or as a take-home handout.

**Did It Work? *Strong Research Design-Unpublished:*** This evaluation of the original C.A.R.E. kit does not provide evidence for the revised version. Perrault, Begin and Tremblay (1998) studied 294 Kindergarten children, finding statistically significant increases in knowledge of sexual abuse and its prevention, when comparing program and control group children at post-test. The gains were maintained at 3-month follow-up.

***Suggestive research evidence-Unpublished:*** Parent surveys indicated that children understood the overall message of the original C.A.R.E. Kit (Fort McMurray Catholic Schools, 1992; School District #36/Surrey, 1994). At least 67% of parents reported that their children reacted positively: gained knowledge, self-confidence, ability

to discuss sexual topics and sense of safety (Chan & Inrig, 1989; Fort McMurray Catholic Schools, 1992; School District #36/Surrey, 1994). Less than 3% of parents suggested that children negatively reacted to the program (Chan & Inrig, 1989; Fort McMurray Catholic Schools, 1992). Teachers reported that children increased their knowledge of personal safety and skills to protect them from sexual abuse (School District #36/Surrey, Spring 1994).

**How Did It Work?** Hubbersty et al. (2000) reported factors related to implementation: 1) teacher training was positively associated with using the original *CARE Kit* materials; 2) teachers saw spring as the best time to deliver the program, as children were, by then, comfortable in the classroom; 3) barriers to implementation included lack of training, discomfort with program content and fear of handling disclosures; 4) teachers identified positive program dimensions as its developmental appropriateness, compatibility with personal development curricula, well-liked by children and contained important messages about sexual abuse not generally found in other programs.

**Availability:** The new edition of the C.A.R.E. Kit (*Your Body is Yours* student book, *My Body Song* book, resource guide, puppets, poster, bookmarks, and message/discussion cards) is available in English and French from RespectED: Violence & Abuse Prevention for \$243.95 (CDN) with a 15% discount when 5 or more kits are purchased. Class replenishment kits (including a poster, plus 30 booklets and bookmarks) are available for \$26.95. One-day training sessions are \$80 per participant with a minimum of 10. Contact RespectED by phone at 1-888-307-7997; Fax: 1-800-811-8877; email: [wz-contactcentre@redcross.ca](mailto:wz-contactcentre@redcross.ca) or visit the web site: [www.redcross.ca](http://www.redcross.ca).

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**Child Sexual Abuse Prevention Program (CSAPP)**  
**Reina Michaelson, Briar Hill, Victoria, Australia**

**Key Words:**

- Child sexual abuse
- Personal safety skills
- Grade 3 through Grade 10
- Internal teacher-offered curriculum
- Strong research design-*Unpublished*: Primary and senior students made significant gains in knowledge and skills in handling sexual abuse.

**Background:** The CSAPP program, developed by Reina Michaelson, was the first Australian program to combat child sexual abuse. Originally for students in grades 9 and 10, CSAPP is also presented to elementary students as, “Staying Safe with People.”

**Objective:** The aim of the primary and secondary CSAPP curriculum based programs is to provide students with the skills they need if in a potentially sexually abusive situation. The themes are presented in developmentally appropriate ways for each age-group.

**Description:** The CSAPP and SSWP programs use drama, role-plays, homework, videos, and discussion. The Grade 3 program introduces children to basic safety skills such as knowing their phone number and also teaches about body parts and ‘private parts.’ The curricula for grade 5 and 6 students re-emphasizes the skills learned in the grade 3 program, providing more detailed information about child sexual abuse and how to ask for help. Each year of instruction uses role-plays, theatre performances and guest speakers to reinforce the concepts. The high school CSAPP program raises more challenging issues including myths and facts about sexual abuse, that some children may not be believed when they disclose, local resources to help victims, and how students can report sexual abuse to authorities. Guest speakers such as police officers and community workers speak about these issues. Students view a live theatre performance and a local Australian celebrity speaks of her own experience as a sexual abuse survivor. The CSAPP program generally lasts 6 weeks.

**Parent Involvement:** Parent information nights explain child sexual abuse and describe the program. Parents raise concerns or question the program.

**Teacher Training:** Teachers are educated about child sexual abuse myths and facts, and how to respond if they receive a disclosure. Guest speakers, videos, and group activities are included. The CSAPP program has developed a Response Team made of community workers such as police, child protection workers and counsellors that provide ongoing support to schools and assist in handling disclosures.

**Did it Work? *Strong Research Design-Unpublished*:** Michaelson (2001) evaluate the senior high program using a pretest, posttest, control group design with three follow-up periods at 2 months, 6 months and 12 months post-program with 100 students aged 14 to 17. CSAPP students made greater improvements in their knowledge of how to disclose sexual abuse, services available for victims, ways to support a friend who has been sexually abused, strategies to avoid sexual abuse and assertiveness using the Self Assessment Questionnaire (Michaelson, 2001). At 2- and 6-month follow-up most knowledge and skills were maintained by the program group although the control group

also made significant gains in knowledge, likely due to the independent implementation of a sexual abuse prevention component in the students' health classes. At 12-month follow-up, the knowledge scores of control students returned to their pre-test scores while program students largely maintained their knowledge gains. Twenty-five percent of students had used CSAPP skills to avoid a potentially abusive situation at 2-month follow-up and 10% of students used these skills at 12-month follow-up.

Michaelson (2001) also evaluated the SSWP version of the CSAPP program for children in grades 3 through 6 using a pre-test, post-test control group design with follow-up occurring only for grades 5 and 6 at 8 and 12 months with 227 intervention and 93 control students. The experimental group made greater knowledge gains about sexual abuse and its prevention using the Children's Knowledge of Abuse Questionnaire – Revised (Tutty, 1995), with the highest increases found on test items measuring children's knowledge about disclosing abuse, the identity of offenders (i.e. that offenders may be trusted friends or family), assertiveness, and the vulnerability of both boys and girls to sexual abuse. Program students also made significant gains on the Vignettes Questionnaire (Michaelson, 2001) that presented students with an abusive situation in which the abuser was a trusted adult of the child. The results were largely maintained at 8 and 12 month follow-ups. As with the senior students, a large number of primary students reported using their SSWP skills in real-life situations. At eight month follow-up, 75% of students reported using SSWP information and 58.3% of student reported using the skills. At 12-month follow-up, student reports of using the SSWP information were reduced to 42.8% while reports of using SSWP skills were reduced to 29.2%. In the senior students' written feedback, most enjoyed the program and learned new skills.

Using the Self-Assessment Evaluation Questionnaire for Teachers (Michaelson, 2001), teachers in the training workshops increased their knowledge of child sexual abuse and legal responses, and their ability to recognize sexual abuse indicators and respond to disclosures. The teachers found the community guest speakers particularly helpful.

**Availability:** The Child Sexual Abuse Prevention program is available to Australian schools and is presently expanding to developing countries internationally. Contact CSAPP by mail: P.O. Box 80, Briar Hill 3088, Victoria, Australia, Phone: (03) 0409 188 572, by email: [csapp@bigpond.com](mailto:csapp@bigpond.com) or the website: [www.csapp.net](http://www.csapp.net).

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## **Talking About Touching**

### **Committee for Children, Seattle, Washington, USA**

#### **Key Words:**

- Child sexual abuse
- Bullying
- Kindergarten through Grade 3
- Teacher-offered classroom curriculum
- English & French versions
- Strong research design-Unpublished for original program: Grade 3 students improved knowledge and skills post-program
- Suggestive research evidence-Unpublished for revised (1996) program

**Background:** The Seattle-based Committee for Children, formed in 1980 to develop curricula and training to prevent child sexual abuse, developed Talking About Touching. Since then, the organization has designed other violence prevention programs, including Second Step. Talking About Touching was revised and updated in 1996 to include new personal safety steps, updated photo-lesson cards, and more take-home letters. The message, “sexual abuse is never a child’s fault”, takes a more prominent place in the revised curriculum. The curriculum has been used with children in urban, suburban and rural schools and with children of diverse ethnic and socio-economic backgrounds.

**Objectives:** The program is intended to increase children’s knowledge of and adherence to rules that will help keep them safe, act in assertive ways, and identify differences in safe touch, unsafe touch, and unwanted touch and to follow safety rules about touching.

**Description:** The curriculum is divided into two kits: 1) preschool/kindergarten and 2) grades 1 to 3. Each kit contains a teacher’s guide and 11" x 17" photo-lesson cards. In addition, the kits offer a variety of multi-sensory activities to teach and reinforce personal safety concepts. The kits contain the Sam’s Story Big Book, booklet, and audiocassette; a video for parents and caregivers; and a poster outlining safety steps taught through the program. The 14 lessons for each grade vary in length from 10 minutes at the preschool level to 30 minutes with grades 2 and 3. The intention is that this curriculum be taught sequentially in each grade as the skills and knowledge taught build on previous learning.

The program addresses safety plan issues, including handling inappropriate touching. Three basic units are covered at each grade level. The first unit covers safety rules to use with things and safety rules to use with people, including traffic, fire, and water safety. The second section teaches children safety rules to use with older people regarding talking, touching and feelings. The third unit presents material and skills related to assertively standing up for one’s self in situations where the child is being bullied or uncomfortable with the way in which they are being touched.

The program is taught by teachers, but school counsellors may join the teaching team. The content varies according to the grade level, but opportunities for skill practice, classroom integration, and transfer of learning are provided at each level.

**Staff Training:** Training in the program components and implementation is recommended. The Committee for Children suggests that all school staff be trained to

identify key behaviours that indicate that a child may be abused and to respond appropriately to disclosures.

**Parent Involvement:** Parent involvement is highly encouraged: a parent education video is included in every Talking about Touching kit. Vignettes provide models to parents about teaching their children key touching safety rules and responding appropriately to disclosures. The teacher's guide contains reproducible take-home letters for families.

**Did It Work? *Strong Research Design-Unpublished.*** The program was evaluated in the pilot phase (Downer, n.d.). Students in the experimental group (70) received the program over a 3-week period, while the control group (15) was not exposed to the program. The study used an interview (with puppets to present incomplete scenarios) and a multiple choice knowledge questionnaire. At pre-test, the intervention and control groups did not differ, however, statistically significant differences between these groups were found at post-test. There were no significant gender differences. Although not statistically significant, the analysis of scores on the written questionnaire indicated a trend toward knowledge gains in safety rules, community resources and problem solving.

***Suggestive research evidence-Unpublished.*** Evaluating the revised program, Sylvester (1997) found that overall scores on general safety, touching, and assertiveness improved afterwards. Challenging items were recalling how to handle inappropriate touching and what to do if an adult ignored a child's request to stop touching them.

**How Did It Work?** In Sylvester's evaluation, half the teachers integrated the program into the regular curriculum and the other half taught it as a separate program. Teachers responded positively to: 1) training and preparedness to teach program; 2) the helpfulness of lesson cards in preparing the program; 3) concepts were developmentally appropriate; and 4) guiding students in role-plays.

**Availability:** Contact Committee for Children, 172 20th Avenue, Seattle, WA, 98122. Phone 1-800-634-4449 or on-line at: <http://www.cfchildren.org/reachus.htm>. Preschool/kindergarten kit costs \$269.00 (US) and the Grade 1-3 kit is \$239.00 (US). Yes You Can Say No (French Version: *Oui Tu Peux Dire Non*), a 19-minute video that can be appropriate for grades 2-6. A Teacher's Guide (French version includes translated Teacher's Guide) comes with the video at a cost of \$65.00 (US).

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**Preventing Sexual Abuse:  
Activities and Strategies for Those Working with Children and Adolescents  
C. Plummer, Association of Sexual Abuse Prevention, Ann Arbor, Michigan, U.S.A.**

**Key Words:**

- Child sexual abuse
- Sexual harassment/Sexual assault
- Kindergarten to Grade 6; Grades 7 to 12
- Teacher-offered classroom curriculum
- Suggestive research evidence-*Unpublished*: Grade 5 students improved in knowledge at post, 2 month, 8 month testing (but no control group)
- Section on adapting materials for developmentally disabled students

**Background:** Carol Plummer, co-founder of the Association for Sexual Abuse Prevention, created Preventing Sexual Abuse: Activities and Strategies for Those Working with Children and Adolescents program in 1984 and updated/revised it in 1997.

**Objectives:** The program provides school staff with activities to reduce the likelihood of young people being subjected to sexual abuse.

**Description:** The curriculum is divided into Kindergarten through Grade 6 and Grade 7 through 12. Topics are presented in 1- to 5-day segments depending on the topic and grade level. The curriculum explains ways that children and youth may be tricked into sexual abuse situations, that sexual abuse is not 'normal' and keeping such secrets is not appropriate. Strategies and resources for dealing with sexual abuse, sexual harassment, and sexual assault are presented. Role-plays and activity sheets are provided. Information on adapting the materials for the developmentally disabled is in the program manual.

**Teacher Training:** Implementation suggestions and guidelines for instructors are contained in the program material, but no formal teacher training is provided.

**Parent Involvement:** The program contains suggestions for involving parents in sexual abuse prevention activities with their children.

**Did It Work? *Suggestive research evidence-Unpublished:*** Plummer (1984) studied the responses of 112 Grade 5 children to the program using a pre- and post-test design with follow-up at 2- and 8-months. At post-test, students significantly improved their knowledge of 14 of the 23 concepts tested: many of the remaining concepts improved. Knowledge gains were generally maintained at both 2- and 8-month testing.

**Availability:** The *Preventing Sexual Abuse* curriculum (Plummer, 1997) is presently out of print but can be found at [www.amazon.com](http://www.amazon.com) starting at \$10.95 (US).

**Reference**

Plummer, C. (1984, August). *Preventing sexual abuse: What in-school programs teach children*. Paper presented at the Second National Conference for Family Violence Researchers, New Hampshire.

## GENERAL CHILD ABUSE AND RELATED ISSUES

**Child abuse entails the betrayal of a caregiver's position of trust and authority over a child. (Hay, 1997)**

Recently, Trocmé and colleagues (2005) released the results of the second Canadian national Incidence Study of Reported Child Abuse and Neglect for the year 2003. The information was collected from child welfare workers in 1998, in 51 randomly selected sites across Canada and again in 2003 in 63 sites. Compared to 1998, the rates of reported abuse increased 125%, from 9.64 cases per thousand children in 1998 to 21.71 in 2003.

These rates demonstrate the serious nature of child abuse in Canada, especially since many cases are never reported to authorities. Neglect (30%), exposure to domestic violence (28%) and physical abuse (24%) were the primary categories of substantiated maltreatment.

Neglect had not received the same attention as physical and sexual abuse, but more likely results in death (Hildyard & Wolfe, 2002). Child neglect includes situations in which children have suffered harm, or their safety or development has been endangered as a result of the caregiver's failure to provide for or protect them. Unlike abuse, which is usually incident-specific, neglect is often chronic & not as easily identified as specific incidents.

According to Hildyard and Wolfe (2002), neglect has severe short and long-term effects on cognitive, socio-emotional and behavioral development of children. It is particularly detrimental in early years (B. Perry). In comparison to physical abuse, neglected children have more serious cognitive, academic deficits, social withdrawal.

Intimate partner violence, primarily men assaulting women, is a serious and significant issue in Canada. It results in long-lasting stresses and injuries that make the family a particularly dangerous place to live (Tutty & Goard, 2002). Although the major violence is between spouses, children often experience the abuse vicariously, if not directly. The effects of children's exposure to spousal violence and/or being abused in one's family are often far-reaching.

The impact on children of being exposed to intimate partner violence has been of concern for a considerable time (Hughes, 1988; Jaffe, Wolfe, & Wilson, 1990; Moore, Pepler, Mae & Kates, 1989), with the observation that such children often resort to either physical aggression or passive acceptance to deal with conflict. Jaffe and colleagues (1986) and Hughes (1988) concur that children exposed to inter-parental abuse commonly exhibit heightened anxiety, depression, and low self-esteem, problems at school, self-abuse, aggressiveness, dependency, somatic difficulties, and poor sleep habits. If the children who have witnessed woman abuse have themselves been abused, they are significantly more likely to show more serious symptoms (Hughes, 1988).

Witnessing abuse or being the target of child abuse places youth at risk for serious emotional and educational problems that may continue to negatively affect them long after the abuse has stopped. A meta-analysis conducted by Wolfe, Crooks, Lee,

McIntyre-Smith and Jaffe (2003) concluded that 40 of the 41 studies they examined reported negative impacts to children exposed to domestic violence. Furthermore, the authors noted that the effects of witnessing violence can be similar to being a direct victim of child abuse.

Physical abuse comprised the third most often form of substantiated maltreatment (28%). For the purposes of the CIS, cases of investigated maltreatment were classified as physical abuse if the investigated child was suspected to have suffered or to be at substantial risk of suffering physical harm at the hands of his or her alleged perpetrator. Physical harm primarily involved bruises, cuts, and scrapes (27% of harm situations), or other health conditions (2%).

### **What We Know About School-based Violence Prevention for Child Abuse**

The primary prevention of physical abuse is not limited to school-based programs. Home-visits to parents and teaching parenting skills are examples of other forms (MacMillan, MacMillan, Offord, Griffith & MacMillan, 1994).

As can be seen from the short list below, unlike child sexual abuse, relatively few school-based primary prevention programs have been developed to address child abuse more generally. Since all child abuse programs also address child sexual abuse, the distinction can be difficult. Although some of the child sexual abuse programs in the previous section include aspects of physical abuse, the majority do not. As well, several of the evaluations of the programs presented in this section focus almost exclusively on children learning the child sexual abuse prevention concepts. Why has general child abuse not been more substantially addressed in school-based violence prevention programs?

Perhaps the reason for this gap is North America's reluctance to interfere in what some parents call disciplinary practices (spanking), even though corporal punishment has been established as a risk factor for child physical abuse (Straus, 2000). It is more comfortable to focus on abuse that occurs more rarely (child sexual abuse) or violence between children (bullying and dating violence). School personnel would likely deal with many more disclosures and questions in presentation on child physical abuse, when such programs are offered.

School-based child abuse prevention programs are of two general types. Some are parallel to and overlap with child sexual abuse prevention programs and are targeted to elementary school-aged children (Dhooper, 1995). The others focus on youth in middle or high schools and provide the information in the hope that when these young adults become parents, they will understand the boundaries of what constitutes abusive behaviour (Marshall et al., 1996).

**Did They Work?** Dhooper (1995) evaluated a school-based educational child abuse prevention presentation, using a quasi-experimental design. 796 3rd-5th graders, equally divided between male and female, participated in the study in either a treatment or control group. After the educational program, the posttest mean score on a child abuse questionnaire of the treatment group increased, with statistically significant differences between the posttest mean scores of the treatment and control groups. There was no significant difference between male and female children in their need for, and benefit

from, the program. At the lower grade level, the program was needed more and the gain was greater.

Marshall et al. (1996) assessed changes in parenting attitudes among high school students that received a health unit on child abuse. The intervention resulted in significant improvements in parenting attitudes.

In summary, there is beginning evaluations on the small number of child abuse programs. This area requires further consideration and development.

**Program Considerations:** The need for teachers training (especially in relation to handling disclosures) and parent involvement are important but identical to those already addressed in the section on child sexual abuse prevention programs.

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### **Programs Addressing Child Abuse/Child Witnesses**

#### **Strong Research Design-Published**

ESPACE/Child Assault Prevention (CAP)

Safe Child

#### **Strong Research Design-Unpublished**

It's Not Your Fault

#### **Suggestive Research Design-Published**

We Help Ourselves

#### **Suggestive Research Design-Unpublished**

Kids on the Block

#### **Minimal Research Designed-Unpublished**

Violence is Preventable (children exposed to marital violence)

**ESPACE**  
**Le Regroupement des Organismes Espace du Québec (R.O.E.Q.),**  
**Victoriaville, Québec, Canada**

**Child Assault Prevention (CAP)**  
**Women Against Rape, Columbus, Ohio, U.S.A.**

**Key Words:**

- Child sexual, physical, psychological and verbal abuse
- Bullying
- Preschool to Grade 6
- Externally facilitated classroom presentation
- French & English
- Strong research design-Published: improved knowledge and prevention skills at post. At 2 months, children retained knowledge but not prevention skills gains.

**Background:** Women Against Rape in Columbus, Ohio developed the Child Abuse Prevention (CAP) program in 1978. Facilitators deliver the CAP program throughout the United States and many other countries. In 1985, a French adaptation, ESPACE, was created. The Regroupement des Organismes Espace du Québec (R.O.E.Q.) is responsible for its ongoing development and implementation in the province of Quebec.

**Objectives:** The objective of this program is to prevent physical, psychological, verbal and sexual abuse of young children.

**Description:** The program offers school workshops for children, teachers and parents by trained ESPACE/CAP facilitators. Classroom presentations are approximately 1-hour and include information and strategies to assist children and youth in resisting abuse. Abuse is seen as a violation of the children's personal rights. Topics covered include sexual, verbal, emotional and physical abuse by peers (bullying), known adults and strangers (abduction). Guided group discussions, narratives and role-plays assist students to learn prevention/protection strategies such as assertiveness, peer support, a self-defence yell and telling a trusted adult if abuse occurs. Facilitators are trained to handle disclosures. Children can meet individually with a facilitator after the program, if they wish.

**Teacher Training:** A 2-hour school/staff workshop informs staff about abuse, how to recognize potential abuse and the community resources available to address abuse.

**Parent Involvement:** A 2-hour Family/Parent in-service training stresses the importance of establishing good communication children.

**Did It Work? *Strong Research Design-Published:*** Hébert and colleagues (2001) conducted a study with 133 Grade 1 and 3 children using a wait-list control design. When post-test scores were compared, children in the program group had statistically significantly higher knowledge and preventive skills scores than the control condition. A comparison of post-test and 2-month follow-up scores indicated that program children retained the knowledge of abuse gains, but their prevention skills had decreased a statistically significant amount. However, a pre-test – follow-up comparison showed that children's prevention skills were greater (statistically significant) than before the program.

Hébert, Lavoie and Parent (2002) conducted a study with 272 parents (55 who participated in the ESPACE workshop offered to parents of elementary school children and 217 in control condition). When compared to those who did not participate in the parent workshop, participating parents had a statistically significant greater knowledge of child sexual abuse concepts, such as the physical signs associated with sexual abuse, the forms sexual abuse can take, children's feelings toward an abusive parent and victim characteristics. Parents who participated in the workshop also gave significantly more appropriate intervention suggestions to a hypothetical sexual abuse scenario.

**Availability:** Le Regroupement des Organismes Espace du Québec (R.O.E.Q.) implements Espace in Quebec. Contact: Francine Gagnon, Coordonnatrice du Regroupement des organismes Espace du Québec, 59 Monfette, local 218, Victoriaville, Québec G6P 1J8; téléphone: (819) 751-1436; télécopieur: (819) 751-1586; email: [roeq@cdcbf.qc.ca](mailto:roeq@cdcbf.qc.ca) or website: <http://www.roeq.qc.ca/menu.html>.

Several centres in Ontario train facilitators to deliver ESPACE: The Centre de Santé Communautaire/COPA in Sault Ste. Marie offers the program to Anglophone schools in surrounding communities. Le Centre Ontarien de Prévention des Aggressions (COPA) provides CAP and ESPACE training and programming in French within Ontario. Contact: Kathryn Penwill, COPA; phone: (416) 465-3370 or see website: <http://www.centredesantecommunautaire.com/copaframeset.html>.

CAP headquarters is at the Educational Information & Resource Center (EIRC) in Sewell, NJ, U.S.A. and can be reached through the website: <http://www.ncap.org/>.

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**Safe Child**  
**Coalition for Children, Denver, Colorado, U.S.A.**

**Key Words:**

- Sexual, emotional and physical abuse of children
- Kindergarten to Grade 3
- Teacher-offered classroom curriculum. Suggestions for community involvement
- English, French, Spanish, & Creole
- Strong research design-Published: Program children aged 3 to 10 gave more appropriate reactions to simulated scenario than controls

**Background:** The Safe Child program was developed in 1987 by the Coalition for Children, Inc. in Denver, Colorado from an existing program by Health Education Systems, Inc. The program has been revised numerous times in response to program evaluations and increased research knowledge about child abuse.

**Objectives:** The objectives include preventing sexual, emotional and physical abuse of children by familiar people, and abuse and abduction by strangers.

**Description:** The program is presented in a preschool to grade 3 series that includes videos, lesson plans, games, role-plays and other activities for each grade level. The curriculum includes 5 to 10 lessons per grade level. Videotapes are used to ensure that the concepts and techniques are presented in a consistent way. Video segments are followed by class activities such as role-plays and discussion groups that provide children with structured opportunities to practice the skills presented.

Sexual, emotional and physical abuse prevention skills are taught in kindergarten, grade 1 and grade 3. These include messages such as: “my body belongs to me”; “saying no”; “talking to someone until you receive help”; and “punishment that leaves bruises and marks that are there the next day is excessive”. Safety with strangers is covered in preschool, kindergarten. Grades 1 and 2 programs include rules when approached by a stranger. Self-care with Grade 2 children explores staying safe in unsupervised situations such as answering the phone or door, handling free time and emergency situations.

An evaluation form for teachers and school administrators is included in the community-planning guidebook. The form asks for comments about problems/concerns, benefits/positive aspects of the program, children’s and parents’ reactions, and suggestions for changes to materials or teacher training.

**Teacher Training:** A training package includes an overview of the problem and dynamics of child abuse, techniques for teaching and handling disclosures.

**Parent Involvement:** A parent seminar enhances and reinforces an understanding of the concepts presented in the program. The program materials include a video explaining the program. Also included are letters to parents explaining the curriculum activities and encouraging parents to practice the techniques and reinforce the concepts at home.

**Did It Work? *Strong Research Design-Published:*** Kraizer, Witte and Fryer (1989) conducted pre- and post-test with 670 children (ages 3 – 10). Some children received the Safe Child program, while the control group did not. To measure actual behavioural change, a simulation/scripted role-play was designed to test the child’s ability to resist



sexual abuse victimization. Scoring was based on the verbal responses and body language of the children. A statistically significant improvement was noted at post-test for program participants, while control children did not improve their scores significantly.

**Availability:** The complete preschool program is available for approximately \$395 (US), while the K to Grade 3 package costs \$895 (US). The kits include a parent/teacher video, children's videos, curriculum guides for teacher training, a parent seminar and children's program. English, Spanish, French and Creole versions of program activities and handouts are available. For information contact Dr. Sherryll Kraizer at the Coalition for Children, P.O. Box 6304, Denver, CO 80206; phone (303) 320-6321, fax (303) 320-6328, or email [Kraizer@safecchild.org](mailto:Kraizer@safecchild.org). Phone orders to 1-800-320-1717 or order forms are on the website: [www.safecchild.org](http://www.safecchild.org).

### Reference

Kraizer, S., Witte, S.S., & Fryer, G.E. (1989). Child sexual abuse prevention programs: What makes them effective in protecting children? *Children Today*, 18, 23-27.

**We Help Ourselves**  
**Childbuilders, Houston, Texas, U S.A.**

**Key Words:**

- Sexual abuse, physical abuse
- Sexual assault, dating violence, sexual harassment
- Preschool through grade 12
- External volunteer-presented curriculum with teacher reinforcement.
- Suggestive research design-Published: Preschool children knew more program concepts at pre-test and maintained these at 6-week follow-up

**Background:** The program was developed by Childbuilders, an agency in Texas that offers a number of programs for children and parents to promote healthy child development. It also runs a residential facility for emotionally disturbed children.

**Objective:** The program is designed to help children develop skills to prevent victimization and the mental health sequelae.

**Description:** We Help Ourselves is presented by trained volunteers, counsellors, or educators in participating schools (Middleman, 1989). The lengths of the programs vary depending on the age targeted: for example, the preschool program is presented in three sessions of approximately 15-minutes. The preschool through second grade programs cover topics such as touches, secrets, hurts, and strangers using puppets/ stuffed animals to introduce concepts and generate discussion. Teachers are given supporting materials to reinforce the concepts. Programs for older elementary children include information about bullies, emotional, physical, and sexual abuse. Junior high and high school programs focus on sexual assault, sexual harassment, dating violence, suicide, and peer pressure. Presentations/supporting materials are available in both English and Spanish.

**Teacher Training:** For preschool sessions, teachers attend an information session prior to the volunteer led presentations.

**Parent Involvement:** Parents attend an information night after We Help Ourselves program is completed to explain the concepts and how to respond if a child discloses abuse. Parents receive a compilation of community resources that deal with sexual abuse.

**Did it Work? Suggestive Research Design-Published:** Peraino (1990) conducted a quasi pre-test, post-test design with 46 preschoolers. 30 students completed only pre-test interviews before the WHO program, while the remaining 16 students completed only post-test interviews after participating. Follow-up testing occurred 5-8 weeks after the program. All of the children received the WHO program at the same time and the scores of the pre-test only group were compared with the post-test scores of the other group of children. The program children (tested after receiving the program) provided correct responses significantly more often than the pre-test-only students.

At follow-up, 19 preschoolers were interviewed (10 from the post-test-only group). There was no significant difference between post-test and follow-up scores, indicating that they had maintained the knowledge gains after about six weeks.

**How Did it Work? Suggestive Research Design-Published.** Although Peraino noted no significant differences between children of different genders, races, or socioeconomic

statuses, there were some noticeable trends. Girls had a tendency to score higher than males in both pre-test only and post-test only groups. Further, low income children generally made more gains after participating in the program, receiving poorer pre-test scores than middle income children but increasing their knowledge to levels similar to middle income children at post-test.

**Availability:** The We Help Ourselves program is available to Houston Texas schools. Contact Childbuilders by Phone: (713) 783-8470, ext 40 for more information. The website is: <http://www.childbuilders.org>

### Reference

Peraino, J.M. (1990). Evaluation of a preschool anti-victimization prevention program. *Journal of Interpersonal Violence*, 5(4), 520-528.

Middleman, B.J. (1989). WHO--We Help Ourselves: A project in anti-victimization. *Prevention in Human Services*. 6(2) 1989, 71-79.

**It's Not Your Fault**  
**RespectED: Violence & Abuse Prevention, Canadian Red Cross, Canada**

**Key Words:**

- Child maltreatment (abuse and harassment)
- Grade 8
- Externally facilitated classroom presentations
- English & French
- Strong research design-Unpublished: Mixed results.

**Background:** A series of prevention initiatives have been developed and implemented by RespectED: Violence and Abuse Prevention, a program of the Canadian Red Cross. This is a community-based, volunteer-driven service. Presentations are available to schools and other youth-serving groups in most Canadian provinces and in the Yukon in both rural and urban settings. Program materials can be adapted for specific audiences, including new Canadians and at-risk populations such as young offenders and teen parents. Materials translated into French should be available.

**Objectives:** The primary goals of the RespectED programs are to break the cycle of abuse, neglect, harassment, and interpersonal violence, and to promote safe, respectful and supportive relationships.

**Description:** Prevention Educators (trained volunteers or RespectED staff) facilitate the classroom presentations. Prevention Educators receive mandatory training that includes at least 120 hours of lectures, observations of program deliveries and a 3-month internship.

It's Not Your Fault is most often delivered to Grade 8 students in 5-session or 2- to 3-hour formats. Topics include: the impact of child abuse on individuals, family and society, defining abuse and neglect, the stresses of normal parenting, developing appropriate peer support skills and the available services in the school and community. The students are challenged to stop the cycle of abuse when they become caregivers. Although the programs are not designed to elicit disclosures of abuse/violence, these sometimes occur. Facilitators and teachers are trained to deal with disclosures.

**Teacher Training:** Classroom teachers are required to attend an orientation session to review the content and process used by the RespectED facilitators. Handling student disclosures is an important part of this orientation.

**Parent Involvement:** Parents are involved through some student activities, such as interviewing parents/grandparents about their dating practices.

**Did It Work? *Strong Research Design-Unpublished:*** Hill and McCarron (1995) conducted a study with 94 Grade 8 students from 4 schools. Students at 2 schools (program and control) participated in a post-test (4 months after program completed) only design, where no significant differences were found between the two groups on knowledge of child abuse. In a gender analysis, girls scored significantly higher than boys in both the intervention and control groups.

In the further comparison, a pretest/4 month post-test study, with the other 2 schools (program and control), program students had statistically significant higher scores

on knowledge than control students at 4-months. In a gender analysis, girls had statistically significant higher scores than boys at pre- but not at post-test.

Barter et al. (2005) evaluated different methods of presenting the “It’s Not Your Fault” Red Cross RespectED program. With no appropriate standardized measure that address child abuse, the team developed the “Combined Abuse Knowledge and Attitudes Scale”, for junior high students in Atlantic Canada. The evaluation had three research conditions in addition to a wait-list comparison group: Group 1 (N=48) was led by a RespectED volunteer. This condition was entitled the “external, inoculation” condition. The second group (N=44) was led by a teacher (internal, inoculation). Group 3 was jointly led by RespectED staff and teacher who involved students and parents in activities in addition to the INYF program (N=49). This condition was considered a comprehensive model. The fourth group was a wait list comparison group (N=65).

Students were tested two weeks prior to the “*It’s Not Your Fault*” presentations, immediately after the presentations, and at 3-month follow-up. The results showed no improvement for the *comparison* condition over three months. Students in the three conditions that received the “*It’s Not Your Fault*” presentations significantly improved their knowledge and attitudes after the program. Students in the *external inoculation* and *internal inoculation* conditions improved significantly from pre-test to post-test and maintained those gains over three months. Students in the *comprehensive* condition improved significantly from pre-test to post-test and continued to improve afterwards, supporting a more comprehensive school-wide approach to violence prevention.

**Availability:** Contact the nearest Red Cross RespectED for availability of “It’s Not Your Fault”. Website: <http://www.redcross.ca/article.asp?id=007770&tid=078>

### References

- Barter, K., Fairholm, J., Ungar, M., Tutty, L. & McConnell, S. (2005). *The Hidden Hurt Project: Final report*. St. Johns, NF: Final Report to the National Crime Prevention Strategy.
- Hill, C.R., & McCarron, G. (1995). *Evaluation of the Red Cross Child Abuse Prevention Program for Adolescents (CAPPA). Pilot project: Final report*. Unpublished. Surrey, BC: The Canadian Red Cross Society, British Columbia-Yukon Division.

**Kids on the Block**  
**The Kids on the Block Inc., Columbia, Maryland, U.S.A**

**Key Words:**

- Sexual abuse
- Physical abuse
- Elementary school children
- Presentations internally offered by school staff or by local puppet troupes
- Suggestive Research Design-Unpublished: One-third of child abuse disclosures in an 11-month period were related to a Kids on the Block performance.

**Background:** Kids on the Block puppetry programs address a multitude of issues. Beginning as a disability awareness program, Kids on the Block presentations have expanded to include medical, social, and educational issues such as AIDS, ADHD, bullying, and sexuality. The Child Abuse Council of Windsor and Essex County piloted the sexual and physical abuse prevention versions of the program in Ontario in 1988.

**Objective:** The sexual and physical abuse prevention presentations of Kids on the Block encourage children to learn self-protective strategies, to encourage abuse disclosures and to teach children to understand and communicate their feelings.

**Description:** The sexual abuse prevention Kids on the Block features a puppet that reveals that her mother's live-in boyfriend sexually abused her. At the conclusion of each presentation, the puppets discuss the topics and answer audience questions.

**Teacher Training: The organization** offers training worldwide with over 1000 active puppetry troupes presenting on a variety of topics. Kids on the Block coordinators of the sexual abuse presentations support school staff in handling disclosure.

**Did it Work? Suggestive Research Design-Unpublished:** Richardson-Millican (1993) examined intake files of 2 Ontario Children's Aid Societies in 1991 and 1992 to determine whether a Kids on the Block performance had occurred in the child's schools up to four weeks before the disclosure. In 47 of 137 cases (34%), the disclosures were associated with performances.

**Availability:** Kids on the Block puppets and training manuals can be purchased through the website. Organizations that purchase puppets receive a free training video and training workbook. Trainers travel to most destinations, training 25 people for \$1000 (US) per day plus expenses. Training is also provided at Kids on the Block headquarters for \$150 (US) per trainer. Phone: 1-800-368-KIDS, fax: (410) 290-9358, or email [kob@kotb.com](mailto:kob@kotb.com). Kids on the Block has over 1000 troupes worldwide performing with respect to various issues: see the website to find a local troupe: <http://www.kotb.com/kob2.htg/links.html>. The Child Abuse Council of Windsor and Essex County ([www.thecpca.org](http://www.thecpca.org)) offers Kids on the Block presentations for a suggested donation of \$250 (CDN) plus travel. Contact the CPCA by phone: (519) 966-0668 email: [info@capcwec.org](mailto:info@capcwec.org) to schedule

**Reference**

Richardson-Millican, C. (1993, March). *Kids on the block research project*. Windsor, ON, Canada: Child Abuse Council of Windsor and Essex County.

**Violence is Preventable Project (VIP)**  
**BC/Yukon Society of Transition Houses (BCYSTH)**

**Key Words:**

- Children exposed to domestic violence
- Relationship violence
- Elementary to high school students
- External presentation
- Minimal research design-Unpublished. Students self-reported learning about relationship violence.

**Background:** The Violence is Preventable Project is the first of its kind in British Columbia.

**Objectives:** Programs goals are to address domestic violence, its effects on child witnesses, and the cycle of violence by building provincial partnerships between Children Who Witness Abuse programs and schools.

**Description:** The VIP program is presented by Children Who Witness Abuse counsellors trained by the BCYSTH to counsel children exposed to domestic violence and to educate students and others about the impact of such abuse. Presentations vary from 30 minutes, 45 minutes to an hour presentation dependant on the audience needs. Eight to ten-week group treatment for victims is available

**Teacher Training:** Professional development workshops are provided for teachers, school administrators and support staff. Parents, school administrators, and school board members may also receive presentations.

**Did it Work? *Minimal Research Design-Unpublished:*** The VIP project and the manual were implemented in 8 pilot sites across BC, with 4 schools receiving educational presentations (2 elementary, 2 high school) (Beja & Rahman). Student comments from open-ended questions included knowing little before the presentation and learning about different forms of abuse as a result of the sessions.

**Contact:** BCYSTH has a 200-page Manual for Children Who Witness Abuse counsellors entitled “Violence is Preventable –Building Partnerships Between Children Who Witness Abuse Programs and BC Schools”. The manuals costs \$60 (CDN) for member organizations and \$75 (CDN) for others. Videos to accompany the manual are being developed. Contact Shahnaz Rahman, BC Yukon Society of Transition Houses, Suite 507 - 475 Howe Street, Vancouver, BC, V6C 2B3; Tel: 604-669-6943 Ext: 221;Fax: 604-682-6962; email: [shahnazrahman@bcysth.ca](mailto:shahnazrahman@bcysth.ca); Website: [www.bcysth.ca](http://www.bcysth.ca)

**Reference**

Beja, T., & Rahman, S. Violence Is Preventable – Building Partnerships between Children Who Witness Abuse Programs and BC Schools. BC Yukon Society of Transition Houses.

## SEXUALLY EXPLOITED YOUTH

**Sexual exploitation of youth through prostitution is defined as any child or youth under the age of 18 who is engaged in the sex trade by choice or circumstances, including the provincial, national, and international trafficking of young people for the purposes of prostitution.**

Public identification of the sexual exploitation of children and youth within the sex trade in Canada as a real problem is a relatively new phenomenon. Legally and morally, this form of violence against girls and young women takes on a different meaning for Canadians than does adult prostitution (Busby et al., 2002). Legally defined as child abuse, child prostitution is still considered in the mind-set of most Canadians as rare and outside our normal experience. It certainly affronts our idealized perceptions of childhood and adolescence. We prefer to see youth operating within the 'sex trade' as isolated instances of 'street kids' who have opted out of mainstream society and use sex as a 'trade' for money, alcohol or drugs – essentially a business transaction (Task Force on Children Involved in Prostitution, 1997). The perceptions of youth prostitution run the gamut from a lifestyle choice to a criminal activity to child sexual abuse. The idea of the sexual slavery of children (controlled by pimps and other persons who profit from the abuse) and their exportation to other cities or countries is reserved for children in Bangkok or other exotic locales.

Conferences such as the International Summit of Sexually Exploited Youth in Victoria, British Columbia in 1998 and provincial reports such as those by British Columbia (Assistant Deputy Ministers' Committee on Prostitution and the Sexual Exploitation of Youth, 2001) and Alberta (Task Force on Children Involved in Prostitution, 1997) have helped to raise the profile of the problem of sexually exploited children and youth, not only abroad but as a Canadian problem as well.

Prostitution is viewed as an extensive problem in most communities (e.g., in over 75% of communities surveyed in British Columbia), although the number of youth involved has not been determined (Assistant Deputy Ministers' Committee on Prostitution and the Sexual Exploitation of Youth, 2001). We do not have reliable research data on the extent of Canadian children and youth being sexually exploited through prostitution, however, it is estimated that 10% to 12% of all individuals involved in prostitution are less than 18 years of age (Task Force on Children Involved in Prostitution, 1997). Approximately 14% of those charged for prostitution-related offences are youths with a 5 to 1 female to male distribution (DeKeseredy, 2000). There is an over-representation of girls, especially Aboriginal girls (up to 65% of sexually exploited youth in some communities). The Assistant Deputy Ministers' Committee on Prostitution and the Sexual Exploitation of Youth (2001) reported that most youth involved in prostitution were females aged 15 to 18, although some were as young as 10 and under were known to be involved. Fewer boys were estimated to be involved and they tend to be less visible.



According to the same study, sexually exploited youth come from every socioeconomic class, although children from economically disadvantaged, multi-problem families seem over-represented. Most of these young people have been sexually and physically exploited as children within their families and communities. They tend to leave school and home at an early age and turn to prostitution through economic need and association with other street youth. On the streets, these youth continue to experience considerable violence from johns, pimps and others, such as institutional harassment from some police members (Nixon, Tutty, Downe, Gorkoff & Ursel, in press).

### **What We Know About School-based Sexual Exploitation Prevention**

School-based prevention efforts related to sexual exploitation are very new. Several sexual harassment prevention programs include sexual exploitation as a topic, but do not deal with this in an extensive manner.

**Program Objectives:** Raising awareness and providing students with skills to recognize and avoid sexual exploitation are the objectives of the initial prevention efforts.

**Program Content:** Separating myths and facts about child prostitution, understanding the realities of street life and how young people are lured into prostitution.

**Teacher Training:** Raising awareness of the realities of child prostitution is the aim of the informal teacher training in this prevention area.

**Parent Involvement:** As with teachers, parent presentations focus on raising awareness of the sexual exploitation of youth.

**Did They Work?** Few initiatives and no formal evaluations have yet been planned.

### **References**

- Assistant Deputy Ministers' Committee on Prostitution and the Sexual Exploitation of Youth (2001). *Sexual Exploitation of Youth in British Columbia*. Victoria, BC: Ministry of the Attorney General.
- Busby, K., Downe, P., Gorkoff, K., Nixon, K., Tutty, L. & Ursel, J. (2002). Examination of innovative programming for children and youth involved in prostitution. In H. Berman and Y. Jiwani (Eds.), *In the best interests of the girl child* (pp. 89-113). London, ON: The Alliance of Five Research Centres on Violence.
- DeKeseredy, W.S. (2000). *Women, crime and the Canadian criminal justice system*. Cincinnati, OH: Anderson Publishing.
- Nixon, K., Tutty, L., Downe, P., Gorkoff, K., & Ursel, J. (in press). The everyday occurrence: Violence in the lives of girls exploited through prostitution. *Violence Against Women [Special Issue on Prostitution]*. Raphael, J. & O'Leary, C. (Eds.).
- Task Force on Children Involved in Prostitution (1997). *Children involved in prostitution*. Edmonton, AB: Government of Alberta.

### **Prevention Programs Addressing Sexual Exploitation**

Child Sexual Exploitation Prevention  
Street Teams/Side Door Presentations

## **Child Sexual Exploitation Prevention Canadian Red Cross, Canada**

### **Key Words:**

- Child sexual exploitation
- Grades 5 through 12
- Externally-facilitated classroom curriculum
- Innovative – addresses the problem of child prostitution
- English & French (when program available nationally)

**Background:** The Child Sexual Exploitation Prevention presentation is part of a series of prevention initiatives developed and implemented by RespectED: Violence and Abuse Prevention, a community-based, volunteer-driven service of the Canadian Red Cross. The Alberta RespectED designed the program in response to new provincial legislation on child prostitution. Alberta Learning contracted with the Red Cross to develop a training manual and implement school-community presentations.

**Objectives:** Objectives include: identifying the issues and impact of sexual exploitation; empowering students to prevent sexual exploitation in their lives or the lives of friends.

**Description:** The Child Sexual Exploitation Prevention program is a 5-session (40-minute each) presentation facilitated by trained Red Cross staff and volunteers. The program is adjusted to local school needs and grade level. It begins by establishing a safe learning environment in which to discuss this sensitive topic, using interactive trust-building exercises to develop rapport. The other sessions focus on what child prostitution is and how children/youth are lured into prostitution. The impact of prostitution on the community and the individual are discussed as well as risk factors for self and others, attitudes and myths, the law, and community resources for those involved in prostitution.

**Teacher Training:** Teachers participate in an orientation session and are expected to remain in the classroom while the facilitator(s) are presenting.

**Parent Involvement:** Parent letters inform about the program and awareness of the problem.

**Did It Work? How Did It Work?** Formal evaluation results are not available.

**Availability:** This presentation is currently only available in the Calgary area, but will become part of the RespectED national abuse prevention initiatives by 2004. In Calgary, contact: Jacquie Poetker, Coordinator of RespectED, by phone at (403) 541-4441; or email: [jacquie.poetker@redcross.ca](mailto:jacquie.poetker@redcross.ca). By 2004, others may contact the nearest Red Cross RespectED for availability of Child Sexual Exploitation Prevention class presentations.

## **Street Teams/Side Door Presentations**

**Street Teams/Safe House Society and Boys and Girls Clubs of Calgary, AB, Canada**

### **Key Words:**

- Sexual exploitation of youth
- Grade 7 through 12
- Externally-facilitated presentations
- Innovative – new area for school-based prevention programming

**Background:** Street Teams/Safe House Society is a not-for-profit organization based in Calgary. As of April 1, 2005, the society merged with the Boys and Girls Clubs of Calgary to provide more services to at-risk youth aged 12-18 at a lower cost. Street Teams/Side Door is a prevention and intervention based program for youth at-risk or victimized by street life and/or sexual exploitation through prostitution. In 2004, an average of 42 presentations were delivered per month to over 8,000 youth in Calgary.

**Objectives:** The objective is to raise awareness of the dangers and realities of homelessness, street life and sexual exploitation among youth. The theme of the presentation is ‘I know how to keep myself safe and I will.’

**Description:** The prevention-focused and interactive presentations are modified to suit the age-level of students. Presentations may vary from 1 to 3 hours and include videos and class discussion. Topics include: risk factors for involvement in prostitution; prostitution myths and facts; the emotional and physical effects of prostitution; recruitment techniques used to lure children and youth into prostitution and pornography; information on internet luring; potential locations and warning signs for recruitment; and how young people can protect themselves from becoming involved in street life or prostitution, including contact information for service providers. While the presentation is designed for grades 7 to 12, it can be used for community agencies and post-secondary institutions.

**Teacher Training:** Presentations to teachers and community members focus on similar topics as the student presentations, but also include what adults can do to help keep children and teens protected from the dangers of prostitution and street life.

**Parent Involvement:** Parent presentations are available.

**Did It Work? How Did It Work?** No evaluations of the program have been completed.

**Availability:** Presentations are free of charge and available to junior and senior high school students, post-secondary institutions, parents, and any interested community members or groups. To book a presentation contact Sharon Jones, Public Education Coordinator at Street Teams/Safe House-A program of Boys and Girls Clubs of Calgary,, 731-13 Avenue NE, Calgary, Alberta, Canada, T2E 1C8; phone: (403) 228-3390;; or email: [sjones@bgcc.ab.ca](mailto:sjones@bgcc.ab.ca).; or on-line at: <http://www.streetteams.com/>

## YOUTH DATING VIOLENCE

‘Dating’ and ‘going out’ are activities in which many Canadian youth engage starting as early as age 11, 12 and 13 (Price et al., 2000) Violence in dating relationships is not uncommon. Teen dating violence parallels adult intimate partner violence in that it exists on a continuum extending from verbal and emotional abuse to sexual assault and murder.

**Dating violence is any intentional sexual, physical or psychological attack on one partner by the other in a dating relationship (Health Canada, 1995).**

This definition reflects the belief that all forms of abuse are harmful and need to be taken seriously. A wide range of abusive acts occur in dating relationships that go beyond what people traditionally think of as “serious” abuse, that is, physical or sexual violence. In a Canadian study conducted by Lavoie, Robitaille and Hebert (2000) these included death threats, psychological abuse, denigration and insults, jealousy, excessive control, indifference, threats of separation and reprisals, damaging reputations, and harassment after separation. Although both young men and women may act abusively, the abuse of young women by men is more pervasive and usually more severe.

Physical abuse includes shoving, slapping, choking, punching, kicking, biting, burning, hair pulling, using a weapon, threatening someone with a weapon, or forcibly confining someone (Health Canada, 1995). These attacks cause both emotional and physical harm. Typically, young men use physical force to assert control while young women use it to protect themselves, to retaliate or because they fear that their partner is about to assault them. Some women live in terror of such attacks. In contrast, young men rarely fear assaults from young women, considering women’s use of force to be innocuous.

Sexual assault includes unwanted sexual touching, forcing or pressuring a partner to consent to sexual activity, rape and attempted rape and attempting or having intercourse with a person who is under the influence of alcohol or drugs (Health Canada, 1995). Such abuse is more often directed at young women. While each of these acts is emotionally damaging, they vary in the extent to which they result in physical injury.

Emotional abuse, like sexual and physical abuse, varies in its intensity and its consequences. It includes behaviour such as insulting or swearing at a partner, belittling them, threatening or terrorizing them, destroying their property or possessions, isolating them from friends and relatives and treating them with irrational possessiveness or extreme jealousy (Health Canada, 1995). Emotional abuse originates in the aggressor’s desire to control the other person’s behaviour. Undermining their partner’s self-confidence, limits their ability to act independently. Both young men and young women may use emotional abuse. Society, however, too often downplays the effects of emotional abuse because there is no visible harm. As a result, communities offer little support to deal with emotional abuse by either men or women.

More young women are aware of teen dating violence among their peers and have experienced such abuse than young men. In a study of students in grades 9 to 13, Jaffe

and colleagues (1992) reported that 54% of students were aware of dating violence among their peers, with significantly more girls (61%) reporting this than boys (48%). Price and colleagues (2000) studied dating violence among approximately 1700 English- and French-speaking New Brunswick youth (11 to 20 years old). They reported significant differences between the percentages of adolescent girls and boys experiencing psychological and/or physical abuse, 22% and 12% respectively, and sexual abuse, 19% and 4% respectively. Overall, 29% of adolescent girls and 13% of boys in the sample reported some abuse in their dating relationships.

A study of post-secondary students, DeKeseredy and Kelly (1993, cited in DeKeseredy, 1997) reported findings from 3,142 Canadian university/college students. This national study noted that between 16% and 35% of young women reported having experienced at least one physical assault by a male dating partner, 28% experienced at least one incident of sexual abuse in the previous 12 months, and 45% had been victimized in a dating relationship since leaving high school.

O'Keefe's 1997 research identified some reasons why adolescent girls and boys behave violently to their dates. Both young men and young women reported that males more frequently initiate dating violence. The primary reason reported by both men and women was 'a way of showing anger', although females were significantly more likely to declare this than males. 'Self-defence' was the second most frequently given reason for young women, whereas for young men it was 'gaining control of their partner'. Other factors included an increased likelihood of violence when one or both had been drinking alcohol. Having witnessed violence within the family was a significant predictor of inflicting dating violence for males, but not females. Conflict in the relationship and the seriousness of the relationship were significant factors that young women associated with the initiation of dating violence.

Lavoie, Robitaille and Hébert (2000) explored perceived causes of dating violence with 24 Canadian teens. The youth identified factors such as jealousy, and the need for power and/or use of alcohol or drugs by the young men. Characteristics of victimization were provocation by the young women and previous experience with violence. The youth often cited communication problems, with the victim seen as playing a role in provoking the violence. The teens identified a number of social factors including the influence of peers, especially friends who behaved violently and the impact of pornography on violent interactions in sex.

The interconnections between dating violence, a trauma history and the related adolescent issues of using substances and sexuality have been highlighted in recent studies that suggest the need for more comprehensive programs to prevent the issue.

Wekerle, Wolfe, Hawkins, Pittman, Glickman, and Lovald (2001) studied a high school sample of 1,329 youth (aged 13-20 yrs) and 224 youth (aged 13-18 yrs) from active child protective services with respect to trauma:

For females only, results support a mediational model in the prediction of dating violence in both samples. For males, child maltreatment and trauma symptomatology added unique contributions to predicting dating violence, with no consistent pattern emerging across samples. When considering the issue of self-labeling as abused, CPS females who self-labeled had higher posttraumatic

stress symptomatology and dating violence victimization scores than did their non-labeling, maltreated counterparts for emotional maltreatment. (p. 847)

Similarly, Wolfe, Wekerle, Scott, Straatman, A. & Grasley (2004) found that trauma-related symptoms were significantly predictive of dating violence for both boys and girls. However, while attitudes and empathy and self-efficacy were correlated with such behaviour at both time points, these variables did not predict dating violence over time. Such research suggests the need for comprehensive programs that address problems related to dating violence in addition to information and discussion to change attitudes and beliefs about the problem.

### **What We Know About School-based Dating Violence Prevention**

School-based dating violence programs began to appear in Canada and the United States in the mid-1980s. The programs were often spearheaded by education and social service organizations that were already serving victims of child abuse and intimate partner violence such as emergency shelter staff or advocates. For many Canadians, the 1989 Montreal massacre of 14 women, solely because they had been accepted into an engineering program, highlighted the underlying gender stereotypical attitudes that can lead to violence.

Early adolescence has been characterized as a “window of opportunity” to expose young people to healthy relationship development and non-violent conflict resolution. A number of developmental issues in adolescence, such as learning autonomy and control and shifting emotional dependency from parents to peers, make this a particularly important time to provide educational opportunities with respect to non-violent relationships (Wolfe, Wekerle & Scott, 1997). Typically, dating violence prevention programs are directed to students in grades 7 to 12.

As previously mentioned, sexual assault or coercion is often an integral aspect of dating violence. However, some programs integrate sexual assaults better than others. For the purposes of this manual, we present a separate section on sexual assault programs, many of which were developed for college and university populations. In this section, we highlight what dating violence prevention programs include sexual assault information.

**Program Objectives:** A variety of knowledge, attitude and skill-building objectives drive dating violence prevention programs. The ultimate goals are to reduce violence in youth dating relationships and to promote healthy, respectful relationships. Some programs advance these goals through increasing awareness of what dating violence is, why it happens and what to do if it occurs, including increasing knowledge of local resources and help-seeking. Conflict resolution, communication and critical thinking skills are at the heart of other dating violence programs to promote healthy relationships and provide alternative choices for resolving conflicts.

Feminist, health promotion and ecological perspectives have all been incorporated into dating violence prevention. These suggest that social, behavioural, and environmental factors that promote and sustain the acceptance of violent and abusive behaviour must be taken into account to prevent violence in relationships. Changing attitudes has become an important target in adolescent prevention programming.

**Program Content:** The content to accomplish these objectives is quite varied, providing information on: healthy relationships, control and power in relationships, gender inequality, gender stereotypes and roles, depictions of violence and gender in the media or advertising, the dynamics of aggression, bullying, communication skills, dealing with peer pressure, sexual harassment, dealing with disappointment and anger in non-violent ways and community resources for victims and perpetrators of dating violence. While there is no consensus about what constitutes a comprehensive dating violence prevention program, some of the programs revised in this resource manual, that have successfully reduced the use of violence in dating relationships, contain many of the elements listed above.

**Presentation Methods:** Interacting with youth is key to both capturing their attention and providing opportunities for skill development. Role-plays, videos and written scenarios are often used. Since the mid-1990s, peer leadership approaches have emerged in dating violence prevention programs, based on the assumption that adolescents would be more receptive to education from their peers and the material would be more relevant to their experience. Peer education models train some high school and university students to present violence material to peers and younger students often using a theatrical performance. One model of peer leadership, “Making Waves” developed in New Brunswick, Canada, has selected youth and a high school teacher form teams and participate in a leadership-training weekend. The follow-up is a commitment to implement a dating violence prevention action plan in their schools.

An issue that has only recently emerged as a result of the outcome research for dating violence prevention programs is considering the differing needs and successes of young women as compared to young men. Dating violence prevention has almost exclusively been presented to mixed gender audiences. However, across several studies researchers have suggested that young women both know more before programs begin than do young men and show greater increases in knowledge acquisition and attitude change after the program. In some instances, the initial scores of the young women are already high and leave very little room for improvement at post-test (called a ceiling effect). Some researchers have demonstrated a ‘backlash’, such that young men on average have endorsed less appropriate attitudes after the program than they did before.

Several recommendations that arose from focus groups and interviews with adolescents are to address some prevention topics, at least initially, in separate gender groups (Normandeau et al., 2002). This would allow for universal prevention programming, but be attentive to the presentation, safety, and knowledge differences that exist between the sexes. The groups could then re-convene and share learning afterwards.

**Teacher Training:** The extent of involving teachers in dating violence prevention programs varies greatly from none to about 20 hours. Several programs consult with classroom teachers to provide strategies that other educators have found effective. When training is provided, it focuses on background information about dating violence, specific program content and how to talk with youth who have been victimized or perpetrated violence within a dating relationship.

**Parent Involvement:** Less than half of the programs reviewed offer parent information session. When available, parent workshops provide information on dating violence and how to help teens that might be in an abusive relationship.

**Did They Work?** A number of different outcomes are typically assessed in evaluations of dating violence prevention efforts. Most programs increase knowledge of the dynamics of dating violence and, hypothetically, what might be done to avoid such violence. Although knowledge of and skills for developing healthy relationships are a focus in many programs, these outcomes are rarely assessed. The results of the research on the effectiveness of dating violence prevention programs to change inappropriate attitudes that support violence and to actually reduce physical, sexual and emotional abuse in teen dating relationships have been mixed.

Changing attitudes appears to be more challenging than other outcomes. Often significant attitude changes do not occur until the second year of the program for young women and the third year for young men. This pattern may also explain the lack of effectiveness of many evaluations that rely on only pre- and post-test data.

### **How Did They Work?**

Hilton, Harris, Krans, Smith, and Lavigne (1998) found that Grade 11 students that attended only an hour long audience-wide presentation on rape and dating violence did not improve their knowledge, on average, but students in subsequent small-group discussions did. This supports the importance of providing opportunities to interact with peers in discussing anti-violence issues.

In summary, gender differences are important in both the prevalence and incidence of dating violence and the outcomes of prevention programming. Dating violence prevention research has taken a leadership role in examining the impact of programming on the sexes. When compared to young men, young women tend to have higher knowledge and attitude scores at pre- and sharper, faster improvements in appropriate attitude scores, use more emotional abuse at pre-test but showing a greater reduction at post-test. Young women are also more resistant to peer pressure and pressure to conform than young men at post-test and follow-up.

Not all dating violence prevention programs are successful in their efforts to change attitudes and reduce violence. For example, Wisdom, Belamaric, Rohrbeck and Dutton (August, 1999) reported on the lack of effectiveness of the High School Domestic Violence Workshop Curriculum. In this well designed study with over 300 students, that used reliable and valid outcome measures, students in the program condition did not differ significantly from control group students on scores of knowledge, attitudes, or behavioural intentions to intervene in dating violence situations.

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**Prevention Programs Addressing Youth Dating Violence  
(In Alphabetical Order)**

**Strong Research Designs: Published**

- Dating Violence Intervention & Prevention for Teenagers: Kraizer et al. (attitudes re. physical violence did not improve)
- The Fourth ‘R’
- Mentors in Violence Prevention
- Safe Dates
- Skills for Violence-Free Relationships (improvements lost at 5 months)
- STOP! Dating Violence Among Adolescents/ La Violence dans les Relations Amoureuses des Jeunes (VIRAJ)
- What’s Love Got to do with It? (improvements lost at 2 months)

#### **Strong Research Designs-Unpublished**

- Healthy Relationships: A Violence-Prevention Curriculum
- Respectful Relationships (SWOVA)
- SafeTeen: Powerful Alternatives to Violence
- S.T.A.R. (Southside Teens About Respect)

#### **Suggestive Research Designs-Published**

- A.S.A.P. – A School-based Anti-violence Program Dating Violence Intervention & Prevention for Teenagers
- Collective Drama and the Prevention of Violence in Relationships

#### **Suggestive Research Designs-Unpublished**

- TeenPEACE

#### **Minimal Research Designs-Unpublished**

- Expecting Respect-Peer Education Project

#### **Innovative-No Research**

- Making Waves/Vague par Vague

**Dating Violence Intervention & Prevention for Teenagers**  
**S. Kraizer & C.L. Larson, University of Oklahoma, Tulsa, OK, U.S.A.**

**Key Words:**

- Dating violence
- Role of power and control
- Grades 6 through 12
- Internal teacher-offered curriculum
- Results analyzed by gender and academic achievement level
- Strong research design-Published: Improved knowledge and attitudes to non-violence with Grade 6 to 8 students, but not attitudes to physical violence

**Background:** Sheryll Kraizer and C. Lyn Larson developed the Dating Violence program for the National Resource Center Youth Services in Tulsa. The program can be used in the classroom as a prevention program and in small group settings as an intervention with teens already affected by dating violence.

**Objectives:** Objectives include understanding dating violence and its causes, and assisting teens to avoid or end an abusive relationship.

**Description:** This 5 one-hour session curriculum includes lessons on the causes of dating violence, violence in society and relationships, power and control in relationships, substance abuse and dating violence. The manual includes lesson plans, handouts, sample flip chart displays, teacher-student discussion topics and experiential exercises.

**Teacher Training:** A 3-hour in-service training for teachers was used in the evaluation; however, the National Resource Center does not list ongoing training for this program.

**Did It Work? *Strong Research Design-Published:*** Macgowan (1997) conducted a pretest posttest wait-list control group study with 440 Grade 6 to 8 students. At post-test, program students scored significantly higher compared to the control group on a measure of knowledge about dating violence and attitudes about non-physical violence. Academically advanced young men scored significantly higher than “regular” young men and advanced-standing young women in the program group in pre- to post-test comparisons. Attitudes about physical/sexual violence and methods of dealing with relationship violence did not significantly improve at post-test, although young women’s scores on these items were higher than young men’s at both pre- and post-test.

**Availability:** The Dating Violence Intervention & Prevention for Teenagers: Group Leader’s Manual (1996) is available for \$15.00 (US) from the National Resource Center for Youth Services, Schusterman Center, 4502E. 41<sup>st</sup> Street, Bldg. 4W, Tulsa, OK 74135; phone: (918) 660-3700; fax: (918) 660-3737; website at <http://www.nrcys.ou.edu>.

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**The Fourth ‘R’: Relationship based Violence Prevention**  
**D.A. Wolfe, P. Jaffe, C. Crooks, Ray Hughes**  
**University of Western Ontario, London, Ontario**

**Key Words:**

- Dating violence and high risk sexual behaviour
- Bullying
- Substance abuse
- Grades 9 to 12
- 21 week teacher-offered classroom curriculum
- Gender analysis of outcomes
- Strong research design-Published and Unpublished.

**Background:** The Fourth R involves a whole school approach with extensive teacher training, parent education, and school-wide events. The Fourth R is “relationship”, and with the premise that such skills can be learned just as reading, writing and “rithmetic” skills. The program builds on an earlier well-researched dating violence prevention program, the Youth Relationships Project designed for “at-risk” adolescents (Pittman, Wolfe & Wekerle, 1998). The Fourth R was designed as primary prevention for a general school audience as part of the health education requirement for grade 9 students. The program developers are currently consulting with Canadian Aboriginal students and teachers to create an Aboriginal specific version of the Fourth R.

**Objectives:** The program objectives include acquiring knowledge of abuse and power dynamics in close relationships; developing communication and conflict resolution skills; and learning about community resources that help teens manage relationship problems. The Fourth R aims to expose adolescents to healthy alternative relationships from those that they see in the media.

**Description:** The program’s 21 sessions consist of three major themes: Personal Safety and Injury Prevention, Healthy Growth and Sexuality, and Substance Use/Abuse. All units teach basic decision making skills and clarification of societal values. The major focus is on healthy adolescent relationships, gender role expectations, alternatives to aggressive problem-solving, violence and sexist media, alcohol and drug use, abuse of power and control, sexism, decision-making, date rape, handling dating stresses, and violence. The adolescents learn communication and conflict resolution skills through solving hypothetical situations. Student-led social action committees provide participants with information about resources in their community that could assist managing stressful relationship situations and other activities to build collaborations between the schools and community partners.

**Teacher Training:** Teachers participate in a 2-day training sessions. All school personnel are provided with program information aid in its implementation.

**Parent Involvement:** Parents may attend an orientation in which they are provided with information about normal adolescent development, key concepts of the Fourth R program, strategies for home to develop their children’s skills, and community resources. A parent newsletter provides information that parallels the Fourth R lessons that their children are taking.

**Did It Work? Strong Research Design-Published:** The original published randomized trial research on the Youth Relationships Project for high-risk adolescents provided positive results that led to the development of the Fourth R (Pittman, et al., 1998; Wolfe, Wekerle, Scott, Straatman, Grasley, & Reitzel-Jaffe, 2003).

**Strong Research Design-Unpublished:** Wolfe, Crooks, Chiodo, Hughes and Jaffe (2005) evaluated the Fourth R using a cluster randomized design with 22 high schools (clusters) assigned either to the Fourth R or a control condition (existing curricula). Grade 9 students (N=1600) answered a self-report on-line measure of, attitudes, and alternatives concerning dating violence, peer violence, substance use, and sexual behaviour, self-reported relational aggression, and knowledge about violence, sexual health and substance use at the beginning and end of the school year. At posttest, program students had higher knowledge of violence, substance use, and sexual health than control group students. Youth in the program group believed that they had learned more and enjoyed health class more than control group students. Self-reported use of relational aggression strategies such as rumour spreading and social exclusion was examined pre/post. A trend for lower reported rates of relational aggression among the program group at post-test did not reach statistical significance.

**How Did it Work?** Wolfe et al. (2005) noted some gender differences: Girls' attitudes towards violence did not vary between program and control groups. In contrast, boys in the program showed much better awareness of a range of forms of relational violence, comparable to the girls. Boys in the program schools were *less likely* to self-report using relational aggression strategies or the intention of possible or probable engaging in sexual intercourse over the coming year compared to boys in the control schools.

**Availability:** A manual for The Fourth R is forthcoming. Contact Dr. David Wolfe via email: [dawolfe@uwo.ca](mailto:dawolfe@uwo.ca). Mail the CAMH Centre for Prevention Science, 100 Collip Circle, Suite 100, UWO Research and Development Park, London, ON N6G 4X8; Phone: 519-858-5144; On-line at: [www.thefourthr.ca](http://www.thefourthr.ca)

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**Mentors in Violence Prevention (MVP)**  
**J. Katz, Northeastern University, Boston, Massachusetts, U.S.A.**

**Key Words:**

- Sexual harassment, rape, dating violence
- Bystander intervention
- High school and college students
- Innovative: Uses a ‘playbook’ of sexual harassment and violent situations to bring attention to students’ roles as bystanders. Male and female students discuss the scenarios independently and then join a mixed gender discussion.
- Strong research design-Published: High school students significantly improved knowledge and attitudes about gender violence compared to control students. They reported more confidence in being active bystanders and would intervene in gender violence situations.

**Background:** Mentors in Violence Prevention was developed Jackson Katz, a former US all-star football player who noticed that few violence prevention programs target male athletes despite the often extreme attitudes of masculine power within such groups. Offered since 1993 by Northeastern University’s Center for the Study of Sport in Society

**Objective:** The MVP program provides a safe environment for separate gender groups to discuss violence in popular culture and their own lives. The goal is to change society’s construction of masculinity from dominance to equality.

**Description:** At the college level, male and female athletes, go into separate gender groups where they are provided with the MVP Playbook, a series of scenarios depicting sexual harassment, dating violence, sexual assault, and homosexual harassment. In most scenarios, students take the role of bystander. For each scenario, a possible line of thought for the situation is described, and possible behaviours in which the student could engage are provided for discussion. The program consists of three 90-minute sessions about bystanders and masculinity. Students can complete as many playbook scenarios as time allows but the discussions can be intense. On completion of the playbook exercises, male and females come together to dialogue about the issues. A fourth session of MVP is offered to any who would like to become mentors to present the MVP program to high school students. The college-age athletes will hopefully be perceived as role models to younger students, particularly boys.

**Peer Training:** MVP trainees (coaches, teachers, parents) participate in an intensive 2-day workshop that outlines the MVP philosophy and instruction method. Trainees conduct mock MVP sessions and are expected to gather a group of socially diverse students to create a mentor group of students’ peers which will participate in a retreat or numerous educational sessions to prepare them to deliver the MVP program to students.

**Did it Work? Strong Research Design-Published:** A pretest/2-week posttest quasi-experimental design (MVP, n.d.) was conducted with 211 intervention students and 72 comparison students. MVP participants had more knowledge about their state’s rape laws, the influence of the media, the role of men in perpetrating violence against women, and the prevalence of gendered violence in America. At post-test, MVP students improved their attitudes towards gender violence significantly more than comparison

students; this effect was greater for boys than girls. Finally, MVP students increased their confidence in their own abilities to prevent and stop gendered violence in their everyday lives, suggesting that the MVP program had the desired effect on students' confidence in their own abilities to become active bystanders.

***Suggestive Research Evidence-Unpublished:*** The previous years, Ward (1999/2000) collected qualitative and pre-test/2-week post-test quantitative data from two school sites, one an urban centre and the other suburban. Qualitative data was collected from focus groups, observations of the MVP train-the-trainer sessions and individual interviews. Pre-test data (N=262) and post-test data (N=209). Identical to the results from the second year study, after MVP training students had more knowledge about violence against women and their state's rape laws, and the need for bystanders to be active in violence and harassment scenarios. One-third of the students considered the MVP skills they had learned to intervene in potentially violent situation as important, and some reported having used the skills in real-life.

**How Did it Work?** Before taking MVP, Ward (1999/2000) found young women students less accepting of gender violence than males. While both genders made significant improvements in attitudes, male students improved attitudes significantly more. In interviews, MVP participants reported making a number of conscious behavioural changes since the implementation of MVP. One student and her friends made a pact to watch out for each other at parties after learning that rape is a frequent occurrence. A young man reported that learning his local rape law helped him avoid a potentially threatening situation with an intoxicated female. However, while MVP had a dramatic impact on students in grades 10 & 11, it had virtually no impact on students in grade 12, perhaps because their scores were high already.

**Availability:** MVP intensive 16 hour Train-the-Trainer sessions can be arranged across North America and soon in Australia at a cost of \$4500 (US) plus travel expenses. Contact MVP by phone: (617) 373-4025, or email: [sportinsociety@neu.edu](mailto:sportinsociety@neu.edu). For examples of the MVP playbook visit [www.sportinsociety.org/mvp](http://www.sportinsociety.org/mvp).

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## Safe Dates

V. Foshee, University of North Carolina, Chapel Hill, North Carolina, U.S.A.

### Key Words:

- Dating violence
- Gender stereotyping
- Grades 8 to 9
- School-wide, peer-offered theatre production and teacher-offered classroom curriculum
- Strong research design-Published: Improved attitudes and self-reported behaviour. Attitudes but not behavioural improvements maintained at 1 year

**Objectives:** Objectives include changing norms associated with dating violence; decreasing gender stereotyping; improving conflict management skills; and enhancing the help seeking behaviour for dating violence services.

**Description:** The Safe Dates program focuses on preventing dating violence in a combination of school and community activities for grade 8 and 9 students. School activities include a theatre production performed by peers, a 10-session curriculum, and a poster contest. These all focus on changing norms for dating violence, gender stereotyping, conflict management skills, awareness of services, and help-seeking. Community activities include identifying services for adolescents in abusive relationships, training to work on a crisis phone-line or in a community service agency.

**Teacher Training:** In the evaluation, teachers received 20 hours of training related to teen dating violence and the Safe Dates program curriculum.

**Did It Work? *Strong Research Design-Published.*** One rigorous evaluation (Foshee et al., 1998; Foshee et al., 2000) was conducted, funded by the Center for Disease Control in Atlanta. To assess the Safe Dates School component, 1700 grade 8 and 9 students in 14 rural schools were randomly assigned to program and control conditions (Foshee et al., 1998). At post-test, there were no significant differences in the victimization experiences of the program group compared to those of the control group. However, youth in the program condition self-reported perpetrating 25% less psychological and 60% less sexual violence than students in the control group. At one-year follow-up (Foshee et al., 2000), the behavioural effects at post-test were not being maintained. When compared with those in the control group, adolescents in the program maintained gains on some mediating variables thought to impact the use of violence in relationships with differences in the scores ranging from 8% to 52%. The program participants were less accepting of dating violence, perceived more negative consequences, reported using less destructive responses to anger, and were more aware of victim and perpetrator services.

The full sample was also divided into 3 sub-samples: 1) those who had not perpetrated or been victimized by violence in a dating relationship; 2) those who reported that they had already perpetrated; and 3) those reporting being victimized by violence in a dating relationship. In the first sub-sample, program participants were more supportive of dating violence norms, perceived more negative consequences from using dating violence, and engaged in less gender stereotyping than did students in the control condition. At post-test, these students reported initiating 28% less psychological



perpetration. At one-year follow-up, (Foshee et al., 2000) students who had never been a victim or perpetrator of dating violence in the intervention and control groups showed no significant differences in dating violence norms, conflict management skills, and awareness of community services for dating violence.

In the perpetrator sub-sample, students perceived more negative consequences for using dating violence and were more aware of services for perpetrators than controls. At one-year follow-up, these students reported using significantly less destructive responses to anger (21%) and a 32% greater awareness of perpetrator services compared to those in the control group (Foshee et al., 2000).

The victim sub-sample indicated less acceptance of prescribed dating violence norms, less acceptance of gender stereotyping and more awareness of victim services compared to controls at post-test. At 1-year follow-up (Foshee et al., 2000), program students reported less gender stereotyping, less acceptance of dating violence, understood more negative consequences from dating violence, were more aware of victim services in the community, and reported using less destructive responses to anger.

In a 4-year follow-up, Foshee et al. (2004) contacted students that had participated in the program and offered them a booster of the concepts from Safe Dates. Members of the original 1998 control group were also contacted. Safe Dates participants were mailed a newsletter and activities to complete and then contacted by a researcher who assessed their victimization and perpetration status. Students exposed to Safe Dates experienced 56% to 92% less dating violence (physical, psychological and sexual violence) and were less likely to perpetrate dating violence than those in the original control group. Notably, though, the effect of the booster follow-up was ineffective. Students that received the booster experienced more victimization (psychological, physical, sexual dating violence) than students not in the booster condition; however this effect was only for those that had reported victimization in prior investigations.

**Availability:** Safe Dates program materials can be purchased through the Hazeldon Foundation's website: [www.hazeldon.org](http://www.hazeldon.org). The curriculum costs \$149 (US).

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**Skills for Violence-Free Relationships**  
**B. Levy, Southern California Coalition on Battered Women**

**Key Words:**

- Dating violence
- Grades 7 to 12
- Teacher-offered classroom curriculum
- Strong research design-Published: Improved knowledge and attitudes post program with Grade 7 students, **however at 5 month follow-up, no difference between program and control students**

**Background:** The Skills for Violence-Free Relationships program was developed by Barri Levy for the Southern California Coalition on Battered Women in Los Angeles in 1984. This program was among the earliest dating violence curricula in North America.

**Objectives:** Objectives for the program include: to increase understanding of what violence in relationships is, how and why it happens; to increase awareness of how to confront relationship violence should it occur; and to provide information about keeping relationships abuse-free.

**Description:** The program addresses relationship violence as a problem that can occur in the families of and with friends of students. The components on relationship violence combine well with other curricula on dating violence. The curriculum has four sections: 1) definition of terms; 2) myths and facts about abuse and violence; 3) why violence takes place; and 4) prevention skills. The prevention skills section includes an introduction to alternatives to violence through expressing feelings, coping with stress, communication skills, and using conflict resolution skills. Handouts and suggestions for teaching techniques are included in the program materials.

**Did It Work? Strong Research Design-Published:** Krajewski, Rybarik, Dosch and Gilmore (1996) researched the program's effect on knowledge and attitudes with 239 grade 7 students. They used a valid and reliable instrument to test knowledge and attitudes, the *Skills for Violence-Free Relationships Inventory* (Rybarik et al., 1995). They compared a program and a control group at three time-points: pre-, post- and 5-month follow-up. Both knowledge and attitudes scores significantly improved from pre- to post-test for the program when compared to the no-program group. However, pre-test to follow-up comparisons of both groups indicated no significant differences in scores.

**Availability:** Skills for Violence-Free Relationships: Curriculum for Young People Ages 13-18 is available from the Minnesota Coalition for Battered Women in St. Paul, Minnesota: Phone (651) 646-6177, email [mcbw@mcbw.org](mailto:mcbw@mcbw.org) or visit the web site at <http://www.mcbw.org/materials.htm>. The manual is \$30 (US). A companion teachers' manual with additional exercises, more information and background on battering can be purchased for \$10 (US).

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Krajewski, S.S., Rybarik, M.F., Dosch, M.F., & Gilmore, G.D. (1996). Results of a curriculum intervention with seventh graders regarding violence in relationships. *Journal of Family Violence, 11*(2), 93-112.

**STOP! Dating Violence Among Adolescents/ La Violence dans les Relations  
Amoureuses des Jeunes (VIRAJ)  
F. Lavoie and M. Roy, Quebec City, Quebec, Canada**

**Key Words:**

- Dating violence
- Sexual harassment
- Grades 10-12
- Teacher-offered classroom curriculum
- Results analyzed for males and females separately
- English & French
- Strong research design- Published. With Grade 10 students compared a short and long version. Improvements in knowledge and attitudes in both versions

**Background:** The STOP program or, as it is known in French, La Violence dans les Relations Amoureuses des Jeunes (VIRAJ), has been available in English since 1987 and in French since the mid-1990s. This program is used extensively in the province of Quebec. STOP/VIRAJ is aimed at students in grades 10 to 12 and requires two 60- to 75-minute periods. The themes are compatible with personal and social education courses, as well as religious and moral religious education courses.

**Objectives:** The primary objective of STOP/VIRAJ is to make youth aware of dating violence by addressing themes of control and rights.

**Description:** The STOP/VIRAJ program consists of a video about dating violence and approximately 3-hours of classroom activities including role-plays, exercises, letter writing, viewing newspaper clippings and creating a relationship contract. Topics include: forms of violence (physical, sexual, verbal), that violence is unacceptable, the cause of violence as social inequality, abusers are responsible for their own behaviour, girls are most often the victims of violence although they may also be perpetrators

**Teacher Training:** Training for school and community resource personnel is considered a significant component. In Quebec, such training is available through the Ministère de l'Éducation. Sessions include an introduction to dating violence, the program content, and how to talk with victims and aggressors.

**Did It Work? *Strong Research Design-Published.*** Lavoie, Vezina, Piche, and Boivin (1995) evaluated the program with over 500 grade 10 students. The evaluation compared two forms of the program: short-form (120 to 150 minutes divided into two classroom sessions) and long-form (an additional 120 to 150 minutes of viewing a film on dating violence and writing fictional letters). The results were analyzed separately for males and females. Students receiving either form of the program significantly increased knowledge about dating violence, with no significant differences based on sex.

Attitudes about dating violence differed significantly based on sex analysis. That is, although both young women and men significantly improved their attitudes at post-test compared to pre-test, young women scored significantly higher than young men at both time points. In comparing the two program lengths, no significant differences in attitude improvements emerged.

**How Did It Work?** An evaluation form included in the program materials taps student and teacher consumer feedback. Of 1900 students in Quebec City schools, more than 90% appreciated the program and would recommend it to friends.

**Availability:** STOP and VIRAJ versions are available online at no cost from <http://www.meq.gouv.qc.ca/cond-fem/publications.htm>. Hard-copies are available from the Ministère de la Santé et des Services Sociaux du Québec, Direction des communications, 1075, chemin Sainte-Foy, 16<sup>e</sup> étage, Québec (Québec) G1S 2M1 for a shipping cost of \$7 (CDN). Workshops for staff may be booked through the Ministère de l'Éducation at (418) 643-3241 or email [condition.feminine@meq.gouv.qc.ca](mailto:condition.feminine@meq.gouv.qc.ca).

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Lavoie, F., Vezina, L., Piche, C., & Boivin, M. (1995). Evaluation of a prevention program for violence in teen dating relationships. *Journal of Interpersonal Violence, 10*(4), 516-524.

**What's Love Got To Do With It?**  
**RespectED: Violence & Abuse Prevention, Canadian Red Cross**

**Key Words:**

- Dating violence
- Grades 9 through 12
- Externally facilitated classroom presentations
- Gender analysis
- French translation to come in 2002
- Strong research design-Published. Improvements in knowledge post program, but not maintained at 2-month follow-up

**Background:** RespectED: Violence and Abuse Prevention, a program of the Canadian Red Cross has developed and implemented a series of prevention initiatives. This service is community-based and volunteer-driven. Presentations are available to schools and other youth-serving groups in most Canadian provinces and the Yukon in both rural and urban settings. Program materials can be adapted for specific audiences, including new Canadians and at-risk populations such as young offenders and teen parents. A French translation should be available in 2002.

**Objectives:** The primary goals of RespectED programs are to break the cycle of abuse, neglect, harassment, and interpersonal violence, and to promote safe, respectful and descriptive relationships.

**Description:** Prevention Educators (trained volunteers or RespectED staff) facilitate the classroom presentations. Volunteers receive mandatory training that includes at least 120 hours of lectures, observing the program being delivered and a 3-month internship.

'What's Love Got To Do With It' is a relationship violence prevention program presented to Grade 9 to 12 students in two 1-hour or four 30-minute sessions. Topics covered include: healthy relationships, overview of dating violence, societal messages, understanding emotional abuse, physical and sexual assault, legal issues, recognizing assaultive behaviour, prevention strategies, how to help a friend, and community resources. Activities used with teens include viewing a video, worksheets, discussion groups, interviewing parents/grandparents, question box, and questionnaires on dating violence. Although the programs are not designed to elicit disclosures of abuse/violence, these sometimes occur. Facilitators and teachers are trained to deal with such disclosures.

**Teacher Training:** Classroom teachers are required to attend an orientation session to review the content and process used by the RespectED facilitators. Handling student disclosures is an important part of this orientation.

**Parent Involvement:** Parents are involved through some student activities, such as interviewing parents/grandparents about their dating practices.

**Did It Work? *Strong Research Design-Published:*** With 126 Grade 9 participants, Legge (2002; Legge, Josephson, Hicks & Kepron, 2004) compared students who participated in the program to those who had not. At post-test, program participants had significantly higher knowledge scores than at pre-test and as compared to control group students at post-test. All students (both program and controls) scored about 80% correct

at pre-test. Josephson (2002) conducted a gender analysis with the same data, concluding that although boys scored slightly lower at pre-test (76% for boys compared to 82% for girls), they similarly improved at post-test. At 2-month follow-up, however, the program participants no longer scored significantly better than students in the control condition or in comparison to their own pre-test scores, raising questions about the long-term impact of the program (Legge, 2002).

**Availability:** Contact the Red Cross RespectED programs in your community for availability of “What’s Love Got to do with it?” On-line at: <http://www.redcross.ca/article.asp?id=000294&tid=030>.

### Reference

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- Legge, R. (2002). *An evaluation of the RespectED dating violence prevention program*. Unpublished thesis. Winnipeg, Manitoba: University of Winnipeg.
- Legge, R. & Josephson, W., Hicks, C., & Kepron, L. (2004). Dating violence: Effects of the Canadian Red Cross prevention program, What's Love Got to Do With It? In C. Ateah & J. Mirwalt (Eds.), *Within our reach: Policies, programs and practices to prevent abuse across the lifespan*. Halifax, NS: Fernwood and RESOLVE\*.

## **Healthy Relationships: A Violence-Prevention Curriculum Men for Change, Halifax, Nova Scotia, Canada**

### **Key Words:**

- Dating violence
- Gender stereotyping & analysis of gender in the media
- Bullying & conflict resolution
- Grades 7 to 9
- Internal teacher-offered curriculum
- Gender analysis
- English & French
- Innovative: The curriculum includes access to a password-protect internet blackboard site where students can discuss Healthy Relationships topics
- Strong research design-Unpublished: Improvements in attitudes, knowledge and self-reported behaviour by year 2 for young women and year 3 for young men, compared to a lack of significant change in control group

**Background:** Healthy Relationships was developed by a community-group, Men for Change, in Halifax as a response to the massacre of 14 women engineering students in Montreal, Quebec in 1989. This program for grades 7 through 9 is currently used by schools, women's shelters, social welfare agencies, and health, detention, youth and counselling centres in Canada and the United States.

In 1998, an online curriculum was piloted using teachers and liaison police officers to facilitate discussion and activities from the Healthy Relationships program, following material that was presented via an Internet discussion group.

**Objectives:** The goal of this curriculum is to promote gender equality and to end violence in society through the acquisition of knowledge, skills and changes in attitudes.

**Description:** The three-part curriculum, dealing with aggression, gender equality and media awareness and forming healthy relationships, was designed to address factors that contribute to violent behaviour, such as gender inequality, power and control. The Healthy Relationships program is intended to complement existing health, family life, sexual safety and English curricula by examining the psychosocial dynamics of male violence and presenting cultural values that impact violent behaviour. Sessions and activities are designed to support students learning what they need to know, do and value to form and maintain healthy relationships. The program consists of 53 student-oriented activities, handouts, and print/video resource lists. Each activity is designed to take from 45-minutes to 1 hour of class time.

The Grade 7 curriculum focuses on dealing with aggression. Student activities centre on recognizing the range of emotions that can lead to violent outbursts, different forms of violence, and dealing constructively with stress, disappointment, and rejection. It includes a unit on bullying, and skill-building activities on effective communication and conflict resolution. Grade 8 students examine gender stereotypes, peer pressure and violent influences in the mass media (e.g., TV, song lyrics, comics) to develop critical thinking skills and constructive alternatives. The Grade 9 student lessons focus on healthy relationships. Small group work is used to strengthen communication skills and to focus

closely on issues of violence and gender equality. Between 15 and 19 lessons focus on gender issues, exploring stereotypes, sexual harassment, homophobia and the impact of advertising. The program includes an annotated film bibliography with tips for classroom use, news stories about violence, media advertisements for gender analysis and some suggestions for role-plays.

In the last activity, the Gender Justice Checklist, students assess how well their school lives up to 6 criteria of gender justice: how teachers relate to students in the classroom, equal participation in school activities, students' interactions in the halls, students' behaviour inside and outside of class, and the school administration's support for a gender-just school. Students are then invited to organize and plan a response to solve the problems that they identified.

The program developers also created the Online Healthy Relationships Project, a website that teachers and students can access to further discuss the topics covered in class. The website is a password-protected 'virtual classroom' with examples of questions for teachers and students to discuss. Online at: [www.m4c.ns.ca](http://www.m4c.ns.ca)

**Teacher Training:** No formal staff training is provided, but consultation is available from Men for Change. New curriculum and implementation developments are posted on the web site.

**Did It Work? *Strong Research Design-Unpublished.*** Josephson and Proulx (1997; 1999; Proulx & Josephson, 1998) conducted a three-year study to evaluate the program's effectiveness in seven Winnipeg middle and high schools, with 1,143 students (Gr. 7-9). The evaluation results indicates that students in the program groups noted the following self-reported findings, whereas students in the corresponding control groups showed little or no improvement: significant decreases in the number of incidents of physical violence and using passive-aggressive strategies. Although this effect was noted in Year 2 for young women, it was not found until Year 3 for young men. Program students showed a significant decrease in their tolerance for abuse in relationships across all years, but, by Year 3, these students were significantly more likely to break up with a violent dating partner. Program students also significantly increased choosing assertive over aggressive reactions to verbal conflict situations.

The program students reported significant changes in attitudes towards dating violence and knowledge about the varied forms of abuse: students' attitudes became more disapproving of dating violence; less likely to hold the previously typical double standard of greater tolerance for violence by girls than for violence by boys. This was strongest among young women students, but after the program, young men who were less approving of violence also reported less violent behaviour. Students became much less likely to believe that the amount of violence on TV represents real life, became significantly more aware of the means that advertisers use to sell their products, and were better able to recognize stereotypes and hidden messages in magazine ads.

Gender analyses and year-to-year comparisons indicated a number of gender differences and changes across time. Young women reported using significantly less physical violence, less psychological abuse, and fewer passive-aggressive tactics and sustaining fewer injuries in both friendships and dating relationships by Year 3 compared to pre-program testing. Young men showed the most improvement in their confidence to



recognize the effects of stereotypes on behaviour, and pressure to conform to stereotypes. Young women (but not young men) gained confidence in their ability to resist peer pressure, with female control-group students becoming less confident in this area. Young women showed the most improvement in their ability to differentiate between shared power and power over others.

**Availability:** The 3-volume book costs \$62.00 (US) plus shipping charges. The website is: <http://www.m4c.ns.ca/news.html>. Phone: (902) 457-4351; Fax: (902) 457-4597 E-mail: [hrc@m4c.ns.ca](mailto:hrc@m4c.ns.ca). A French translation of the program is available from Men for Change at <http://www.m4c.ns.ca/fr01.html>

## **References**

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- Proulx, J. & Josephson, W. L. (June, 1998). *Healthy Relationships Project: Results from year two*. Working paper distributed to participating schools.

**Respectful Relationships**  
**Saltspring Women Opposed to Violence and Abuse (SWOVA)**  
**Saltspring Island, British Columbia, Canada**

**Key Words:**

- Dating violence & sexual harassment
- Bullying
- Kindergarten - Grade 12 (not currently offering the elementary school programs)
- School-wide approach using classroom and large-group workshops and other activities in partnership with community agents
- Analysis of male-female differences in impact of workshops
- Strong research design-Unpublished.: Improvements in some knowledge and attitudes items for grade 7 to 11 students.

**Background:** A school-community partnership in Saltspring Island, a rural community, developed workshops for students from kindergarten to grade 12.

**Objectives:** The short-term objective is to create a school-culture that supports “zero tolerance” for violence, with the long-term objective of imparting values and skills to students that will prevent violence against girls and women. The Respectful Relationships program was recently piloted in two British Columbian schools with high multi-cultural and Aboriginal student populations. The students identified as having significant problems with bullying, sexual aggression, racism and sexual harassment. The implementation has resulted in revisions to the program for Aboriginal students.

**Description:** Ten workshops for students in kindergarten to grade 5 focus on respectful relationships and bullying prevention. An adult and members of a youth team facilitate the workshops. Twelve one-hour, in-class workshops on healthy relationships were developed for grades 7 and 8, facilitated by two adult facilitators (usually 1 male and 1 female). The topics include: types of behaviour, power and control, body image, peer pressure, sexual harassment, boundary setting in relationships, signs of an abusive relationship and dating violence. All workshops are interactive and activities include role-plays and small group discussions. A conference on social justice consisting of 2 half-day workshops was also developed for grade 7 students. Youth team members planned and facilitated some workshops focusing on understanding and expressing feeling, self-esteem, sexual abuse prevention, communication and assertiveness, and peer, gender and media pressures.

Some students in grades 9 to 12 participated in workshops similar to the healthy relationships sessions designed for grades 7 and 8. A “Freedom from Fear” day was organized for all grades, including a theatre production about violence and harassment followed by a discussion. The day concludes with two-hour workshops in each class on types of harassment.

**Teacher Training:** High school staffs receive 3-hour workshops on a district-wide violence prevention policy. All school staff participates in the Education Day (described below).

**Parent Training:** An Education Day is held for students, school staff, parents, and the community. Workshops focus on respectful relationships, bullying, and violence prevention policy. Presentations are available on the elementary school activity book.

**Did It Work? *Strong Research Design-Unpublished:*** Stevenson (2001) reported interim outcome evaluation results in a 2-year study with 536 grade 7 to 11 students in intervention schools with comparisons to a non-intervention school district. In post-test comparisons, those receiving the program made statistically significant gains in some attitude and knowledge scores compared to those students not receiving the program.

***Suggestive research evidence:*** Stevenson (1999) evaluated some activities and workshops at the elementary, junior high and senior high levels. The middle-school evaluations of the 12-week sessions on healthy relationships consisted of a pre- and post-tests of students' experience of and views on relationships. At pre-test, 77% of girls and 52% of boys rated themselves as having experienced a "bad or unhealthy relationship," while post-test scores suggested that the children had learned more about what constitutes an 'unhealthy relationship' (no post-test percentages were given; no tests of statistical significance were conducted). Responses improved on a question regarding what to do if in an unhealthy relationship. At post-test, more girls responded that they would get out of the relationship than at pre-test. At post-test, more boys indicated that they would work on the problems while at pre-test many responded that they would just 'dump her' if the relationship was unhealthy. The student's ratings of the program as being enjoyable (73%) and a learning (64%) experience also reflected gender differences, with girls' ratings higher than boys. Some boys and a few girls commented that the workshop content seemed to favour girls over boys.

With respect to the Grade 7 Conference on Social Justice, 66% of students rated the workshops helpful and interesting and 60% said they could use what was learned in everyday life.

Grade 9 students evaluated a 12-session workshop series on health relationships. Interestingly, boys rated the workshop higher than girls in terms of interest, enjoyment and learning. Post-test scores (no tests of statistical significance were conducted on these results) suggested gains in knowledge about differences between passive, aggressive and assertive behaviour, and common gender stereotyping. Boys were more aware of stereotyping of girls than of boys; while girls were better able to say how stereotyping can negatively impact relationships.

Elementary teachers responded positively to having support from organizations outside the school system. Teachers suggested that having anti-violence messages delivered by outside facilitators was advantageous by offering new ideas and emphasizing the importance of anti-violence skills and values in the larger 'outside' world. Overall, teachers rated the workshop as 4 or 5 on a 5-point scale.

In consumer satisfaction data (SWOVA, 2005) obtained from multicultural schools that participated in a 1-year Respectful Relationships pilot, student and teacher response to the program was positive. Teachers appreciated the program length and they found the presentation of teen dating relationships as realistically complex. The students showed small but statistically significant gains in conflict resolution and problem solving skills and made more gains in one year than the original 12-week program.

**How Did It Work?** The project documented the process of mobilizing a school district to partner with a community agency in violence prevention. Critical factors included gaining the support of senior administration and school trustees, informing all school staffs about the project, identifying key teachers who support the work, and facilitating youth leadership and involvement in the creation and delivery of the program. Further details are online: <http://www.saltspring.com/swova/longtext2.htm>.

The evaluation of the Freedom from Fear Day harassment workshop concluded that a critical ingredient of success was involving youth in the design and delivery of the program (Stevenson, 1999). Two thirds of the students (67.7% or 362) indicated that the workshop was enjoyable, but only a little more than half considered it a valuable learning experience (55.5%) or providing useful ideas and skills (50.5%). Students suggested: more practice of skills and ideas needed; use of personal rather than fictional experiences/examples; and more support and preparation to actively engage in role plays.

**Availability:** Freedom From Fear: The How-to Guide on Violence Prevention was inspired by Teens for Teens (\$12 plus shipping charges). This hands-on guide to creating a school-community violence prevention partnership lays out the steps for teens and adults to develop and facilitate workshops on violence prevention. Women and Violence: Education is Prevention is a 20 minute video (\$25 CN) in which staff, teens, teachers and other community members describe the project, and why it works. My Activity Book (\$10) is for elementary school children, parents and caregivers. It includes colouring-book style illustrations, a maze, a safety mobile, and principles to help children stay safe. Contact SWOVA at 390 Upper Ganges Road, Saltspring Island, B.C., Canada V8K 1R7. Telephone: (250) 537-1336 Fax: (250) 537-1336; email: [swova@saltspring.com](mailto:swova@saltspring.com) or online at <http://www.saltspring.com/swova>.

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- Stevenson, J. (December 2001). *Women and Violence: Education is Prevention. Saltspring Women Opposed to Violence and Abuse (SWOVA): Interim project findings, December 2001*. Saltspring Island, B.C.: SWOVA.
- Stevenson, J. (June, 1999). *Evaluation report: SWOVA's 'Education is Prevention' project, year two*. Saltspring Island, B.C.: SWOVA.
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**SafeTeen: Powerful Alternatives to Violence**  
**A. Roberts, Vancouver, British Columbia, Canada**

**Key Words:**

- Dating violence, sexual harassment & sexual assault
- Grades 6 to 7 and 8 to 12
- Externally facilitated classroom instruction, plus mentoring
- Strong and suggestive research-Unpublished: positive consumer satisfaction with Grade 9 students

**Objectives:** The SafeTeen program objectives include teaching students assertiveness, how to recognize healthy relationships and improving self-esteem. One primary goal is to provide teens with a violence prevention “language” that they can incorporate into their lives to avoid becoming victimized or violent themselves.

**Description:** The SafeTeen program is directed at sexual harassment, abuse and date rape among teenagers. Components include full- and half-day workshops, evening presentations for parents and educators, teen mentorship training, and train-the-trainer certificate sessions. The workshops are designed to enhance personal safety, decision-making, and violence prevention curriculum. The teen program is presented separately to males and females with slightly different topics. The young women’s program includes: assertiveness, skills for healthy choices in relationships, understanding sexual harassment and sexual assault, understanding racism, sexism and homophobia, and physical self-defence skills. Male participants are empowered to avoid potentially violent situations and are taught to deconstruct unhealthy stereotypes about men and women in order to develop more healthy relationships with women. The workshops may include a short co-ed follow-up.

The preteen workshop is offered as co-ed experience. The focus is on assertiveness, healthy relationships skills, recognizing sexual harassment/assault, self-esteem and body image, bullying, embracing differences, respecting boundaries and drug and alcohol abuse prevention. The pre-teen program is designed to complement the Second Step Curriculum that schools may have incorporated into their violence prevention curriculum.

A teen mentorship program trains Grade 10 to 12 students who are then paired with Grades 6 and 7 students to provide leadership and model non-violent relationships. Teen mentors are supported and guided by adults at the school.

**Parent Involvement:** SafeTeen facilitators offer parent workshops. Anita Roberts’ complimentary book for parents and teens, “SafeTeen: Powerful Alternatives to Violence”, can be purchased through the SafeTeen website for \$21.95 (CND)

**Did It Work? *Strong Research Design-Unpublished:*** Fernandez and Rodger (2005) evaluated the effectiveness of SafeTeen with 96 female high school students. A pre-test, post-test, control group design was used, with half receiving the program immediately and the other half on a wait-list. Participants were followed up one month after the program. SafeTeen participants improved their knowledge of assertiveness in an aggressive situation and their expectation that assertiveness could prevent violence: changes that were maintained at one-month follow-up. The students not only increased

their self-efficacy after the program but continued to improve: their follow-up scores were significantly higher than both pre-test and post-test scores.

However, there were no changes in their self-efficacy for assertive behaviours. Program participants decreased their endorsement of physical, verbal, emotional aggression at follow-up (Endorsement of Aggression Scale, Erdley & Asher, 1998; Van Schoiack-Edstrom, Frey, & Beland, 2002), although their attitude change was not evident immediately after the program. Despite the fact that the students were less willing to accept physical and emotional aggression, they reported no reductions in their intentions to use physical/emotional aggression in some situations nor to increase their intentions of using assertive behaviour in the same situations (Relational and Direct Aggression Scale, Cummings, Leschied, & Heilbron, 2002).

The authors evaluated qualitative responses with a SafeTeen evaluation form with respect to knowledge, skills and feelings post-program. In general, the students reported feeling empowered, self-confident, and having a better sense of self-control. They were better able to distinguish passive, aggressive, and assertive behaviours. Finally, they reported intending to use assertive behaviours to prevent violence.

**How Did It Work? Suggestive research evidence-Unpublished:** Artz and Blais (1995) evaluated the responses of 84 Grade 9 girls using the program forms. They characterized the program as fun, age appropriate, interactive, not scary, empowering, leaving them feeling safer and stronger, and worth recommending to their friends. In another evaluation with 86 boys and girls, Roberts and White (1997) reported that 99% felt safer/stronger; 94% would think/talk about the session later; 97% would like to attend another SafeTeen session; and 97% would recommend the program to friends.

**Availability: SafeTeen** can be contacted at (604) 255-5147, by fax at (604) 255-5196, or at [safeteen@telus.net](mailto:safeteen@telus.net). On-line at: [www.safeteen.ca](http://www.safeteen.ca). Workshops fees are estimated at \$1,200 (CDN) for a half-day and \$2000 (CDN) for a full day. SafeTeen occasionally offers 6-day "Train the Trainer" programs for large groups of trainees. The cost ranges from \$1500 for individuals to \$4000 for four trainees.

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**S.T.A.R. (Southside Teens About Respect)**  
**Chicago, Illinois, USA**

**Key Words:**

- Dating violence
- Grades 7 to 12
- Multi-component program: classroom-based education, teacher and parent workshops, peer leadership/activism training, a community-wide public awareness campaign, and community-based workshops for out-of-school youth.
- Strong research design-*Unpublished*: Multiple years of exposure necessary to change attitudes and self-reported behaviour for Grade 7 to 9 students

**Background:** The STAR program was developed in collaboration with a number of Englewood school and community agencies (Family Services, YWCA, a Coalition for Violence Prevention, Department of Public Health, the University, participating schools, and the Centers for Disease Control). The purpose of the project was to develop and evaluate coordinated services designed to prevent teen dating violence in the community.

**Objectives:** The goal of reducing the incidence of teen dating violence was approached through increasing student knowledge of the extent, causes of and solutions to teen dating violence, community awareness of intimate partner violence, and the utilization of community anti-violence resources; changing attitudes that support violence; and promoting peer leadership and activism.

**Description:** In the curriculum, facilitators engage students in the following activities: 1) group discussion; 2) role playing; 3) lecture; and 4) video. Each 50-minute session consists of a combination of the above activities. STAR educators facilitate the sessions with the assigned teacher present in the classroom.

Billboards that included four anti-violence messages, such as “love each other, don’t kill each other” as well as information about the local Domestic Violence Helpline, addressed community awareness. Community-based workshops were conducted at a variety of sites (e.g., homeless shelters, daycare centers, churches, community colleges).

**Teacher Training:** Hour long teacher workshops were conducted prior to implementing the STAR program, consisting of the following: definition of abuse, power and control dynamics, the cycle of violence, profile of victims and perpetrators, and the impact of abuse on society.

**Parent Involvement:** Parent workshops similar to the teacher workshops are available with an added emphasis on facts and guidelines that assist parents in addressing their teen’s involvement in abusive relationships.

**Did It Work? *Strong Research Design-Unpublished:*** Schewe and Anger (2000) collected data from the school-based workshops across three years (four data points) for 118 students following them from grade 7 to grade 9. A three-group, pretest/post-test, follow-up design was utilized. All students were exposed to the media campaign on dating violence, while the primary program group was exposed to school-based sessions over three years. The results indicated that students acquired basic knowledge about dating violence no matter to which group they were assigned. The analysis of changes in



attitudes suggests (i.e. the difference was not statistically significant) that multiple years of intervention are necessary to effectively change students' attitudes towards violence. Similarly, exposure to multiple years of the school-based interventions reduced students' self-reported conflict behaviour, and increased their positive self-ratings of relationship skills and help-seeking behaviour.

**How Did It Work?** Students liked the group leaders, learned new skills and plan to apply the skills to their relationships (Schewe & Anger, 2000). The teachers noticed a change in the students' behaviour, particularly in how the boys and girls played together since completing the STAR program. Teachers recommended that teen dating violence workshops begin with students in the 6th grade and continue through high school.

**Availability:** STAR curriculum outlines are available from Southside Teens About Respect (S.T.A.R.) Program, Metropolitan Family Services, 3843 W. 63rd Street, Chicago, IL 60629 or phone (773) 884-2202. The cost of the school program manual has not yet been determined.

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**A.S.A.P. – A School-based Anti-violence Program**  
**London Family Court Clinic, London, Ontario, Canada**

**Key Words:**

- Dating violence & sexual harassment
- Bullying
- Diversity issues
- Analysis of gender in the media
- Kindergarten to Grade 12
- Teacher-offered classroom curriculum, plus school-wide approach that address school culture change
- Research analyzed separately for male and female students
- Suggestive research-Published. Improvements in attitudes, knowledge, and behavioural intentions for the Grade 9 to 13 program: Many students maintained at 6 weeks

**Background:** A.S.A.P., developed in the early 1990s at the London Family Court Clinic in Ontario, was revised in 1996. The original focus on teen dating violence was expanded to include media violence, gender equality in the media, bullying and sexual harassment. A chapter in the manual addresses diversity issues such as racism and ethno-cultural issues with immigrant and Aboriginal populations.

**Objectives:** The objectives of A.S.A.P. include mobilizing support for violence prevention from teachers, students, parents, trustees and administration; providing information and procedures for handling disclosures of abuse and violence from children/youth; providing an extensive resource list to enhance violence prevention efforts; developing comprehensive school plans for violence prevention that address school culture as well as curriculum; and offering children opportunities to develop strategies to end violence and alternative attitudes and behaviours.

**Description:** A.S.A.P. is a detailed violence prevention manual to assist teachers in planning violence prevention programming. The curricula are tailored to all grade levels - elementary, junior high and high school. The A.S.A.P. materials include 65 Friendly Lessons on Violence Prevention and a resource document for students in grades 7-10. Six colour-coded theme areas provide information for a violence prevention curriculum: 1) introductory lessons, 2) stereotyping, 3) violence in relationships, 4) society and violence, 5) social skills, and 6) safety in our society. Information is often provided in table, chart and fact-sheet formats and lessons provide a variety of student-based activities.

The A.S.A.P. manual organizes the content, handouts, discussion guides, and other resources so that violence prevention can be accomplished in a number of ways and the curriculum materials can be used with students throughout their school experience.

**Teacher Training:** Information and resources included in the manual are for students, staff development, administration, and school trustees. Awareness sessions for school personnel include such topics as a basic awareness of the program's components and resources, handling personal issues related to violence, working with parents, and seeing professional development vis-à-vis violence prevention as an ongoing effort. A video provides the background and introduction to dating violence for staff training sessions.

**Parent Involvement:** Parent involvement is considered essential and information is provided to conduct awareness / information sessions for parents.

**Did It Work? *Suggestive research evidence-Published.*** Jaffe, Sudermann, Reitzel and Killip (1992; Sudermann, & Jaffe, 1993) conducted a single-group, pre-test/post-test and 6-week follow-up evaluation with approximately 1,547 junior and senior high school students (grades 9 to 13). The program consisted of a large group presentation on woman abuse and dating violence, followed by discussions in each classroom facilitated by community professionals. The outcome measure was the London Family Court Clinic Questionnaire on Violence in Intimate Relationships developed by program personnel. When compared to pre-test scores, the students made significant gains in their attitudes, knowledge, and behavioural intentions following program presentation. Many of these gains were maintained at follow-up 6-weeks after the program.

Both male and female students reported a significant increase in awareness of violence in intimate relationships, alcohol use and family violence, and behaviour that constitutes abuse. Sex differences were noted on many items measuring attitudes and beliefs about violence in intimate relationships. In general, at both pre- and post-testing, female students reported more appropriate attitudes than male students. Positive attitude changes were highest among young women in Grade 9 and 10, but significant improvements were found in all groups.

There was some evidence of a “backlash” effect on several individual items related to violence in adult relationships, with attitudes moving to less appropriate responses for males. Such items included the beliefs that witnessing violence is not harmful, that males can be “so turned on they cannot stop” and that concern over how a girlfriend looks is a sign of love. Informal reporting indicated an increase in the use of community services, including counselling and local shelters following the school interventions.

**How Did It Work?** A.S.A.P. provides a student and a group facilitator’s feedback form to assess consumer satisfaction so that teachers/schools can monitor the anti-violence program. In assessing student attitudes towards the role of schools in violence prevention, Jaffe et al. (1992) reported that 88.9% of students agreed or strongly agreed that schools should play a role in increasing awareness of the effects of violence and how to prevent it. Students’ comments were overwhelmingly favourable with regard to both the content and the topics of the program.

**Availability:** A.S.A.P. is available from the London Family Court Clinic in London, Ontario. Phone (519) 679-7250 or visit the website at <http://www.lfcc.on.ca/asap.htm>. Prices vary depending on which components are purchased. The full package including video and 65 Friendly Lessons on Violence Prevention may be ordered for approximately \$150.00 (CDN).

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**Collective Drama and the Prevention of Violence in Relationships**  
**R. Walsh-Bowers, Wilfred Laurier University, Waterloo, Ontario, Canada**

**Key Words:**

- Dating violence
- Grades 7 to 12
- Teacher-offered and/or externally facilitated classroom process to prepare plays using a peer-based, collaborative education model
- Innovative – peer-based, collaborative education model
- Suggestive research evidence-Published. Multiple methods: students in focus groups described improved awareness and behaviours.

**Background:** The Collective Drama and the Prevention of Violence in Relationships program was created in 1997 by the Community Education Team for the Prevention of Violence Against Women: Drama Initiative comprised of T. Brunk, J. Gould, H. Sivak, D. Spencer, W. Telford and R. Walsh-Bowers. The program is founded on the belief that drama activities and performances that emerge from students' ideas of character, plot, and staging are effective in engaging adolescents in addressing relationship violence.

**Objectives:** Increased self-awareness and improved peer relations as well as changing adolescent's attitudes towards dating violence.

**Description:** The facilitator's manual presents two drama options. In the "performance model" students create a 30-minute drama presentation that follows the introduction, development, climax, denouement, and conclusion storytelling sequence. The second model is interactive and the script follows the sequence described above up to the climax scene. At this point, the audience is invited to participate as actors or directors to resolve the scenario.

Both models follow a five-stage process. Preparing for the project involves assigning facilitator roles to teachers or community agency personnel, selecting the drama 'troupe' of students (this may consist of an entire class or a selected group), and considering the space, time and financial resources needed to complete the project. The second step consists of drama exercises and acting skills training. Third, the troupe participates in peer-facilitated workshops on relationship violence that incorporate personal exploration. The workshops may include students from outside the troupe and listening to peer perspectives about relationship violence for potential story ideas. The fourth step consists of scriptwriting and rehearsals. The final step is the actual performance(s) of the drama with a Question and Answer session following the performance. Community support workers and teachers may join in the discussion

**Did It Work? Suggestive research evidence-Published.** The Community Education Team (1997) conducted an evaluation in which 789 students and project staff participated. The research used interviews, focus groups, reflection notes and survey methods to evaluate different the process and content of the drama activities. A number of students reported an increased awareness about violence, feeling empowered, and some suggested that they had changed their personal behaviour after participating in the project.

**How Did It Work?** The Community Education Team (1997; 1999) concluded that the peer-based, collaborative education was effective in: 1) presenting a very realistic scenario of date rape; 2) using non-preaching means of conveying the violence messages; 3) promoting student ownership of the drama; 4) using engaging drama games and exercises; and 5) using language and situations from the students' perspectives.

**Availability:** A facilitator's manual for the Collective Drama Initiative is available from Dr. Richard Walsh-Bowers at (519) 884-1970 ext. 3630; Email [rwalsh@wlu.ca](mailto:rwalsh@wlu.ca).

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**TeenPEACE**  
**PEACE, Inc., Nashville, TN, U.S.A.**

**Key Words:**

- Dating violence/Domestic violence
- Gender stereotypes and beliefs
- Grades 7 through 12
- Internal teacher-offered curriculum
- Innovative – directed towards male adolescents
- Suggestive research evidence-Unpublished: **Mixed results with school-based program.**

**Background:** PEACE, Inc. (Project to End Abuse through Counseling and Education) is a non-profit organization dedicated to reducing domestic violence. PEACE views domestic violence as stemming from socialization. Violence is learned from many sources including parents, peers and society through the media and community norms.

**Objectives:** The school-based program promotes non-violent, equality-based relationships through knowledge attainment, attitude change, and skill building.

**Description:** TeenPEACE consists of two service delivery strategies: an outreach educational program for classrooms or larger groups (TeenPEACE School Based Program) and a counselling and educational group (12-session). The school-based program is structured as 12-sessions covering five modules: relationship abuse overview – towards equality; substance abuse and violence/coping with stress; values and beliefs/manhood and womanhood; sexual respect; and skills for peaceful and productive problem solving. A final module, increasing skill and education, is optional. In this module, each student explains the importance of having prevention knowledge and skills.

**Teacher Training:** 2-day training is required before curriculum materials are provided.

**Did It Work? Suggestive research evidence-Unpublished:** In a preliminary school-based evaluation with 63 grade 6 to 12 students, significant changes from pre- to post-test were limited to 1 knowledge and 1 attitude category (Schut, & Worley, 1998). An evaluation of a Juvenile Court treatment program reported more positive results (Schut, Worley, & Powell, 1998). At posttest, in self-report questionnaires 54 juvenile offenders (assault against a known female) significantly decreased their threatening and controlling behaviours and increased respectful behaviours. These were maintained at 3-month follow-up.

**Availability:** TeenPEACE materials are available with a 2-day training for \$1500.00 (US). For information contact: PEACE, Inc., 211 Union Street, Suite 615, Nashville, TN 37201; Phone: (615) 255-0711; Fax: (615) 255-0721; or email: [peace@nash.tds.net](mailto:peace@nash.tds.net).

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## **Expecting Respect: A Peer Education Program Edmonton, Alberta, Canada**

### **Key Words:**

- Dating violence
- Bullying
- Analysis of media
- Grades 6 to 9; and Grades 10 through 12
- Students are trained to make classroom presentations to their peers
- Minimal research design-*Unpublished*: Consumer feedback generally positive. Peer educators in focus groups increased their knowledge and skills

**Background:** In the first 4 years of operation, Expecting Respect has trained 450 peer educators from 40 schools who have, in turn, presented to over 35,000 students in the Edmonton area.

**Objectives:** The objective of the training is to teach selected students information and skill building necessary for presenting to their peers in the classroom setting.

**Description:** Training sessions for junior high and high school students are held separately. This annual 1.5-day training consists of providing opportunities for peer leaders to examine their personal relationship values, beliefs and attitudes about relationships and violence. Skills development includes assessing risks, communication, negotiation, boundary setting,

The student-to-student curriculum for Grades 6 to 9 is designed to provide students with information that promotes healthy decision-making. The topics covered focus on forming healthy relationships, bullying, and media advertisements, and addictions. Learning techniques suggested in written lesson plans include: using a video with guided discussion, role-plays, questionnaires, small group analysis of advertisements and writing new ads, and the use of a game-show and a board-game format.

The senior curriculum emphasizes sexual health, sexual decision-making, different conflict and conflict resolution styles, what sexual harassment is and how to protect oneself, and tobacco as a social justice issue. Most of these lesson plans are accompanied by a video depicting important concepts and messages. Interactive games, video with guided discussion, case studies, role-plays, and team challenges are teaching techniques outlined for use by peer educators.

**Did It Work? *Minimal research design-Unpublished:*** Morrison, Budd, Moar, and Wichman (February 2002) summarized the information received from 2,230 junior-high student surveys following peer presentations in the classroom. Feedback indicated that the over 90% of students found the material easy to understand; for a small percentage (7%), the lack of presenters skill in classroom management was problematic; nearly 77% rated the topics as important to themselves and their friends; more than 70% of students thought they would use the information to make better decisions in the future; and most students were pleased with the interactive activities, especially the skits. Since only a few presentations were for senior high students, there is no data available about its impact.

In focus groups, peer educators reported increasing their knowledge about abuse and prevention strategies, life skills such as being assertive, self-confidence, and their support network. The student educators perceived benefits beyond their classroom experiences to include supporting friends and improving their school's climate.

**Availability:** Peer Education training is available to students in the Edmonton, Alberta area for approximately \$10.00 (CDN) per student. There is no cost to schools for the student-to-student education presentations, The Facilitator's Resource and Information Guide is available at no cost to those interested in this Peer Education approach. Contact: Expecting Respect-Peer Education Project, Edmonton, Alberta; Phone: (780) 423-3737; fax: (780) 425-1782; or email: [ppae@freenet.edmonton.ab.ca](mailto:ppae@freenet.edmonton.ab.ca). On-line at: <http://www.ei.educ.ab.ca/sch/fjh/expect.htm>

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**Making Waves/ Vague par Vague**  
**S. Leibovitch, D. Westerburg & L. Legere, New Brunswick, Canada**

**Key Words**

- Dating violence
- Gender and media stereotyping
- Teen leadership model
- Grades 9 through 12
- Province-wide approach to peer leadership education
- Innovative – youth leadership training focus & part of a province wide approach to dating violence in New Brunswick
- English & French

**Background:** Since 1995, Making Waves (French version: Vague par Vague) has sponsored retreats in which New Brunswick students learn the dynamics of abusive relationships. The model is based on the belief that young men and women can create a school environment in which violence and abuse are not acceptable.

**Objectives:** The Making Waves dating prevention model is designed to help teens, school personnel and parents recognize the warning signs and effects of dating violence; provide knowledge and support for educational programs to prevent teens from becoming victims and/or perpetrators of dating violence; and support schools to develop intervention policies and procedures to assist students in abusive relationships.

**Description:** The core of the program is the Making Waves Student Retreat, a weekend workshop held every fall, to which New Brunswick high schools send four students and one teacher or guidance counsellor. The weekend begins on Friday evening with the play “The Many Faces of Abuse” and icebreaker exercises. On Saturday, students participate in a series of 1-hour workshops on gender and media stereotyping, teen safety and sexual assault, and healthy versus abusive relationships. In the afternoon, the young men and women participate in separate gender discussion groups to talk about the impact of the morning workshops, how it fits their experiences and what they see in their schools. The afternoon end with teams creating a skit, poem, song or presentation about the material.

A “Putting it All Together” workshop is held on Sunday morning in which the weekend’s key messages are reviewed and each school creates its own action plan about taking the Making Waves messages back to their school. The action plans are read aloud to the entire group to create commitment to carry forward the weekend’s learnings.

**Teacher Training:** The Making Waves team assists school personnel in intervening and responding to abuse in schools. Such buy-in from staff is important in assisting students to challenge abusive behaviour and to access the appropriate resources when they need help or guidance. The teacher or guidance counsellor that attends the weekend is on the team that creates the action plan for the school.

**Did It Work?** An evaluation for 2002 through 2005 is being conducted in conjunction with the Muriel McQueen Fergusson Centre for Family Violence Research at the University of New Brunswick.

**How Did It Work?** The *Making Waves* team conducts consumer evaluations with the participants who attend the weekend retreats. Many of the teens describe the discussion groups as providing unique opportunities to talk about dating violence and relationship issues in a safe and confidential environment.

**Availability:** The program's website is <http://www.mwaves.org>. The Resource Kit includes the Student Manual, the Dating Violence Resource Book for Teachers and Guidance Counsellors, a sample of a Yearly Newsletter, and the How to Organize a Student Retreat on Dating Violence document and is available for \$40.00 (CDN).

A manual for educators (not included in the Resource Kit) is downloadable from the Teacher's Corner section of the website. Program personnel can be contacted by email at [mwaves@nb.sympatico.ca](mailto:mwaves@nb.sympatico.ca) or by mail at P.O. Box 4294, Woodstock, NB E7M 6B7.

## SEXUAL ASSAULT

**“Sexual assault is any unwanted sexual act done by one person to another. This can mean anything from unwanted touching of a sexual nature to rape” (Beiner & McDonald, 2001).**

One in three women will be sexually assaulted at some point in her life, and as few as 29% report the incident to the police (Lee, 1987). These alarming facts warrant sexual assault, or rape, as an important social concern.

College women are approximately three times more likely than the general population to experience sexual assault (Hanson & Givycz, 1993). This makes college a high risk period for being sexual assaulted, particularly for women. It is also a high risk period for men to commit sexual assault. To make matters worse, the likelihood that a college undergraduate will report the incident is 2-8%, significantly less than the reporting level of the general public. The concern over sexual assault on college campuses has escalated to a point in the United States where rape education/prevention programs are a mandatory component of all federally funded schools (Brecklin & Forde, 2001).

As many as 50% of college women have reported being victims of some form of sexual abuse, 25% of rape, and 12% of attempted rape. The exact prevalence estimates range somewhere between 5 and 22%. A study conducted by the U.S. Centers for Disease Control and Prevention surveyed 4600 college students at 136 institutions, finding that 20% of college women reported forced sexual intercourse at some point in their lives (Foubert, 2000). It is important to realize that these figures are likely underestimated because, as mentioned, the level of reporting is particularly low, especially at a college or university level.

An equally sizeable proportion of college men (25%) have behaved sexually with a woman against her will (Koss, 1988). In fact, 7-15% of college men reported behaviours that met the legal criteria for rape (Pinzone-Glover, Gidycz, & Jacobs, 1998). Fraternity members have committed as many as 50% of all gang rapes reported on college campuses (Foubert, 2000), rendering this an extremely high risk group.

For many people, rape and sexual assault are synonymous, with rape being common vernacular and sexual assault the formal, criminal offense designation. The Criminal Code describes various forms of relationships within which sexual contact is or may be a criminal offence (e.g., person in authority position; dependency relationship); the array of actions (e.g., use of a weapon; making threats; causing bodily harm) that constitute sexual assault; and the penalties for committing these sexual offences (Beiner & McDonald, 2001; Mathews, 1995).

Sexual assault specifically refers to non-consensual sexual touching or intercourse achieved through physical force, threat, intimidation and/or coercion. Sexual assault can take many forms. Flashing, voyeurism, or forced sexual touching, fondling, oral sex, vaginal or anal penetration all constitute behaviour that is defined as sexual assault (Mathews, 1995). We do not know the full extent of sexual assault in Canada. According

to Statistics Canada (2000), almost 24,000 sexual assaults were reported to the police in 1999. However, like many forms of violence, this number represents but a small fraction of the actual incidents occurring on a daily basis in the lives of many women and girls.

Sexual assault is an act of violence. It is about power and control: sex is used as a weapon to control and degrade the other person. We often think of sexual assault happening to women, but it can happen to anyone including children; wives, daughters, mothers and grandmothers; as well as boys and men. Classmates, co-workers, a neighbour or stranger, but often a friend or family member perpetrates sexual assault.

Contrary to the popular myth of ‘stranger sexual assault,’ 9 out of 10 attempted or completed assaults on campus were acquaintance rapes (Choate, 2003). Acquaintance rape is defined as rape that is committed by someone known to the individual, whether that be a spouse, friend, date, former lover, neighbour, etc. (Lonsway, 1996). Despite these figures, the majority of college women still perceive the risk of being assaulted by a stranger as much higher than that of an acquaintance. The portrayal of aggressive behaviour perpetrated by strangers, including sexual behaviour, is prevalent in television and other media (Lanier, Elliott, Martin, & Kapadia, 1998), which reinforce these myths. Thus, it is not surprising that so many women subscribe to this common assumption. Obviously, there is a need for greater education in order to inform both women and men of the risks, myths, and statistics around sexual assault on college campuses.

As sexual assault is a major social concern, attention has also been paid to the risk factors and symptoms. While wearing tight clothing, walking alone in the dark, and acting provocatively were once thought to put women at risk for sexual assault, this line of reasoning has met with much criticism in the literature. Instead, attention has been paid to how rape myths and traditional male-female stereotypes contribute to the prevalence of sexual assault.

Along with prevention and education, it is important to develop intervention strategies for individuals who have been sexually assaulted. The symptoms are numerous and can include shock, guilt, depression, anxiety, isolation, anger, distrust, pain, depression, sexual dysfunction, and the potential for substance abuse (Schewe & O’Donohue, 1996).

### **What We Know About School-based Sexual Assault Prevention**

While the definition of sexual assault includes child sexual abuse, sexual harassment, and dating violence as well as assault by a stranger, prevention programming in this area has most often been directed at sexual assault as a discrete entity. The audiences have traditionally been college and university students.

Because in the US all government funded post-secondary institutions have mandatory rape education, the number of programs has risen dramatically in the past two decades. These programs are defined as any intervention hypothesized to affect sexual assault-related attitudes, cognitions, emotions, or behaviours (Breitenbecher, 2000). Despite the impressive number of programs, until recently, few evaluations have been published. It was not until the early 1990’s that a number of evaluations became available and, even then, there is limited use of strong researcher designs.

While some programs are described as ‘rape prevention’, this is a hotly debated term. In Canada, the term “sexual assault” is utilized in preference to rape, because it fits better to the changes in the Canadian Criminal Code in 1983 and broadens the types of activities considered assaultive.

Some believe that absolute prevention is impossible and have resorted to calling the programs ‘rape education’. Regardless of the name, both types of programs assume that education can change rape-supportive attitudes and that an attitude change will lead to decreased sexual aggression (Brecklin & Forde, 2001).

In the past, many programs have been directed only to young women; however it is also necessary to target male audiences, as they make up the majority of perpetrators (Brecklin & Forde, 2001). Because of this, more recent programs have focused on mixed groups or men only. Specialized programs have been developed targeted directly at fraternity men, as their traditional view of masculinity and endorsement of rape myths puts them at high risk for sexually coercive behaviour (Choate, 2003).

These sexual assault education programs aim to target elements that can be changed in short periods of time, such as cognitive variables (Schewe & O’Donohue, 1996). As many of these workshops/programs are short in duration, it is critical to maximize the long-lasting effectiveness in the minimal period of time allotted to these programs.

Despite the typical focus on college and university students, some are now recognizing that sexual assault prevention should start in Grade 5 or 6. This recognizes that we not only need to start prevention efforts early, but that young people this age can be victims and/or perpetrators. Sexual assault prevention is sometimes incorporated into dating violence and/or sexual harassment programs or is dealt with as a separate topic.

**Program Objectives:** The goals of sexual assault education programs are numerous and include attempting to maximize participants’ motivations and abilities to think about the program in ways that would have long-lasting effects, and to change attitudes around rape and rape myths, as well as sexually aggressive behaviour. Programs targeted at women want to educate them in a way that lowers their risk for victimization. On the other hand, programs aimed at men want to educate them in order to lower their risk for perpetration. A second major component of some education programs is to raise awareness about sexually transmitted diseases and to reduce the risk of infection amongst college students.

Schewe (2002) suggests that increasing awareness about sexual assault is a necessary objective, but not sufficient for prevention programs. Personal safety skills (usually self-defence) aimed at reducing the risk of being sexually assaulted by avoiding high-risk situations are most often directed at girls and young women.

**Program Content:** Sexual assault programs draw on a number of issues in order to help reduce the risk of sexual assault in students. Programs may discuss statistics, the legal definitions of sexual assault/rape, commonly held myths, date rape drugs and effects, risk-related dating behaviours, sex role socialization and stereotyping, the services and resources available for those who have been victimized, facts about rape and rapists, and how men and women can avoid potentially dangerous/risky situations. Informing the

audience about acquaintance rape (what it is, prevalence, etc.) is another important component of these programs.

Although having been criticized as blaming the victim, some programs still teach females to not go out alone at night, to avoid certain areas, to carry whistles or mace, and to dress so that they do not attract attention and can escape easily from attackers (Schewe & O'Donohue, 1996). The majority of programs, however, focus on dispelling rape myths and educating about harm reduction.

While our knowledge of how to prevent sexual assault is still in its infancy, especially with school-aged children and youth, a number of elements have been identified as consistent within promising prevention programs. These include (National Rape and Sexual Assault Prevention Project, 2000; Schewe, 2002):

- Informing students about relevant school policies and complaint procedures, and existing Canadian laws;
- Examining the concept of consent, including the forms coercion can take and typical things people might say to pressure someone into having sex;
- Examining myths and stereotypes about sexual assault;
- Exploring the contribution that alcohol and other drugs may play in sexual assault;
- Promoting victim empathy to replace traditional victim blaming and increase the understanding that sexual assault can happen to anyone – young or old, female or male, rich or poor, attractive or plain;
- Tailoring the curriculum to the particular audience, such as using examples that reflect the age and racial characteristics of the audience, and using local rather than national statistics;
- Avoiding confrontation, blaming men and blaming the victim;
- Focusing on healthy relationships as well as understanding what sexual assault is and its causes; and
- Providing information on national and local community resources to help those victimized by sexual assault (e.g., crisis lines, sexual assault centres).

Sexual assault prevention programs have been designed for young women-only, young men-only and mixed-group audiences. The program content for young women usually focuses on the ways perpetrators tend to behave; addressing peer pressure, bystander issues, and victim-blaming attitudes; and enhancing assertiveness and self-defence skills (National Rape and Sexual Assault Prevention Project, 2000). The all-female group opportunities to more freely discuss feelings and experiences.

In young men-only groups, sexual assault curricula generally addresses issues of: 1) peer and societal pressures that promote abusive behaviours, including attitudes that tacitly and/or overtly condone sexual assault; 2) sexual assault myths and stereotypes; 3) men and boys as victims; and 4) how to respond to girls and boys who have been victimized (National Rape and Sexual Assault Prevention Project, 2000).

**Presentation Methods:** Three elements should be considered in the developing and implementing sexual assault programming. First, use a variety of presentation methods, including videos from local and national sources (e.g., National Film Board, police,



YWCA). Second, students need to be actively involved in the prevention programming. The National Rape and Sexual Assault Prevention Project (2000) encourages activities such as role-playing and problem-solving exercises that guide behavioural responses; opportunities for students to create characters and write scripts that reflect their reality; and presentations by survivors and by sex offender treatment providers. Third, provide students with multiple sessions, thereby increasing likelihood of more lasting effects.

As mentioned, sexual assault education programs vary in that some are single gender presentations, others present prevention information to both men and women at the same time. Usually though, single-gender audiences are preferred (Lonsway, 1996), as they tend to be thought to have a greater impact on the participants (Brecklin & Forde, 2001). If the genders are mixed, inconsistent messages may be sent to males and females, rendering the program ineffective.

The most common presentation methods include: written debriefings, discussions (small or large groups), written speeches, lectures, workshops (live or videotaped), behavioural exercises, Q&A's, interactive dramas, peer mediated lectures, mock talk shows, rape prevention videos, and testimonials. Presentations vary from 45 minutes to two hours in length and may consist of one session, multiple sessions, or semester long courses (Schewe, 2002).

**Teacher Training:** Peer involvement is very popular (and encouraged), especially with college education programs. Most facilitators for the programs are students who may or may not have a background in psychology and receive training from local counsellors or community program agencies. Thus, teacher involvement may be in a more supportive role, such as reinforcing the messages of the program in class or assignments.

Nevertheless, teachers should have the opportunity to examine their own attitudes towards sexual assault and confront the myths and stereotypes they may hold.

**Parent Involvement:** Some educators are apprehensive about informing parents about activities and programs about sexual assault. However, as in all other prevention program areas, the more parents know about your program, the more supportive they may be (National Rape and Sexual Assault Prevention Project, 2000). Letters and parent meetings can be used to inform them about what sexual assault is and its causes, explain the program and enlist their help.

With college-aged students, there is virtually no mention of the role that parents play in sexual assault prevention programs, perhaps because the majority of students participating in these programs live at or away from home. If students live at home, however, parents could become actively involved in supporting the mandates of the program over the long-term.

**Do They Work?** The systematic evaluation of sexual assault prevention and rape education programs is relatively infrequent, particularly considering the large number of programs provided at colleges and universities throughout the United States (Lonsway & Kothari, 2000). Communication skills are often used as the skill-development component of sexual assault prevention programs; however, currently there is no evidence that this is effective in preventing sexual assault (Schewe, 2002).

The majority of evaluations utilize strong research designs using pre-post test designs with control groups. One problem, however, is that most evaluations are measuring attitude change over a short period of time. In order to truly measure the effectiveness of the program, longer term follow-ups must be conducted and it must be assessed whether or not the programs have managed to effect actual behaviour. While attitude change is relatively easy to measure using standardized measures, such change is typically small and does not last longer than 2 to 4 months.

There is also the problem of rebound affects that occur two to six months after the program. While students may show improvements in attitudes and knowledge immediately after the program, there is a tendency for these to revert to previous levels not long after the program has ended. In order to decrease the prevalence of sexual assault, programs must target behaviour change.

Nevertheless, a number of the programs successfully dispel myths about sexual assault and rapists, as students typically demonstrate an increased knowledge of such facts after the programs. Once again, it is not clear whether these improvements are maintained over time. Not only is this because of rebound effects, but because program evaluations have not follow-up longer than six months. In the future, an increased number of studies will be designed to address these research design flaws, as a major question on the minds of researchers at the moment is, 'Do these programs work?'

**How Do They Work?** Using peers to education youth has some research support. Black, Weisz, Coats and Patterson (2000) evaluated a psychoeducational program using peer education and incorporating a dramatic production on sexual assault with university students. The students that attended had significantly lower acceptance of rape afterwards than those that did not receive the program.

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### **Prevention Programs Addressing Sexual Assault**

#### **Strong Research Design-Published**

- Dating and Sexual Responsibility
- The Men's Program: "How to Help a Sexual Assault Survivor: What Men Can Do"
- Rape Prevention Program for Men

- Reaching and Teaching Teens to Stop Violence
- Scruples

**Strong Research Design-Unpublished**

- SCREAM Theatre: Students Challenging Reality and Educating Against Myths

**Suggestive Research Design-Published**

- Men Against Violence

**Minimal Research Design-Unpublished**

- Project Respect
- University of Alberta Assault Centre Education Workshops

**No Research**

- Riposte
- Teen-Esteem

## **Dating and Sexual Responsibility**

### **Northwest Media Inc., Eugene, OR, USA**

#### **Key Words:**

- Sexual coercion
- High school students
- Teacher-offered curriculum
- Innovative – The curriculum is participatory using video vignettes and role-plays.
- Strong Research Design-Published: Students at risk for perpetrating or being a victim of sexual coercion significantly reduced their risk after the program

**Objectives:** To assist high school students recognize sexual coercion, understand the detrimental effects and develop strategies to handle such behaviour.

**Description:** Three 80 minute long units, accompanied by a teacher’s guide, can be used together or independently. Each utilizes three or four video vignettes. The first unit, *Coercion – What is it?* describes different facets of coercive sex. *Beliefs, Attitudes, and Expectations* deals with myths about dating relationships and differences in expectations about sex. *Refusals and Responses* provides strategies to deal with different expectations for sex, strategies to reject unwanted sexual activity, and strategies to deal with rejection. In each unit, the students role-play and discuss issues. A final, independent unit, entitled the *Virtual Date*, is viewed individually by students who watch as a couple goes on a date from the perspectives of both male and female partners. The students must choose behaviours for each partner. At the end of the “date”, a video, featuring a teenage instructor, describes the choices that each student made and the impact of the choices.

**Teacher Training:** Teachers are provided with a manual for each unit of the course.

**Did it Work? Strong Research Design-Published:** Pacifici, Stoolmiller, and Nelson (2001) conducted pre and post-tests with respect to 239 student’s attitudes about sexuality, rape myths, adversarial sexual beliefs, and sex roles (Sexual Attitude Survey: Burt, 1980). A wait-list condition comprised 219 students. Program participants deemed at risk for being victims or perpetrators of sexually coercive behaviour significantly reduced their acceptance of sexual coercion.

**How did it Work?** At pre-test, females had lower tolerance for sexually coercive behaviour than male participants, but after the program both males and females had similar attitudes towards this behaviour. There were no other gender effects.

**Availability:** Order the complete program for \$267 (US) or \$97 (US) for each unit from SocialLearning.com at <http://www.sociallearning.com/catalog/items/V138.html>. The *Virtual Date* CD-ROM costs \$59 (US) when sold separately. Contact: Northwest Media Inc, 326 West 12<sup>th</sup> Avenue, Eugene, OR, 97401 or visit the website: <http://www.northwestmedia.com/dating.html>

#### **References**

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**The Men's Program: "How to Help a Sexual Assault Survivor: What Men Can Do"**  
**NO MORE: The National Organization of Men's Outreach for Rape Education,**  
**Williamsburg, Virginia, U.S.A.**

**Key Words:**

- Sexual assault
- Empathy-based presentations
- College students
- Peer presentations for men presented by men
- Innovative: focus on men generating empathy for women's experience of rape
- *Strong research design-Published:* In studies of fraternity men, participants lowered their acceptance of rape myths, and in some studies, their behavioural intent to commit rape. Some mixed results re. maintaining gains.

**Background:** The program developed at the University of Richmond in response to research that men may be in a unique position to help women address sexual assault. It is currently distributed by NO MORE, a men's advocacy group dedicated to stopping rape.

**Objectives:** While the primary theme is to empower men to assist rape survivors and provide them with tools to do this, an equally important goal to generate empathy among male participants for sexual assault victims. The program hopes to reduce the likelihood that male participants will become perpetrators of rape themselves.

**Description:** Trained male peers present the Men's Program to male college students. Students watch a 15-minute video in which a male police officer trains other police officers to handle rape cases. Included in the video is a story from a male police officer who was raped by two other men. The video helps men understand the experience of being raped, the negative impact of victim blaming, and symptoms of rape trauma. The audience discusses parallels between the police officer's story and women's sexual assault experiences, how to assist a female rape survivor and how men can stop rape. The presentation generally lasts 45 minutes.

**Peer Training:** A training manual provides sufficient detail for peer educators to implement it without formal training. Additionally, NO MORE offers training for undergraduates to present the Men's Program as well as 'train the trainer' sessions.

**Did it Work? Strong Research Design-Published:** Foubert and Marriott (1997) conducted a pre-test, post-test, control group design with 2-month follow-up with a sample of fraternity men. The experimental group (N = 45) completed pre-test, post-test and follow-up while the control group (N = 32) completed pre-test and follow-up measures. The male students disagreed somewhat with rape myths at pre-test; however after the program, their belief in rape beliefs declined significantly. At follow-up, men's beliefs in rape attitudes had slightly increased; however, levels of acceptance did not return to pre-test rates and were still significantly different from pre-test scores.

In a 1998 study of fraternity men Foubert and McEwen gave pre-tests to an experimental group of participants and to a different group that had not completed pre-test measure (to eliminate a possible confound that the measure produced attitude change). The researchers also included a control group. At post-test, the intervention

group had significantly decreased their acceptance of rape myths compared to the control group. At post-test, the experimental group reported significantly less behavioural intent to commit rape than at pre-test, however their rates at post-test were similar to that of the control group's scores which were originally lower than the experimental group's.

Foubert (2000) conducted a 7-month follow-up period to determine the long-term effects of the program. As in earlier research, the presentation significantly lowered men's acceptance of rape myths, and these changes were maintained at follow-up. Nevertheless, program participation did not have an effect on sexually coercive behaviours of participants whose reported levels of the use of sexual coercion were the same as the control groups' levels. Participants' scores on measures of the likelihood of raping changed in the desired direction from pre-test to post-test and were maintained at follow-up.

In a replication of Foubert (2000), Phipps (2003) found that although the program decreased rape myth acceptance, levels of social conformity, and increased empathy for rape victims, these results were not maintained at 7-month follow-up although the author believes that measurement issues may have been partially responsible for the lack of follow-up change measured.

***Suggestive Research Evidence-Published:*** Foubert and Marriott (1997) found that 59% of program participants reported being less likely to coerce or aggress in sexual situations. In a qualitative study of male athlete's responses to the presentation, (Foubert & Cowell, 2004) audience members found the video of the police officer's rape the most effective and powerful aspect of the presentation and more effective in changing attitudes than a woman's description of the same rape situation. The presentations effectively taught men how to support a rape survivor. The men were more aware of their own behaviour around women and were more likely to believe a rape survivor after seeing the presentation, although some commented that if they did not know the female victim, but was friends with the accused perpetrator, they would support their friend.

**Availability:** The Men's Program manual, *The Men's Program: How to Successfully Lower Men's Likelihood of Raping*, can be purchased online from NO MORE for \$29.95 (US). The 15-minute video is available for \$40.00 (US). The entire program costs \$125.00 (US). The complete video version of the program is recommended if a male presenter for the Men's Program is unavailable or peer training is not possible, though it is preferable to have the program presented in person. Order forms are available from the NO MORE website: [www.nomorerape.org](http://www.nomorerape.org).

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**Rape Prevention Program for Men**  
**A. Berkowitz, Trumansburg, NY, U.S.A.**

**Key Words:**

- Sexual assault prevention
- College men
- Fraternity members
- Male only presentations
- Strong research design-Published: Male program participants had more positive attitudes about traditional gender roles and positive changes in their reported motives to commit rape. In another study, males decreased their acceptance of rape myths and better understood consent issues than controls.

**Background:** Dr. Alan Berkowitz developed the Rape Prevention Program for Men in 1983 at Hobart College. The program is now mandatory for all college freshman males.

**Objective:** The program is conducted with all male college freshmen (women attend their own sexual assault prevention). Facilitators intend to create an environment in which men can speak honestly about women and rape without being criticized or judged.

**Description:** Ideally, the program is facilitated by a respected role model of the male students (e.g. prominent athlete) in the hopes of influencing them to develop appropriate attitudes towards women and sexual assault. Students are provided with legal definitions of rape, sexual harassment, and statistics about the local occurrence of these in the college community. A video, usually depicting a college rape and the victim's reaction to it is presented and participants discuss the topic of consent. The facilitator may rerun the video after the discussion of consent to help the participants understand this potentially murky area. The facilitator provides a list of campus resources related to sexual assault.

**Peer Training:** Berkowitz is available to train facilitators.

**Did it Work? *Strong Research Design-Published:*** Earle (1996) compared the program (N = 157) with two other formats: a small co-ed group discussion program, and a large co-ed lecture program, including a control group (total N = 347 students). Students in the Rape Prevention Program for Men showed the most positive attitude changes at post-test, improving their opinions about traditional women's roles and their motives to rape. Male participants did not change their attitudes about the perceived severity of rape as a crime.

Davis and Liddell (2002, see also Davis, 1997) compared the program with an all male socialization-focused rape prevention program; a control group attended a career development workshop. All 90 participants were fraternity members and were administered pre-tests, post-tests, and follow-up at 6 weeks. All that attended a rape prevention program decreased their acceptance of rape myths and better understood consent issues than controls. Men in the Rape Prevention Program for Men group had the lowest acceptance of rape myths and the most knowledge of consent issues. Their levels of rape myth acceptance were maintained at follow-up but knowledge about consent issues rebounding to pre-test levels.

**How Did it Work?** Davis and Liddell (2002, see also Davis, 1997) noted that men that are secure in the masculinity (i.e. not experiencing gender role conflict) experience the greatest attitude changes after participating in the program.

**Availability:** An outline of the Rape Prevention Program for Men is an appendix in Berkowitz (1994). Berkowitz trains program facilitators and provide necessary materials for \$2500 (US). Training is a full-day. Contact Dr. Berkowitz by phone: (607) 387-3789; or email: [alan@fltg.net](mailto:alan@fltg.net). Website is: <http://www.alanberkowitz.com>

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## **Reaching and Teaching Teens to Stop Violence**

### **Nebraska Domestic Violence Sexual Assault Coalition, Lincoln, NE, USA**

#### **Key Words:**

- Sexual assault, sexual harassment, dating violence,
- Grades 6 through 12
- Teacher-offered curriculum
- Strong research design-Published: 17 academically and behaviourally challenged students improved their attitudes about rape after the program.

**Background:** In 1996, in response to concern about the rates of teen dating violence, the Reaching and Teaching Teens to Stop Violence program was developed by the Nebraska Coalition Against Domestic.

**Objectives:** The program educates teens about sexual assault, sexual harassment, and dating violence, emphasizing the consequences of violence in interpersonal relationships. Additionally, the program also aims to reduce tolerance for sexual assault and dating violence and increase behaviours that reduce and prevent dating violence.

**Description:** The program's five 40 minutes long units are sexual harassment, sexual assault, dating violence, healthy relationships and gender and violence. Each unit can be covered within one to three classes. Schools can teach topics independently or use the entire curriculum, which includes lecture topics, modeling, role-play activities, videos and student workbook activities. 'Dating' is defined broadly as "relationships between teens that are attracted to and spend time together", to engage students who may not see themselves as dating. The curriculum is culturally sensitive, lasting about 12 weeks.

**Teacher Training:** The curriculum materials include detailed lesson plans for teachers and all student activities, videos and handouts. The binder also includes information about child sexual assault, safety planning, and responding to disclosures.

**Did it Work? *Strong research design-Published:*** Weisz and Black (2001) implemented the Reaching and Teaching Teens curriculum in an urban school in which many students had behaviour and academic problems and 99% were African American. The researchers used a pre-test/post-test control group design with a 6-month follow-up (46 students in the intervention group and 20 in the control condition). The relatively small sample size is a major limitation, but given the paucity of research with this population, is worthy of note. The research assessed changes in attitudes, knowledge, and behaviours using modified versions of the Knowledge of Sexual Assault (RAVE, 1997), Youth Dating Violence Survey (Foshee, 1994) and the Teen Life Relationship Questionnaire (Kantor, 1996). At post-test, program students had significantly more gains in knowledge than control group students and maintained these gains at 6-month follow-up assessments. Students in the program also significantly improved their attitudes about rape at post-test and follow-up. Additional research assessing students' behaviours and anticipated behaviours in relationships were not included in the report.

**Availability:** Reaching and Teaching Teens to Stop Violence can be obtained from the Nebraska Domestic Violence Sexual Assault Coalition for \$40 (US). Contact NDVSAC by phone (402)476-6256, fax (402)476-6806 and online at: [www.ndvsac.org](http://www.ndvsac.org)

## References

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## Scruples

C. Lanier, Rice University, Houston Texas, USA

### **Key Words:**

- Date rape prevention
- College freshmen
- Peer presented program
- Innovative: Students view a play entitled “Scruples” that dramatizes important issues involved in date rape and rape tolerant attitudes.
- *Strong research design-Published:* The program increased positive attitudes towards rape prevention. Improvements were **not maintained at a two months**.

**Background:** As part of her doctoral dissertation, Dr. Cynthia Lanier developed the Scruples play and group exercises. The audience members learn appropriate attitudes and behaviours through modelling, reinforcement, and guided practice.

**Objectives:** The Scruples play and discussion are to educate incoming college freshman (male and female) about date rape tolerant attitudes and behaviours.

**Description:** The Scruples play contains five scenes depicting a typical party at a college campus in which alcohol is involved. For example, the first scene introduces the characters and discusses how alcohol may influence rape behaviours and perceptions of behaviours. The characters discuss consent issues, respect, and responsibility as well as indicating that both men and women are concerned about rape and its effects on victims.

After the Scruples play, audience members engage in an interactive role-play discussion in small groups, discussing scenarios related to date rape. Some scenarios are with only male and female segregated groups, and others are for mixed-gender groups. Audience members are asked how they would respond to the situations, and to identify solutions to the problems presented. Trained peer counsellors and educators help the groups with these tasks and lead entire group discussions about the issues.

**Did it Work? Strong Research Design-Published:** Lanier (1995) conducted a randomized pre-test, post-test, control group design to evaluate the Scruples date rape prevention program. The intervention group (N = 248) viewed the play and completed pre and post-test measures examining rape tolerant attitudes. The control group (N = 148) viewed a play about multiculturalism. A two-month follow-up survey was mailed to all intervention participants: completed by 149 intervention group students. Students who saw the Scruples play significantly improved their attitudes towards rape immediately following the presentation compared to control students. The researchers hypothesized that program students would increase their feelings of self-efficacy and improve their attitudes and behaviours over time. This result was not supported: no difference between students who participated in the post-play group discussion and students who did not (i.e. left after the play) at two-month follow-up.

Lanier, Elliot, Martin, and Kapadia (1998) employed the same design as Lanier (1995), but did not include a post-play discussion. Primarily freshman students (N=436), some of whom saw Scruples, while others viewed a play about multiculturalism. While attitudes about rape were generally acceptable before the play’s presentation, they improved significantly after the presentation.

**How Did it Work?** Lanier, et al. (1998) reported that men's and women's rape attitudes did not differ following the play's presentation. Importantly, students whose attitudes were 'rape tolerant' prior to the presentation improved significantly more than students who did not view the play but had rape tolerant attitudes. Students with rape tolerant attitudes prior to the play's presentation also changed more than students whose attitudes towards rape were already deemed desirable.

**Availability:** The Scruples script and guidelines for discussion are published in Lanier's (1995) dissertation.

### References

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**SCREAM Theatre: Students Challenging Reality and Educating Against Myths  
Rutgers, The State University of New Jersey, New Brunswick, New Jersey, USA**

**Key Words:**

- Acquaintance rape and sexual assault
- Dating violence
- Stalking
- Peer-led presentations
- High school and college student presentations
- Theatre style approach
- Strong research design-*Unpublished*: College freshmen had higher knowledge and less supportive beliefs of acquaintance rape than the controls. Higher levels of knowledge, **but not attitude**, were retained at a two month follow-up

**Background:** The SCREAM program was developed in 1991. SCREAM performances can include numerous topics such as dating violence, stalking, peer pressure and bullying. SCREAM Theatre has also developed a SCREAM Athletes program that deals with sports culture and sexual violence as it relates to athletes.

**Objectives:** The objectives are to educate students about sexual violence and to promote critical thinking about the issue; to reduce negative peer pressure about sexual violence and promote an environment that does not tolerate such violence.

**Description:** SCREAM Theatre presentations typically last 1 ½ hours and are presented by one female and one male member of university sexual assault and victim services units. The SCREAM Theatre group consist of five peers who present a brief (15-20 minute) drama about a female college student assaulted by a male acquaintance at a party. At the conclusion, the peer actors and the facilitators answer questions about the play and engage the audience in a discussion of sexual violence. The male facilitator speaks specifically to male audience members about the importance of listening to women when they say ‘no’ and not to behave only on assumptions they make about the other person’s intentions. The female facilitator encourages all audience members to challenge offensive behaviours and create a safe environment at their school. Students are provided with resources about local services who handle sexual assault related issues.

**Peer Involvement:** SCREAM Theatre facilitators encourage audience members to become a part of the presentations at the conclusion. All actors in the SCREAM drama are undergraduate students at Rutgers University. A program entitled “Learning to SCREAM” helps peer educators implement their own educational theatre programs.

**Did it Work? *Strong Research Design-Unpublished:*** Duggan (1998) conducted a pre-test, post-test, control group evaluation with a 2-month follow-up. Pre-test measures were obtained from 339 freshmen. Students were divided into five groups of approximately 96 students each. Three groups (n = 223) viewed the SCREAM presentation at orientation and the other two groups (n = 116) were wait-listed to view the presentation later in the semester. All groups filled out post-test measures. Follow-up scores were obtained after all students (wait-list and intervention) had seen the presentation. Students who viewed the production had less supportive attitudes about acquaintance rape and more knowledge about sexual assault than wait-list students. After two-months, however, student’s

attitudes about acquaintance rape returned to pre-test levels although their knowledge about acquaintance rape remained the same. Students reported less support of the idea that date rape is acceptable and were less likely to believe that date rape is justified by the behaviour of the victim, both of which were maintained at two-months..

***Suggestive Research Evidence-Unpublished:*** McMahon and Salerno (2002) evaluated SCREAM theatre presentations with 989 students who completed pre-test and post-test measures. The average scores on sexual behaviour and attitude inventories improved after the presentation.

**How Did it Work?** Male program participants were less likely to coerce or aggress in sexual situations than men who did not participate, however, at follow-up men reported being more likely to coerce or aggress. The men who participated reduced their intentions of assaulting females after their participation in SCREAM, which was maintained at two-months. In McMahon and Salerno's (2002) research, women who viewed the presentations increased their rape supportive beliefs at follow-up, though these were similar to the men's attitudes. McMahon and Salerno found no other gender effects, as men who viewed the program decreased their rape-supportive attitudes.

**Availability:** SCREAM Theatre productions are available for \$500.00 (US) in New Jersey and some out of state universities. The manual will soon (summer 2005) be available for purchase: price not yet announced. The curriculum for the SCREAM Athletes program includes a manual and video and costs approximately \$150.00 (US). Contact Rutgers University Office of Sexual Assault Services by phone: (732) 932-1181, or emailing Meghan Price, Coordinator of Peer Education at [mprice@rci.rutgers.edu](mailto:mprice@rci.rutgers.edu). The website is: <http://sexualassault.rutgers.edu/scream.htm>

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**Men Against Violence**  
**Louisiana State University**  
**L. Hong, University of Wisconsin-Madison, Madison, WI.**

**Key Words:**

- Sexual assault prevention
- Gendered violence prevention
- Gender roles and stereotypes
- Peer-led male only presentations
- Suggestive Research Evidence-Published: Fraternity men found the information important and 11% changed their attitudes or behaviour after the program

**Background:** Students at Louisiana State University developed the program in response to numerous violent episodes on campus.

**Objectives:** The purpose of the Men Against Violence organization and resulting presentations is to provide men with a safe place to discuss issues related to men's perpetration of violence such as gender roles, masculinity, and other issues related to gendered violence and to educate other men in hopes of creating a new masculinity. Members participate in numerous activities to raise awareness about all types of violence, and present programs for men to reduce domestic violence.

**Description:** The presentations to male groups on and off campus are a small but integral part of the organization. Presentations vary slightly in content depending on the specific group of men participating in the program. Sexual assault programs will often include statistics about the prevalence of college rape, legal definitions of rape, rape myths, consent issues, gender roles, and the pressures of masculinity. Throughout, males are invited to discuss topics. Particularly in the discussion of rape myths, male participants dialogue about these myths and how to change them.

**Peer Training:** A manual of training materials is available from Luoluo Hong that outlines the activities. Members also participate in training retreats where they learn to be peer educators. Louisiana State University has implemented a credit-course in which students learn about violence and health issues and present a peer-education program to other LSU students.

**Did it Work? Suggestive Research Evidence-Published:** Hong (2000) conducted a qualitative case study on the impact of membership on eight male, Men Against Violence board officers. Membership in Men Against Violence caused them to redefine their own masculinity. Having been raised to behave in stereotypically masculine ways they recognized the societal impact on their masculine behaviours. Participants learned tolerance of their own and other's feminine qualities and to reject violence in society.

In a study of the Men Against Violence educational workshops, Choate (2003) surveyed 149 fraternity members after Men Against Violence presentations. The participants reported learning important information about consent, rape drugs, and legal definitions of rape. The men found the program interesting and informative and expected that they would think about the program's message and their own subsequent behaviour. While the majority of men surveyed did not define themselves as 'rape-supportive' or

likely to rape, 11% of respondents stated that participating in the program would result in a change in their attitudes or importantly, their behaviour.

**Availability:** The Men Against Violence program manual costs \$25.00 (US) from Luoluo Hong by email: [luoluo@charter.net](mailto:luoluo@charter.net). Information about beginning a Men Against Violence chapter can be found in Hong (1998): chapters have been established at Universities in Washington, Idaho, Texas, Florida, and Wyoming and educational presentations can often be organized through their respective websites.

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**University of Alberta Sexual Assault Centre Education Workshops**  
**University of Alberta Sexual Assault Centre, Edmonton, Alberta, Canada**

**Key Words:**

- Acquaintance rape and sexual assault
- College students
- Mixed-gender presentations
- Suggestive research design-*Unpublished*: Participants were less accepting of rape myths and understood sexual assault better than non-participants.

**Background:** In 1991, the University of Alberta conducted a survey examining students' history of unwanted sexual experiences, which indicated that 45.8% of students had experienced a serious unwanted sexual experience during first year university. In response, in 1993, a sexual assault centre opened on campus to support survivors, and educate students to prevent sexual assault.

**Objective:** The University of Alberta's sexual assault workshops intend to decrease the tolerance for sexual assault and increase understanding of survivors' experiences by exploring the legal definition of rape in Canada and exploring common rape myths.

**Description:** The workshops are offered by the staff of the Sexual Assault Centre during class time in 50, 80, and 120 minute sessions. Presently, workshops are offered by request but plans to extend these workshops to all university students are underway. The workshops educate students about Canada's rape laws and the technicalities of consent. Rape myths are explored and refuted. Students are given information about how to support a survivor, non-traditional ways of preventing sexual assault, and local resources.

**Peer Involvement:** The University of Alberta's Sexual Assault offers the opportunity for students to volunteer in the Centre's various programs including crisis counselling, workshops, support groups, and education efforts.

**Did it Work? *Suggestive Research Evidence-Unpublished*:** In 2001 LoVerso conducted a modified replication of the 1991 survey of unwanted sexual experiences to examine whether the campus climate had changed in regards to sexual assault since the implementation of the Sexual Assault Centre on campus. The survey was completed by 1398 undergraduate students (549 males; 847 females). The comparison with 1991 reveal differences in students' experiences of sexual assault before the age of 14 (i.e. 27% experienced sexual assault in 1991, and 23.9% of students experienced sexual assault in 2001). The reasons for these differences cannot be determined, although the Sexual Assault Centre, the campus Safewalk service, and installing emergency phones at various locations are possible explanations.

LoVerso also surveyed students about their awareness and ratings of the Sexual Assault Centre: 88.3% of students were aware of the centre, and 39.9% of students had used the centre or participated in one of its programs. With respect to the educational program, 44.4% and 38.9% rated the program as Excellent and Very good respectively. Students who had seen a Sexual Assault Workshop adhered less to rape myths than those who had not. However, the overall results indicated a need for continued education as many students believed or were unsure about the verity of rape myths.

In questions to examine individual's reported knowledge of sexual assault and whether students assigned responsibility to perpetrators and victims of sexual assault Sanford inadvertently surveyed a group of students that had participated in the sexual assault workshop six months previously. These students were more likely to accurately define scenarios as sexual assault and had a better understanding of sexual assault than the other participants (M. Sanford personal communication, May 19, 2005).

**Availability:** The Sexual Assault Education Workshops are available by request to all University of Alberta students free of charge. Plans to produce a manual for distribution of the University Sexual Assault program are underway. Contact Kris Fowler at the University of Alberta Sexual Assault Centre for more information by telephone: (780) 492-9771; fax: (780) 492-3804; mail: 2-705 Student's Union Building, University of Alberta, Edmonton, Alberta, T6G2J7; or email: [kris.fowler@ualberta.ca](mailto:kris.fowler@ualberta.ca). The website is: <http://www.uofaweb.ualberta.ca/SAC/index.cfm>

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**Project Respect**  
**Women's Sexual Assault Centre, Victoria, BC, Canada**

**Key Words:**

- Sexual assault
- Gender scripts: stereotypes, labels and sexual double standards
- Grade 9 through 12
- Teacher-offered classroom workshops, plus social marketing campaign
- Innovation - youth-driven and multi-component model
- Minimal research design-Unpublished: students liked the workshops

**Background:** Project Respect was created by youth in partnership with experts in sexual violence prevention, the media and education. It arose from concerns about the number of women under 19 requesting services from the sexual assault centre. A needs assessment indicated that young people want programs that reflect their culture and promote a simple and positive message. The major theme became “Communicate...respect”.

**Objectives:** The goals are to reduce sexual assault among 14-19 year olds by addressing the root causes of sexual violence among young people; to provide young people with knowledge and practical skills to prevent sexual violence into their adult years.

**Description:** Project Respect is a sexual assault prevention program for youth ages 14 to 19. It is a multi-media, youth-driven program involving a school-based component, social marketing campaign and a youth volunteer program. The model engages young men and women in talking about love, sex and relationships. The program challenges attitudes and behaviours believed to be the root causes of sexual violence: stereotypes, labels, miscommunication and power imbalances. One staff team, a young man and woman both in their early twenties, currently provide the training.

The program is an interactive workshop for students comprised of two components over two different days. Each component is approximately 65-70 minutes, designed for classes of a maximum of 33 students. The program incorporates games, small group discussion, large group discussion, the “Respect Revolution” video, and visual aids and props designed to teach skills and raise awareness. Part One explores how gender stereotypes, labels, and the sexual double standard impact individuals and society. Information on this component is on the website, “Yes Means Yes”, at <http://www.vwsac.com/respect/home/home.htm>. The second part teaches students to identify and communicate sexual boundaries through games and discussion.

The social marketing campaign involves a partnership with the local media. The media used the youth's discussions about healthy sexuality from the Project Respect School Program to raise awareness of sexual assault in the general population, broadcasting key messages in public service announcements and donated space for print ads. Project Respect also has a youth volunteer program that encourages youth to create awareness programs in their own schools and in the community at large.

Through the school program, the media campaign, the website and youth program, Project Respect encourages youth to think critically about messages they receive about relationships, sexuality and violence in media and the world. The project

promotes respect as the basis for healthy, safe, mutual sexual relationships. It encourages youth to break the silence that allows sexual assault to happen and empowers them to have the right to sexuality without violence. The interactive website provides additional information for teens about program concepts, quizzes about sexual knowledge and relationships, and an outlet for teens to express their feelings about violence and abuse.

**Teacher Training:** Project Respect facilitators meet with teachers, principals and counselling staff before the workshop to answer any questions that staff may raise.

**Parent Training:** Workshops and resources for parents include the project overview, a preview of the video, workshop exercises and handouts of books and websites.

**Did It Work? *Minimal Research Design-Unpublished:*** In the 2000-2001 school year, 16 programs were presented to over 400 students in grades 9 through 12 (Evaluation information available from the project). Post-workshop consumer satisfaction surveys indicated that 80% of the students liked the format of the workshop “a lot”, while 2% “didn’t like” the presentation. Notably, students responded more favourably when the video was included with the workshop exercises and games. The students learned key messages such as only a verbal yes is true consent, no means no, and calling someone a ‘slut’ or ‘fag’ is hurtful and a form of verbal violence. The students intend to communicate clear sexual boundaries in future in their relationships.

**Availability:** Materials and project information are available from the Women’s Sexual Assault Centre, 2-941 Pandora Avenue, Victoria, BC, V8W 3P4; phone (250)383-5545; fax (250)383-6112; email [info@yesmeansyes.com](mailto:info@yesmeansyes.com); or on-line at [www.yesmeansyes.com](http://www.yesmeansyes.com). The web-site is directed towards youth and communicates messages of respect.

## Riposte

Le Centre Ontarien de Prévention des Aggressions (COPA), Toronto, ON, Canada

### Key Words:

- Assault: verbal, sexual and physical
- Grades 7 to 8; Grades 9 through 12
- Externally facilitated workshops in the classroom or school assembly
- Innovative – gender specific and mixed audience presentations with self-defence component for girls
- French & English

**Background:** COPA, the Ontario Assault Prevention Centre, was established in 1995 to provide assault prevention education for children and youth, training, consultation and project support in French within Ontario. Some requests for training and consultation in English can be accommodated.

**Objectives:** Objectives include increasing awareness and understanding of various types of violence by known adults, strangers and peers and strategies for preventing it.

**Description:** The program has two versions: Grades 7-8 and Grades 9-12. The Grade 7-8 program includes two 75-minute sessions, the first for a gender-mixed audience and the second for young men and women separately. In the mixed session, various forms of assault are defined and role-plays illustrate the concepts and prevention strategies, including some self-defence techniques. The second session for young men addresses bullying as physical assault, the cycle of violence and sexual assault by a known adult. The young women-only session focuses on more verbal and physical self-defence techniques and applying them in sexual assault situations with a known adult.

The program for high school students conceptualizes assault as a loss of rights (personal and legal) and control. The concepts are presented in three interactive 75-minute sessions. The first session (with a gender-mixed audience) provides scenarios portraying different forms of assault to provoke discussion about assault and the underlying dynamics of power and control. Experiential exercises, role-plays and readings provide students with opportunities to identify and strategize about different forms of assault. The second session is gender-specific. The young women are provided with a mini self-defence course. Role-playing negative situations and positive solutions illustrate the techniques and concepts. The same techniques are used in the session for young men. After building an alliance with the youth, the facilitators present scenarios of peer intimidation, sexual assault and supporting a friend. The third session is mixed and stresses gendered socialization patterns. Stereotypical images of women and men are deconstructed, exploring what happens when young women and men step outside these stereotypes. This session focuses on different forms of relationship violence, harassment and date rape as well as exploring how to reduce violence and prevent assault.

COPA also offers a self-defence course, Instincts, for teen-age girls (often in gym class or on professional development day). This can be a 1-day course or over six 75-minute periods. This training provides students with physical and verbal self-defence techniques and a sensitization towards the issues of assault and violence against women

and girls. They take a rights-based approach to this problem, fostering strategies to identify dangerous and abusive situations, self-awareness, self-esteem and peer support.

**Teacher Training:** Workshops for teachers and school staff are available.

**Parent Involvement:** Workshops for parents are available.

**Did It Work? How Did It Work?** No formal evaluations have yet been completed.

**Availability:** The cost of programs and workshops depends on the organization's funding. When possible, French programs are provided free. For information, contact: Kathryn Penwill or Lisa Weintraub phone: (416) 465-3370 or (416) 406-6089; or the COPA website: <http://www.centredesantecommunautaire.com>.



**Teen-Esteem**  
**Snow Lake Centre on Family Violence, Snow Lake, Manitoba, Canada**

**Key Words:**

- Sexual assault
- Dating violence
- Self-esteem
- Grades 6 through 12
- Externally facilitated mixed large group and gender-specific small group workshops
- Innovative – young women-only follow-up group program, with young men-only program under development

**Objectives:** Objectives include increasing self-esteem and respect for self and others and decreasing sexual assault and dating violence.

**Description:** Teen-Esteem is a two-part project. In part one, a facilitator presents information on violence against women (sexual assault, dating violence), self-esteem, self-respect and respect for others to a school assembly or class. Part two consists of a 6-session voluntary group for young women (no specific criteria for joining) focusing on violence against women, self-esteem, women and the media, relationships, teens and addictions, and body image. Each 2-hour session includes video and oral presentations, group discussions and activities. A follow-up group for young men is being developed.

**Did It Work? How Did It Work?** No formal evaluation has yet been conducted, although informal evaluation of the process and content of presentations is assessed.

**Availability:** This resource is offered only within a specific geographic area, however will share information. Contact: Snow Lake Centre on Family Violence Inc., Teen Esteem Coordinator, P.O. Box 838, Snow Lake, Manitoba R0B 1M0; email [frc@mb.sympatico.ca](mailto:frc@mb.sympatico.ca); phone (204) 358-7141; or fax (204) 358-7141.

## CHILDREN/YOUTH WITH SPECIAL NEEDS

**Children with special needs are often neglected in the child abuse literature, despite the evidence that these children are at a higher risk of experiencing abuse than their non-disabled counterparts (Sobsey & Mansell, 1990; Vig & Kaminer, 2002).**

An American study by the National Centre on Child Abuse and Neglect (Jaudes & Shapiro, 1999) determined that children with disabilities were 1.7 times more likely to be mistreated than non-disabled children. Even among children who had experienced abuse, disabled children were still more likely to be abused. Reasons for these children's increased susceptibility to abuse are usually a function of their disability.

As LaBarre (1998) points out, deaf children are often unable to communicate clearly with their parents and those around them. They have less opportunity to discuss sexuality, sexual abuse, and other abuse issues with their families, and are often limited in who they would be able to tell if they were abused. Furthermore, as Sullivan and Knutson (1998) reminded us in their research of 39,352 hospital, child welfare, and police records; most children (88%) are abused by family members or close friends in their own homes, so, particularly for disabled children, the options of trusted adults to tell about the abuse are severely limited as their abuser may well be their primary caregiver.

While the most common form of abuse of disabled children is neglect by their caregivers, they are still at an increased risk for all forms of abuse (Sullivan & Knutson, 1998). Knutson, Johnson, and Sullivan (2004) reported that mothers of disabled children were more likely to endorse the use of physical discipline than were mothers of non-disabled children, and the authors believed that the use of physical discipline among these mothers could escalate to levels of physical abuse. Aniol, Mullins, Page, Boyd, and Chaney (2004) identified parental stress and poor family relationships as risk factors for the abuse of disabled children and determined that caring for children with disabilities increased parental feelings of stress, thus placing these children at risk for physical abuse.

Identifying disabled children who have experienced abuse is a more difficult task than identifying non-disabled children who have been abused. This is partly because of the difficulty these children have communicating about their abusive situation, but also because of a lack of training of the abuse symptoms that disabled children may demonstrate. LaBarre (1998) noted that sexual abuse symptoms in disabled children are often quite similar to those of 'normal' children, however these symptoms are often overlooked by parents and professionals who generalize indicators such as inappropriate sexual behaviour and touching as symptoms of the child's disability, not necessarily of abuse. Additionally, stereotypes about disabled children (such as beliefs that disabled people in general are not sexual and not sexually attractive) may cause authorities and caregivers to ignore signs of abuse, thinking that these children are less of a target for abuse than they actually are because of their disability (Baladerian, 1994). Identification of abused children who are disabled takes careful attention and understanding of the nature of the child's disability, as it is easy to misattribute symptoms of abuse to the disability. It is important to remember that physical and sexual abuse are based on power

differentials between the victim and the perpetrator. The heavily dependent state of disabled children leave them decidedly powerless and vulnerable to abusers who prey on children perceived as defenceless.

Sullivan and Knutson (1998) described the behavioural symptoms of children who had been abused. Abused deaf children were significantly more withdrawn, anxious, depressed, and aggressive than deaf children that had not been abused. The children exhibited symptoms of Post-traumatic Stress Disorder (PTSD), and difficulties maintaining attention. Mansell, Sobsey, and Moskal's (1998) investigation of sexually abused children with and without disabilities found a number of differences between the children in their manifestations of sexual abuse symptoms. Children with developmental disabilities more likely have a poor sense of personal safety, withdrew into fantasy, self abused, were excessively messy or excessively clean, have little or no appropriate sexual knowledge, and made more inappropriate sexual remarks than were sexually abused children who were not disabled. Therefore, while symptoms among sexually abused disabled children may be similar to those of their non-disabled counterparts, these children still exhibit indicators that they are being abused independent of their disability. Both Baladerian (1994) and LaBarre (1998) commented that training parents, foster parents, teachers, and child welfare workers is critical for prevention, identification, and intervention.

### **What We Know About Violence Prevention for Children with Special Needs**

Programs that focus on the prevention of violence for children with disabilities (including learning and physical disabilities, as well as mental retardation) are a fairly new phenomenon in Canada and the United States. Fortunately, these countries have made more progress than areas such as the United Kingdom, where the prevalence of abuse in children with disabilities is still unknown (Cooke & Standen, 2002). It is only in the last 15 years that research on this topic has begun to emerge in North America, however, and much work still needs to be done.

Educators and service care providers increasingly recognize the need for disabled children to learn about sexuality, private sexual behaviour, and appropriate vocabulary as non-disabled children (Martorella & Portugues, 1998). One concern is that educational programs or workshops designed for disabled children must be individually tailored to the child's age, environment, and communication level (Sobsey & Mansell, 1990) in order to be effective. The programs that exist have taken this into account as much as possible, but it is difficult to match every program to meet the specific needs of every individual child.

**Program Objectives:** The major goal of violence prevention programs for disabled children is to impart information about sexuality, including a proper vocabulary to allow for easier as well as more accurate reporting, and the social and emotional aspects of sexuality. Sexual abuse prevention, including becoming aware of any feelings of discomfort, is a critical component to any sexual education program and must be included. Prevention programs must also be sensitive to the individual's cultural, developmental, psychological, and physical strengths and abilities in order to be maximally helpful. Approaches need to be direct and concrete, varied, and specifically tailored to meet the needs of children with disabilities. Taking program content used with

children who are not disabled will be ineffective, as the strengths and abilities of such children may be dramatically different from those who are disabled.

Behavioural skills training appears to be an important aspect of prevention programs with children who are disabled. Education must also be provided for teachers, parents, and any other caregivers involved with the child.

**Program Content:** Children with disabilities must be taught self-protection skills in order to recognize potentially dangerous situations, respond to the situation by verbally refusing and/or escaping, and report the situation (Lumley & Miltenberger, 1997). These skills must be taught not only in relation to strangers, but with regards to trusted adults and caregivers as well. In addition, comprehensive education should be provided with respect to sexuality. This includes teaching about private body parts (including proper names) and which parts are off limits to others. This is a critical aspect that should be included in all prevention programs for children with all types of disabilities.

Other aspects of prevention programs aimed at children with mental retardation and other disabilities include teaching healthy and private sexual behaviours, educating about sexuality by learning about conception, birth, and masturbation, imparting knowledge about sexual choices and risks, assertiveness training, choice-making, personal rights education, teaching students to recognize the difference between appropriate times for compliance and for asserting personal rights, enhancing communication skills, and learning to recognize early signs of abuse.

**Presentation Methods:** Presentation methods vary between programs and also with the developmental levels, ages, and severity of disability of the child. Role-plays, videos, question boxes, picture colouring, clay modeling, print images, comic books, spoken presentations, and board games represent the most common methods used. Behavioural skills training, as mentioned, is an important component of such programs and includes instructions, modeling, rehearsal, praise (positive reinforcement) and corrective feedback.

Ideally, programs should be on-going. While workshops are helpful, the long-term benefits will be less than with educational programs that grow and develop along with the child. Prevention programs may be presented by a teacher but more often are done by a trainer who can both instigate and evaluate the program's effects. Usually programs are conducted in a group setting, but in some situations individual prevention training may be done. Of course, this is more timely and costly, but may be more beneficial to the child. Basic accommodations, including physical accessibility and non-print alternatives for reading materials, are important to include in prevention programs aimed at children with disabilities.

**Teacher Training:** In order to prevent violence for children who are disabled, teachers must learn about sexuality and abuse. As well, school policies regarding sexual abuse need to be made explicit to teachers and staff, and their responsibilities around reporting abuse must be stated clearly. All individuals interested in working at schools must be thoroughly screened and their resume and references checked in detail (Vernon & Miller, 2002). This will help decrease the incidence rate of molestation by staff and teachers.

Caregivers must also be trained in policies regarding abuse and sexual behaviour, as well as to recognize and respond appropriately to early signs of abuse and their own

feelings of aggression or sexual attraction towards their clients. While this may appear to be related to intervention 'after the fact', there is evidence that this can be a powerful prevention strategy (Sobsey & Mansell, 1990).

**Parent Involvement:** Parents may become involved in separate programs that teach them about the sexuality of their disabled child, as well as ways to reduce stress, develop a sincere attachment, and stimulate their child in ways that encourage growth and a general change in attitude. Reproduction and masturbation are other topics that may be discussed. These programs reinforce the knowledge that the children are learning at school, promoting more effective communication in the family unit. Training must also include information about where to obtain a comprehensive evaluation, which may be done at local hospitals, schools, or clinics.

**Did They Work?** With prevention programs developed for children with disabilities, one can evaluate two things: the child's knowledge and/or the child's skills. Both of these must be evaluated before and after the program in a pre-post design. If it is a large, multidimensional program, measures at various steps along the way are also helpful. Measurement of the amount of knowledge gained over the training program can be measured indirectly, using questionnaires and checklists administered to parents and/or teachers. A more direct way is to use role play assessment. This will allow the trainer to see whether the child is able to use the knowledge they have gained in practical ways, including verbal refusal, physical escape, and reporting. Studies that have been conducted using this method have generally showed an increase from initial baseline in terms of knowledge and generalization across time. A third way to assess knowledge is using 'in situ' assessment that involves having the child approached in a real life setting, such as the playground, by a confederate to see whether they will employ the knowledge that they have gained in such a situation. There are obvious ethical drawbacks and considerations with such an approach and for this reason, and researchers rarely use this technique.

Few evaluations have looked at the effectiveness of programs for children who have disabilities. Obviously this is an important area for future research. Studies must examine not only knowledge, but skills that the children have learned to see if the programs are effective at translating their objectives into real world prevention.

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## **Prevention Programs Addressing Children with Special Needs**

### **Strong Research Design-Unpublished**

- Promoting Alternative Thinking Strategies (PATHS)

### **Suggestive Research Design-Published**

- The Woodrow Project

### **Suggestive Research Design-Unpublished**

- Kid&TeenSAFE
- Young Deaf Women and Violence Leadership Development and Training Project

### **No Research Evidence**

- Circles II Stop Abuse
- LifeFacts 2 Sexual Abuse Prevention
- No-Go-Tell Protection Curriculum for Young Children with Special Needs
- The Rappaport Curriculum for the Prevention of Child Sexual Abuse in Children
- Young Women's Anti-Violence Speakers Bureau

**Promoting Alternative Thinking Strategies (PATHS)**  
**M.T. Greenberg and C.A. Kusché,**  
**Center for the Study and Prevention of Violence, Boulder, Colorado, U.S.A.**

**Key Words:**

- Conflict resolution
- Kindergarten to Grade 6
- Teacher-offered classroom curriculum
- Used with deaf, hearing-impaired, learning disabled, emotionally disturbed, mildly mentally delayed, and gifted students.
- Strong research design-*Unpublished*: Grades 1 to 3 regular and special needs teachers primarily reported improvements in behaviour and socialization

**Background:** The PATHS curriculum for elementary schools was originally developed for deaf children. PATHS expanded in the 1990s for a broader audience. Teachers have combined PATHS with other programs and used it in special education classes.

**Objectives:** PATHS promotes skills to prevent or reduce behavioural and emotional problems.

**Description:** The program consists of 131 lessons presented over 5-years, including units on feelings and interpersonal cognitive problem solving techniques designed to generalize from the classroom to daily experiences. Special needs students have several specifically designed units to reinforce the concepts and skills. For these students, the regular PATHS curriculum is used both in the classroom and in weekly parenting support classes, small-group social skills interventions, academic tutoring and home visits.

The curriculum is typically taught 3 times per week in 20- to 30-minute sessions. Pictures and photographs are included in the materials for all lessons. The topics include: identifying and labelling feelings, expressing feelings, assessing the intensity of feelings, managing feelings, understanding the difference between feelings and behaviours, delaying gratification, controlling impulses, reducing stress, self-talk, reading and interpreting social cues, understanding the perspectives of others, using steps for problem-solving and decision-making, having a positive attitude toward life, self-awareness, nonverbal communication skills, and verbal communication skills. Each lesson builds on the previous one and utilizes activities such as dialoguing, role-playing, storytelling, modeling, reinforcement, attribution training, and verbal mediation to develop skills in the five major curriculum areas.

**Teacher Training:** Teachers can be trained in a 2- to 3-day workshop and in bi-weekly meetings with a curriculum consultant, though the program developers suggest that the teacher's guide is sufficient to implement PATHS.

**Parent Involvement:** Although primarily focused on classroom settings, activities are included for parents through letters and information that can be sent home by teachers.

**Did It Work? *Strong Research Design-Published:*** Recently, Kam, Greenberg and Kusché (2004) studied children in special education classes participated in the PATHS curriculum, following up with the student each year for four years. Children who had completed a 1-year presentation of PATHS showed more positive changes in

internalizing and externalizing behaviours than a control group, changes that continued to improve at subsequent follow ups. The program children also improved in their knowledge of comfortable and uncomfortable feelings and at follow-up were better able to understand emotions and recognize feelings in others. These children were also more apt to use non-confrontational conflict reduction strategies than control children.

***Strong Research Design-Unpublished:*** Three controlled studies with randomized control and program groups have been conducted (cited in Greenberg, Kusché, & Mihalic, 1998). The evaluations included three populations: deaf/hearing impaired, regular and special education-classified children. In each, the PATHS curriculum was implemented for one year with testing at four times: pre, post, 1-year and 1.5-year follow-up. Outcome measures included the Child Behavior Check List (CBCL), WISC-R, TOCA-R, Child Depression Inventory and the Seattle Personality Scale.

In one study, 286 1<sup>st</sup> and 2<sup>nd</sup> grade students in regular education and special needs classrooms were randomly assigned to either the PATHS curriculum or the regular curriculum. Teacher ratings for regular classroom students indicated lower behavioural problem scores and higher social/school functioning at the second follow-up time but not at the 1-year follow-up compared to the control group children. No differences were found in parent ratings using the CBCL internalizing or externalizing scales.

In the special needs classrooms, significant gains in emotional understanding and interpersonal problem solving were noted for program but not control classes. While these improvements were not maintained at follow-up, the special needs students showed greater improvements than program children in the regular classrooms did.

Greenberg et al. (1998) randomly assigned classes into 201 program and 184 control groups. Regular teachers taught the PATHS curriculum to three sets of 1<sup>st</sup> grade students over three successive years. Teachers in the PATHS classrooms reported fewer conduct problems than those in control classrooms, less peer aggression and more positive peer relations. Independent observers rated PATHS classrooms as having a more positive classroom atmosphere and more on-task behaviour than control classrooms.

**How Did It Work?** Outcomes were better in classes in which teachers modeled PATHS processes, used them the entire school day, had better classroom management skills and were more willing to consult with Educational Coordinators (Greenberg et al., 1998). Further, Kam, Greenberg and Walls (2003) found that PATHS was more successful in schools in which both the principal and teachers were committed to the curriculum.

**Availability:** The curriculum consists of an instructional manual, six volumes of lessons, pictures, photographs, posters, and Feeling Faces. The complete kindergarten through grade 6 PATHS curriculum costs \$699 (US), the PATHS Basic Program for grades 1-6 costs \$609 (US), and the PATHS Turtle curriculum for kindergarten students costs \$179 (US). Contact Customer Service, Channing L. Bete Co., 200 State Road, South Deerfield, MA 01373; Phone 1-877-896-8532; Fax 1-800-499-6464; Email [custsvcs@channing-bete.com](mailto:custsvcs@channing-bete.com); Website: <http://www.nrcys.ou.edu/>

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**The Woodrow Project**  
**L. Dryer & B. Haseltine, Rape and Abuse Crisis Centre, Fargo, North Dakota**

**Key Words:**

- Child sexual abuse, physical abuse, abduction
- Developmentally disabled children
- Teacher-offered classroom curriculum
- Suggestive Research Design-Published: Adults with developmental disabilities can learn self-protection skills though extra rehearsal may be necessary

**Background:** The Woodrow Project is an adaptation of the Red Flag Green Flag People program also authored by the Rape and Abuse Crisis Centre in North Dakota. The materials and concepts of Red Flag Green Flag People were adjusted for children with mild to moderate developmental disabilities.

**Objective:** The curriculum is designed to teach self-protection skills to children with developmental disabilities.

**Description:** The Woodrow Project curriculum contains nine sessions lasting 25-30 minutes each. Children are taught three primary skills: to say “No,” to get away, and to tell someone if they are in a potentially abusive situation. The curriculum is meant to be taught at least twice per year. The teacher first role-models the correct behaviours and asks the students questions it, praising correct answers and immediately correcting incorrect ones. The eighth session is a film in which children respond in different ways to abuse situations. Their responses are discussed with the students, who identify the self-protection skills used by each child in the film. The last session allows the students to engage in role-plays outside the classroom with individuals not directly involved in teaching them the self-protection skills they learned.

**Teacher Training:** The manual contains the curriculum information, including a video that depicts an actual representation of a lesson. A section in the manual explains the myths and facts about the sexual abuse of the developmentally disabled.

**Parent Involvement:** Parent involvement in teaching their children Woodrow Project safety skills is encouraged. The facilitator’s manual includes sample letters to parents about the program and handouts about the skills that the children are taught.

**Did it Work? Suggestive Research Design-Published:** Haseltine and Miltenberger (1990) presented the Woodrow Project to 8 developmentally disabled adults with problems with personal safety skills. Participants role-played to determine their level of safety skills after the program. The researchers corrected and prompted the participants until they were capable of displaying the skill with no assistance. Three participants did not learn all the skills; two individuals required extra instruction and one participant did not learn the skills. After participants used the skills without prompting, a confederate ‘abductor’ approached them. Six of the eight students used their self-protective skills. When the situation was again applied at 6-month follow-up, five participants responded appropriately. The adults were also tested with a confederate stranger that made unrelated and unthreatening conversations. All responded appropriately and were not frightened.

**Availability:** The Woodrow Project curriculum, including videos and facilitator manual, is available for \$99.95 (US) from Red Flag Green Flag Resources: P.O. Box 2984, Fargo, ND 58108-2984; Phone: 1-800-627-3675; Fax: 1-888-237-5332; or Email: [rfgf@corpcomm.net](mailto:rfgf@corpcomm.net). The website is: <http://www.redflaggreenflag.com>

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**Kid&TeenSAFE**  
**SafePlace in Austin, Texas, U.S.A.**

**Key Words:**

- Child sexual abuse
- Harassment
- Bullying
- Dating violence
- Grades 1-12
- Externally facilitated classroom instruction
- Suggestive Research Evidence-Unpublished: 21% of students increased their knowledge of personal safety strategies

**Background:** Kid&TeenSAFE is a project of SafePlace's Disability Services. The project provides school-based abuse prevention, personal safety, and sexuality education to children and youth with various types and severity of disability. The Kid & TeenSAFE project and School Based Services of SafePlace have written a manual on the replication of this project and a companion program, Expect Respect, for children in mainstream classrooms. The two projects combine to make abuse prevention inclusive of all children.

**Objectives:** Program goals are to increase understanding and the ability to identify, prevent and report abuse among children with disabilities, family members, teachers and other professionals.

**Description:** Customized presentations are available for children and youth with disabilities who receive special education services. Topics include: differences between okay and not-okay touches, words and looks; terminology for public and private body parts; personal safety rules and role-plays; healthy sexuality; harassment and bullying.

SafePlace provides free counselling for persons with disabilities who have been sexually exploited. The counselling promotes healing and provides education to reduce the risk of future abuse.

**Teacher Training:** Abuse prevention education is customized for children and youth with any type or severity of disabilities, family members, and professionals who work with kids. The presentations combine lecture, facilitated discussion and role-plays. SafePlace provides school-based training and Train-the-Trainer for school personnel on Abuse Prevention and Students with Disabilities. Topics include the incidence of abuse, vulnerability factors for people with disabilities, indicators of abuse, responding to disclosures, reporting abuse, and abuse prevention strategies for students with disabilities.

**Parent Involvement:** Parent presentations are provided throughout Texas. The topics for family members include two broad areas. First, disability awareness, which includes topics such as the definition of disability; types of disabilities; People First language; acquired disabilities and acclimating to disability; incidence of abuse among children with disabilities; common abilities and limitations; and communicating with children with disabilities. The second area is about the abuse, neglect and exploitation of people with disabilities. The topics included are: types of abuse; risk factors; possible indicators; responding to disclosures of abuse; reporting requirements; abuse prevention strategies; and sexuality education as a component of abuse prevention.

**Did It Work?** *Suggestive Research Evidence-Unpublished:* 798 disabled students participated in Kid&TeenSAFE program and completed pre and post-test measures (Abramson & Mastroleo, 2002). Students were asked what they would do in situations in which someone was trying to hurt them: 21% increased their knowledge of personal safety strategies at completion of the program. Specifically, 68% of students could identify “OK” touches, 77% could identify “Not OK” touches, 88% could identify their own gender and 64% could anatomically identify their private areas, finally, 86% could identify a trusted adult at completion of the program. Further, in survey evaluation of the parent information and teacher training sessions, parents and teachers indicated that they learned information about abuse symptoms, vulnerabilities, prevention strategies in regards to disabled children.

**Availability:** The Kid&TeenSAFE project is available free of charge in the Austin, Texas area. However, there is a fee when communities outside Austin contract with SafePlace for Train-the-Trainer workshops on how to replicate the project. Training is available in Travis County and surrounding areas. For information about scheduling a presentation, contact SafePlace at (512) 356-1588 or on-line at: [www.austin-safeplace.org](http://www.austin-safeplace.org)

The manual is available from the National Resource Center on Domestic Violence (NRCDV), 6400 Flank Drive, Suite 1300, Harrisburg, PA 17112-2778 or phone 1-800-537-2238, fax at (717) 545-9456, or download free from the web site at [http://www.vawnet.org/vnl/library/general/NRC\\_apub.htm](http://www.vawnet.org/vnl/library/general/NRC_apub.htm).

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Abramson, W. H., & Mastroleo, I. (2002). Kid&TeenSafe: An abuse prevention program for youth with disabilities. Harrisburg, PA: National Resource Centre on Domestic Violence. Retrieved: May 5, 2005, from [http://www.vawnet.org/NRCDVPublications/TAPE/Papers/NRC\\_KTSafe-full.php](http://www.vawnet.org/NRCDVPublications/TAPE/Papers/NRC_KTSafe-full.php)

## Young Deaf Women and Violence Leadership Development and Training Project Education Wife Assault, Toronto, Ontario, Canada

### Key Words:

- Dating violence
- Personal safety
- Grades 9 to 12
- Peer-facilitated workshops for Deaf and Hard of Hearing students
- Innovative - teen leadership with Deaf and Hard of Hearing young women
- English & American Sign Language
- Minimal research design-Unpublished: In focus groups, peer educators said they felt adequately trained. Staff and students liked workshops

**Background:** The Young Deaf Women and Violence Leadership Development and Training Project developed in 1999-2000 in partnership between Education Wife Assault, Deaf Women Against Violence Everywhere and the Toronto Catholic District School Board. The project expands the knowledge and skills of Deaf and hard of hearing girls with a peer education model in a Deaf cultural and linguistic context. Teens participate in a leadership retreat, and then provide in-school workshops for peers, their parents, teachers and counselling staff.

**Objectives:** To expand knowledge, skills and resources of Deaf and Hard of Hearing teens, Deaf and hearing parents of teens, mainstream teachers and school counsellors.

**Description:** During the summer, young women participate in a 3-day retreat to learn about forms of violence and oppression and strategies for helping peers in an American Sign Language friendly environment. Then, leader trainees provide workshops on violence against Deaf women and children for children and youth in both mainstream and provincial schools for the Deaf. The workshops cover dating violence, personal safety, building healthy relationships, and the rights of Deaf children and women within the education, health and the legal systems. Learning tools include role-plays, dramatic presentations and visual/experiential exercises.

**Did It Work? Minimal research design-Unpublished:** Qualitative comments from focus groups suggest that the program effectively trains young Deaf and Hard of Hearing women as facilitators. Staff and students appreciated the workshops (Bacon, 2000).

**Availability:** For information about *Education Wife Assault and the D-Wave: Deaf Women Against Violence Everywhere* phone (416) 968-3422; Fax (416) 968-2026; address: Program Manager: Women with Disabilities and Deaf Women's Program Education Wife Assault, 427 Bloor Street West, Box 7, Toronto, ON, Canada, M5S 1X7; email [info@womanabuseprevention.com](mailto:info@womanabuseprevention.com). Online at: [http://www.womanabuseprevention.com/html/deaf\\_disability.htm](http://www.womanabuseprevention.com/html/deaf_disability.htm)

### Reference

Bacon, J. (August 2000). *Final report: Young Deaf women and violence project*. Unpublished. Toronto: Education Wife Assault.

**Circles II Stop Abuse**  
**The James Stanfield Publishing Company, Santa Barbara, CA, U.S.A.**

**Key Words:**

- Child sexual abuse
- Grades 2 through 6
- Internal teacher-offered curriculum
- Innovative – program for children with mild to moderate developmental disabilities

**Objectives:** The objectives of this program are to increase recognition and avoidance of sexually threatening and abusive situations.

**Description:** Developed in 1986 by L. Walker-Hirsch and M.P. Champagne, the program targets students who are especially vulnerable due to their learning and developmental disabilities. Three skills are stressed: recognition of potential exploitive relationships, assertiveness and taking action. The video offers 12 stories that introduce the concepts and skills that are then reinforced through role-playing about taking positive action. The circles concept teaches personal boundaries with widening circles of people (self, family, acquaintances, strangers).

**Did It Work? How Did It Work?** Formal evaluation results are not available.

**Availability:** The program kit (3 videos, wall graph and teacher's guide) costs \$399.00 (US). Available from The James Stanfield Publishing Company, P.O. Box 41058, Santa Barbara, CA 93140; phone 1-800-421-6534; fax (805) 897-1187; or website <http://www.standfield.com>.

**LifeFacts 2 Sexual Abuse Prevention**  
**The James Stanfield Publishing Company, Santa Barbara, CA, U.S.A.**

**Key Words:**

- Child sexual abuse
- Grades 5 through 10
- Internal teacher-offered curriculum
- Innovative – program for adolescents and adults with mild to moderate developmental disabilities

**Objectives:** The objectives for this program are increasing recognition and avoidance of sexually threatening and abusive situations.

**Description:** This program is part of a 7-part series that teach about sexuality, abuse prevention, AIDS, avoidance, managing emotions, trust issues, substance abuse prevention and wellness to adolescents with developmental disabilities. A needs assessment is suggested before beginning the program to establish each student's current level of knowledge. Class ground rules for discussing program content are established before presenting the material, which focuses on private parts and kinds of touching. Three skills are stressed: recognition of sexual abuse/assault, self-protection strategies, and reporting and coping if abuse happens. The range of who can assault you is covered.

**Did It Work? How Did It Work?** Although pre- and post-test materials are provided in the program materials, formal evaluation results are not available.

**Availability:** The program kit (55 illustration cards and slides with lesson plans on back; worksheets; and pre-post tests) cost \$199.00 (US). Available from The James Stanfield Publishing Company, P.O. Box 41058, Santa Barbara, CA 93140; phone 1-800-421-6534; fax (805) 897-1187; or website: <http://www.standfield.com>.



**No-Go-Tell Protection Curriculum for Young Children with Special Needs**  
**The James Stanfield Publishing Company, Santa Barbara, CA, U.S.A.**

**Key Words:**

- Child sexual and physical abuse
- Personal safety
- Kindergarten to Grade 3
- Internal teacher-offered curriculum
- Innovative – program for young children with special needs (e.g., Deaf and Hard of Hearing, other disabilities)

**Objectives:** The objectives of this program are to increase awareness of child abuse and teach skills to tell a trusted adult.

**Description:** The Lexington Center for the Deaf conducted the research upon which this program was developed and revised. Four fundamental concepts are covered: boundaries with family, friends, familiar people and strangers; okay and not okay touch; private body parts and inappropriate touch; and who and how to tell if abuse occurs. The back of the 76 picture cards provides information on the concept presented, background information and suggested activities such as role-plays, stories and skill-rehearsal strategies.

**Teacher Training:** A checklist helps school staff to examine school policy, provide in-service training and develop partnerships with community mental health organizations.

**Parent Involvement:** Sample parent letters and suggestions for parent meetings are included in the program materials.

**Did It Work? How Did It Work?** The program is evaluated at the school-level and no formal evaluation results are available.

**Availability:** The program kit (76 picture panels, anatomically correct dolls, parent and teacher's guides, and post-test evaluation) cost \$499.00 (US). Available from The James Stanfield Publishing Company, P.O. Box 41058, Santa Barbara, CA 93140; phone 1-800-421-6534; fax (805) 897-1187; or website: <http://www.standfield.com>.

**Young Women's Anti-Violence Speakers Bureau  
Metropolitan Action Committee on Violence Against Women and Children  
(METRAC), Toronto, Ontario, Canada**

**Key Words:**

- Sexual assault/date rape
- Dating violence
- Emotional abuse
- Grades 6 through 12
- Externally facilitated classroom workshops
- Innovative – presents to Deaf and Hard of Hearing students as well as other cultural populations and to mixed and non-mixed student audiences
- English, French, American Sign Language, Urdu, Hindi, Korean, and Polish

**Background:** The Young Women's Anti-Violence Speakers Bureau is part of a larger project, METRAC, a community-based organization that hopes to eliminate all forms of violence against women and children. METRAC began in 1984 in response to a number of brutal sexual assaults and murders of women in the Toronto area several years earlier.

**Objectives:** Objectives include raising awareness of the forms and causes of dating violence, sexual assault and emotional abuse.

**Description:** The facilitators receive on-going training to build on existing skill-sets, including legal issues regarding violence against women, accessibility for ESL learners and Deaf culture, peer facilitation, and sexual assault based on power, privilege and oppression analysis. Three workshops are available: dating violence; sexual assault/date rape; and emotional abuse. At the end of each workshop, students receive a handout of emergency and non-emergency contacts.

The initial workshop focuses on dating violence in teen relationships. This introductory workshop examines violence in teen dating relationships such as sexual assault, physical and emotional abuse and other controlling behaviours. The Sexual Assault/Date Rape workshop explores dating violence with attention to the causes of sexual assault and date rape such as gender role stereotyping and socialization. The third workshop, Emotional Abuse, leads students through a discussion of the forms and causes of emotional abuse such as isolation, degradation, rejection, exploitation and stalking.

**Teacher Training:** Classroom teachers receive a Teacher's Manual that covers topics such as emergency contacts, community resources (organizations and videos), integrating anti-violence education into the regular curriculum and handling disclosures.

**Did It Work? How Did It Work?** An informal evaluation using student-, teacher- and facilitator-reporting is conducted after each workshop; however, these have not yet been compiled into an evaluation report.

**Availability:** Funding limits no-cost presentations to the Toronto area; however, workshops on a fee-for-service basis outside Toronto may be accommodated. For information about this service, contact: METRAC, 158 Spadina Road, Toronto, Ontario, Canada M5R 2T8; phone (416) 397-0258; fax (416) 392-3136; email: [info@metrac.org](mailto:info@metrac.org); or see web site: <http://www.metrac.org/index.htm>.

## **The Rappaport Curriculum for the Prevention of Child Sexual Abuse in Children with Developmental Disabilities**

**S.R. Rappaport, S.A. Burkhardt, & A.F. Rotatori**

### **Key Words:**

- Child sexual abuse
- Children with developmental disabilities
- Sexuality education
- Internal, teacher-offered curriculum
- Teachers can present the program based upon their own assessment of the developmental needs of the children
- No evaluations have been conducted

**Background:** The Rappaport Curriculum for the Prevention of Child Sexual Abuse in Children with Developmental Disabilities was developed out of dissatisfaction with “good touch, and bad touch” sexual abuse prevention programs teaching used without attention to the developmental differences in these children’s’ intellectual functioning.

**Objective:** The curriculum educates disabled children by teaching them more concrete, specific examples of sexual abuse. The program identifies rules about touching and rules about their bodies. In addition, a primary focus is to educate disabled children about their sexuality and their bodies.

**Description:** The curriculum consists of 10 lessons that can be broken into smaller units if necessary. While lessons rely mainly on vignette and discussion, some involve craft supplies and dolls to illustrate the curriculum’s points. The first four lessons teach children about their bodies; correct names of body parts, differences between boys and girls, and puberty. Lesson five reviews these concepts and the newly developed list of rules about the body. Children begin to understand that boys and girls are different but can do many of the same things, their bodies will change during puberty but these changes are normal, etc. Lessons 6-10 are the abuse prevention lessons. Rappaport makes suggestions for altering the program for different ages and abilities of children.

**Teacher Training:** No specific teacher training is provided. The manual contains useful information and all lesson plans and vignettes for teachers to present the curriculum.

**Parent Involvement:** The authors recommend meeting with parents before the curriculum is introduced to review the program’s concepts, answer questions, discuss the realities of the abuse of disabled children, and discuss how parents should respond to disclosures of abuse. Subsequent curriculum lessons are each accompanied by an outline of questions that parents review with their children after school to reinforce the concepts.

**Did it Work?** No evaluations appear to have been conducted as yet.

**Availability:** The 1997 book, Child Sexual Abuse Curriculum for the Developmentally Disabled, by Rappaport, Burkhardt, and Rotatori contains the curriculum. It is published by Charles C. Thomas Publishing for \$38.95 (US): website: [www.ccthomas.com](http://www.ccthomas.com)

## ABORIGINAL CHILDREN AND YOUTH

**Exposure to physical, sexual, and emotional violence is damaging to all children, but is of special concern for aboriginal communities because of their specific histories, needs, and cultures.**

According to the Canadian Incidence Study of Reported Child Abuse and Neglect (Trocmé, et al., 2003), in 1998 there were 135,573 investigations of child maltreatment in Canada. Of these, Child Protection workers found that 45% of the allegations were substantiated claims of abuse. The study found that while the majority (84%) of child abuse claims were from families with non-aboriginal heritage, there were 16,531 cases of child maltreatment investigations in which the children were aboriginal. In 7% of these cases, physical abuse was the primary complaint, while sexual abuse, neglect, and emotional maltreatment were the primary complaints in 11%, 15%, and 14% respectively. In 17% of cases, multiple forms of abuse were alleged. However, these statistics are not reflective of the actual numbers of children experiencing violence in Canada, as these numbers are only from cases reported to Child Welfare and the majority of abuse situations are never reported. For a more accurate estimate, the Ontario Native Women's Association (1989) interviewed aboriginal women and service providers and sent out questionnaires to 680 aboriginal women in their community to assess their lifetime experience of abuse and family violence. While only 104 surveys were returned, abuse prevalence estimates were possible to make as some questions were answered similarly by up to 90% of respondents. Generally, the results of the research found that 80% of aboriginal women surveyed reported experiencing abuse in their lifetime. While it is unknown how much of this abuse occurred in childhood, the study indicated that the experience of violence was common for many aboriginal women and their children.

Many authors point to the Canadian government's former policy of placing aboriginal children in residential schools as a major cause of the present dysfunction in aboriginal communities (McIvor & Nahanne, 1998; Dumont-Smith, 1995; Kopvillem & Howse, 1992). After Canada's confederation, the government devised the concept of residential schooling to 'assist' in assimilating aboriginal people into the dominant Canadian, Christian culture. Thus, aboriginal children were educated by Christian priests and nuns in residential schools away from their families and communities. Stories of horrendous sexual and physical abuse began to surface in the 1960s after the government ended the residential school system. In these schools, aboriginal children were stripped of their language, culture, and personal dignity. The legacy of the effects of these schools is an aboriginal culture that is damaged and downtrodden. Generations of aboriginal people have grown up in a culture of abuse and disrespect, with no role models for appropriate parenting except the priests and nuns who abused them physically and sexually. Without a culture and a community, aboriginal survivors of the residential schooling system grew to be dysfunctional members of society, existing without any concrete knowledge of the norms and ideals of their own culture but only that of the dominant Canadian culture

which marginalizes and disrespects them (Report on the Royal Commission of Aboriginal Peoples, 1996).

Aboriginal people are still dealing with the legacy of residential school policies, as aboriginal communities are rife with violence, unemployment, poverty, and addictions. Children growing up in these environments are exposed to a variety of social ills that the majority of Canadian children do not and will never see. According to the 1990 government report, *Reaching For Solutions*, “The chances for an aboriginal child to grow into adulthood without a firsthand experience of abuse, alcoholism, or violence are small” (Health and Welfare Canada, p. 105). While aboriginal and majority children face the same forms of violence, their experiences are very different. Aboriginal children are often coping with other life stressors, including alcoholism (of their parents and family members), and the experience of being a member of a culture that has been and continues to be psychologically, financially, physically, and culturally mistreated by the cultural majority. It is these issues, coupled with the fact that these children are at a greater risk of experiencing abuse (Barker-Collo, 1999), that makes Aboriginal children particularly vulnerable to the myriad of psychological problems that follow growing up in an environment of violence and maltreatment.

Despite this increased vulnerability, research on the effects of different forms of maltreatment on aboriginal children is minimal, as researchers have only begun to understand that the experience of abuse for majority children is not necessarily the same experience as that of aboriginal and other minority children (McEvoy & Daniluk, 1995). While aboriginal children who are abused experience many of the same symptoms and mental health problems that majority children experience when abused, it appears that aboriginal children experience more symptoms and at a greater intensity. In the research of Barker-Collo (1999), aboriginal women who were sexually abused in childhood were compared to Caucasian women who were abused in childhood. The results indicated that while both groups reported similar symptoms, aboriginal women reported *more* of these than Caucasian women did. Aboriginal women reported higher amounts of uncontrollable crying, headaches, weight-loss, insomnia, and dissatisfaction with their sex lives.

Robin, Chester, Ramussen, Jaranson, and Goldman (1997) conducted a study with an American Aboriginal group, comparing sexually abused children to those who were not. The abused children exhibited a number of anxiety and behaviour problems that were similar to those reported in Canada’s national study of child abuse (Trocmé et al., 2003). Robin et al. (1997) reported that male Aboriginal sexually abused children were more likely to be expelled from school, be arrested, lie, steal, and destroy property than their non-abused counterparts. Aboriginal sexually abused girls demonstrated the same behaviours but were also more likely to skip school and drink excessively. Both males and females were more likely to develop psychiatric disorders, including anti-social personality disorder, drug use disorders, and affective disorders with males reporting higher incidences of these problems. Female Aboriginal sexually abused children were also at increased risk of developing lifetime anxiety disorders and lifetime Post Traumatic Stress Disorder. Finally, Robin et al. (1997) reported that abused Aboriginal children were more likely to attempt suicide and have few close personal relationships than non-abused aboriginal children.

The results of Robin et al.'s (1997) investigation provide important information about how abused Aboriginal children fare in comparison with non-abused Aboriginal children. While the effect of abuse are similar to those of children and youth in the majority culture (Westbury & Tutty, 1999), without a direct comparison it remains unclear whether the additional oppressions of racism and the residential school system has devastated their culture and parenting abilities. Given these circumstances, it is reasonable to predict, that abused Aboriginal children fare less well than majority children in both childhood and adulthood, as they have more negative life experiences to handle (Barker-Collo, 1999). In speaking about Aboriginal women, Herbert and McCannell (1997) wrote, "...factors of poverty, battering, loss of cultural identity, poor health, low levels of education, and high levels of personal and community losses, First Nations women are indeed a population 'at risk' in Canada" (p. 56). These issues, furthered by a cultural attitude of secrecy and respect of elders, make aboriginal children particularly difficult to reach with mainstream violence prevention programs directed at and designed for majority children.

Cultural differences between Aboriginal and white communities and a misinformed, uneducated white population on Aboriginal issues have been somewhat responsible for the epidemic of sexual and physical violence that seems rampant in aboriginal communities. Dumont-Smith (1995) reports that acts of violence in Aboriginal communities are viewed as private domestic matters, in a similar manner to mainstream conceptions of domestic disputes.

Many Aboriginal communities are isolated and are not regularly serviced by social and legal resources. When these services do exist, they are often run by white employees who have little or no understanding of aboriginal culture and the community in which they are working. Aboriginal people are reluctant to report abuse to these and other authorities because of this lack of understanding of their culture, a lack of respect for aboriginal people in general, and the fear of not being believed or having their concerns ignored. Further, Aboriginal cultures value interdependence among members and accusing a community member of abuse weakens this sense of interconnectedness. The victim may risk being ostracized and isolated from his or her only social support system (Barker-Collo, 1999 & LaRocque, 1994). To overcome these issues, those from the majority culture must build relationships with Aboriginal communities based on trust, respect, and understanding.

Programs designed to prevent violence in these communities will not be successful unless they incorporate important aspects of aboriginal culture in ways that are meaningful. Programs cannot be designed for majority children and used haphazardly with aboriginal children. Each Aboriginal community is unique with its own distinct challenges. Program designers must be cognizant of these issues before they design or implement programs, and those presenting the programs must be knowledgeable about the specific needs of their own group of children before choosing a violence prevention program that will be effective. Ideally the designers and program presenters are from or incorporate input from representatives of the Aboriginal culture.

Recently there been an increased focus on treatment for survivors of child sexual abuse. However, there is still a desperate need to develop appropriate intervention and prevention strategies specifically targeted to aboriginal populations (Barker-Collo, 1999).

One area that has been neglected is in developing school-based violence prevention programs for aboriginal children. Obviously this is an important area for future research, as it may help to reduce the high prevalence rates of violence among aboriginal people.

### **What We Know About School-Based Aboriginal Children Violence Prevention**

Only in the last decade has there been a move to develop violence prevention programs targeted at aboriginal children. To date, however, few programs exist in North America. The programs that have been designed were created by aboriginal individuals in order to provide a traditional aboriginal perspective to the dynamics, prevention, and healing issues involved in abuse. The programs that exist have focused on the prevention of child sexual abuse, but attention must be paid to things such as substance abuse, bullying, and youth violence. Because there are over two dozen different aboriginal communities in Canada alone, each community's uniqueness must be considered in program development (Health and Welfare Canada, 1990). This may make generalization from one program that is developed for a specific community to another aboriginal community difficult. Thus, further research is needed to design programs that are maximally effective for each community.

**Program Objectives:** Violence in Aboriginal communities encompasses child sexual abuse, dating violence, and bullying, so approaches must be varied and address all of these issues in a traditionally-relevant way. The major goal of these programs is to reduce violence while promoting traditional community values in a way that incorporates the child, family, and community. This can be accomplished by blending clinical and traditional perspectives (Brown & Languedoc, 2004). An important aspect of these prevention programs is providing opportunities for self-disclosure, as many Aboriginal children are reluctant to discuss instances of abuse because of the strong emphasis that is placed on family in Aboriginal communities. Providing a safe environment in which the children can disclose may help reduce violence, begin healing, and lead to more informed prevention measures.

**Program Content:** In order to accomplish these objectives, attention must be paid to the children, family, and community. Education methods should be multidimensional and focus on parenting education; healthy power; rebuilding personal, family, and community values; basic social and personal safety skills; family violence content; and leadership development. All of these issues must be addressed in a way that is culturally relevant to the community and upholds traditional aboriginal values.

**Presentation Methods:** The programs that exist have been designed for children from grades 1-3 and 7-12, so presentation methods will vary. However, it is important to incorporate a traditional Aboriginal perspective, whether this comes from books, videos, or discussions from teachers and/or elders in the community. Parent education is also critical and should revolve around group or individual discussion and instruction. This should be used in conjunction with the child prevention programs in order to help the community as a whole heal and learn about violence. Researchers stress flexibility and creativity and suggest having sessions for children and teens alone, for both children and parents, and having victims and offenders work to educate peers and families.

**Teacher Training:** It is important to take into account the cultural context in which these violence prevention programs occur. Having non-Aboriginal educators or presenters is

likely unsatisfactory, especially if these individuals have no background of the culture to which they speak. It is critical to have teachers be fully aware of the traditional values of the community. One solution is to have elders in the community either be teachers, or educate teachers (Brown & Languedoc, 2004).

**Parent Involvement:** Parents should be extensively involved in violence education and prevention sessions, both with their children and individually. Aboriginal communities strongly uphold the value of family, and incorporating parents into the prevention process will help facilitate success with school-based programs. Parents may be educated by elders, teachers, and also by victims and offenders. Healing must take place at an individual but also familial level, and parental education can help aid this process.

**Did They Work?** Little to no research has been done to formally evaluate the programs that have been established in Canada for violence prevention amongst aboriginal children. McEvoy and Daniluk's (1995) extensive literature review found no formal evaluations of the impact of any prevention or treatment programs for Aboriginal populations. It is important to conduct empirical evaluations of such programs in the future in order to ensure their effectiveness.

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### **Prevention Programs Addressing Aboriginal Children**

Children of the Eagle Resource Kit (Piitaa Pookaiski)  
Eagle Child  
Our Children's Future

**Children of the Eagle Resource Kit (Piitaa Pookaiski)**  
**Peigan Child and Family Services, Alberta**

**Key Words:**

- Child sexual abuse
- Video and resource handbook
- Grades 7 to 12
- Innovative – provides a Native perspective on prevention and healing

**Background:** The Children of the Eagle (Piitaa Pookaiski) resource kit was designed in 1990 for the Peigan Band after a number of 8 to 12 year old children disclosed sexual abuse. Manneschmidt and Grier designed the program to fill a gap in child sexual abuse resources from a First Nations perspective. Although the original audience was not school children or youth, few resources/programs present an Aboriginal point-of-view.

**Objectives:** The purpose of the resource kit is to educate individual, families, and communities about the options for prevention of and healing from sexual abuse.

**Description:** The Children of the Eagle (Piitaa Pookaiski) resource kit consists of a video and resource handbook. The 29-minute video is about the healing of three sexually abused Aboriginal children. The eagle symbolizes bravery, leadership and wisdom that the community has to muster to deal with their children's crisis. The resource handbook contains information about child sexual abuse and why child sexual abuse occurs in Native communities. The philosophy is that, in addition to the need to heal from the effects of child sexual abuse at the individual and family level, Native communities need to heal as a whole by being involved in treating and preventing of sexual abuse.

**Parent Involvement:** One of the resources is an outline of ways that parents can help their child achieve greater personal safety. The content includes: secrets about touching should not be kept; talking about privacy, feelings, about touching (comfortable and uncomfortable); and talking with someone they trust when they feel uncomfortable.

**Availability:** The video and handbook are available for \$60 (CND). The film is also available from the National Film Board of Canada and may be at some local libraries. Purchase enquiries for the Children of the Eagle (Piitaa Pookaiski) resource kit should be made to Peigan Child and Family Services in Alberta at (403) 965-2390.

**Eagle Child**  
**Ganohkwa Sra Family Assault Support Services, Ohsweken, Ontario, Canada**

**Key Words:**

- Child sexual abuse
- Grades 1 through 3
- Individual, small group or classroom instruction
- Innovative - traditional Native perspective

**Objectives:** The Eagle Child books were designed to help children understand the dynamics of sexual abuse from a traditional Native perspective.

**Description:** The series consists of 4 books that follow 2 Native children who are helped to understand child sexual abuse from their wise and loving grandmother. In the first Eagle Child book, the children come to an understanding of sexual abuse. The second book illustrates the grandmother showing the children that one possible effect of sexual abuse is acting out behaviour. The third book focuses on the grandmother guiding her grandson to seeing trust as essential in overcoming sexual abuse. Finally, in the fourth book, the grandmother leads the children to understand the importance of empowerment and termination in the healing process.

**Did It Work? How Did It Work?** There are no evaluations of the impact of these books in helping children understand child sexual abuse from a traditional Native perspective.

**Availability:** The four Eagle Child books are available for \$4 (CDN) per set. An additional resource, The Return of the Travelling Star, is a culturally appropriate story that was developed specifically for, but not restricted to, Native teens as an aide to understanding the importance of healthy and respectful interaction. The books are available from the Ganohkwa Sra Family Assault Support Services, P.O. Box 250, Ohsweken, Ontario N0A 1M0. They can be reached by phone: (519) 445-4324, fax: (519) 445-4825, or email: [ganohkwa@execulink.com](mailto:ganohkwa@execulink.com).

**Our Children's Future**  
**National Indian Child Welfare Association, Portland, Oregon, U.S.A.**

**Key Words:**

- Child sexual abuse
- Preschool to Kindergarten
- Internal teacher-offered curriculum
- Innovative – Native American curriculum

**Background:** Our Children's Future was developed for Native American communities in which community, parents and school staff work together to combat abuse.

**Objectives:** To reduce the incidence of child sexual abuse through raising awareness and developing personal safety skills.

**Description:** This 9-lesson curriculum focuses on topics such as personal space, communication and feelings, parts of the body, personal safety and who can help. Step-by-step instructions and a safe conduct role-play are provided for teachers.

**Teacher Training:** The manual includes information about preventing sexual abuse in Native American communities; the administrators' and teachers' roles in teaching the curriculum. This can be used for staff training and developing effective school policy.

**Parent Involvement:** The manual presents information for use in parent orientation meetings and developing a parent policy council. Parent handouts are also included.

**Did It Work? How Did It Work?** No formal evaluation has yet been completed.

**Availability:** To obtain the Our Children's Future manual and 30-minute videotape at a cost of \$95.00 (US), contact: National Indian Child Welfare Association, 5100 SW Macadam Avenue, Suite 300, Portland, Oregon 97201; phone: (503) 222-4044; fax: (503) 222-4007; or email: [info@nicwa.org](mailto:info@nicwa.org).

# EVALUATING SCHOOL-BASED PREVENTION PROGRAMS: THE BASICS

By Leslie Tutty, Ph.D.

Primary prevention deals with problems that don't exist, with people who don't want to be bothered, with methods that probably haven't been demonstrated to be efficacious, in problems that are multidisciplinary, multifaceted, and multigenerational, involving complex longitudinal research designs for which clear-cut results are expected immediately for political and economic reasons unrelated to the task in question. (Bloom, 1981, p.8)

Prevention programs have recently emerged as significant interventions for a wide variety of concerns. Because the goal of prevention programs is to prevent a particular problem or behaviour from developing, it is difficult to evaluate their success. If the prevention strategy is successful, the problem will not develop; but neither can one say with any certainty that the problem would have developed in the first place. Although, it is difficult to evaluate the effectiveness of prevention programs, as Bloom's quote above identifies, it is, nonetheless, essential.

The following describes basic issues in program evaluation that may be helpful in understanding the evaluations presented in our resource manual or designing one's own evaluation. This document consists of three major sections: forms of program evaluation, designing outcome evaluations and finding standardized measures.

## Forms of Program Evaluation

A number of different forms of evaluation are commonly utilized to examine whether prevention programs work. These include needs assessments, process evaluations, outcome evaluations and measuring client satisfaction. Each is described in this section.

**Needs assessments** gather information about the needs of a population or group in a community. The key question is "Does the problem exist to the extent that a prevention program is warranted?" A recent example is the research conducted by Beran and Tutty (in press) about the extent of bullying reported by 472 elementary school students in seven Calgary schools. The students reported a somewhat higher frequency of bullying than reported in other studies. In grades 4 to 6, 27% experienced both physical and verbal bullying, 21% experienced verbal bullying, and 5% reported physical bullying. Reports of bullying experienced by students in grades 1 to 3 were similar. These findings support implementing an anti-bullying program in the schools.

**Process Evaluations** assess what happens during program implementation or compare different ways that programs can be offered. In this resource manual, we included process evaluations under the heading "How did it work?" Other key questions are "What makes a difference in how the program is presented?" or "How or for whom does the program work best?" For example, sexual abuse prevention programs have developed for all age groups, even preschool-aged children. Typically teachers present the programs, however several researchers wondered about the effects of also training parents. Wurtele, Gillespie, Currier, and Franklin (1992) found that preschool children

whose parents were taught a behavioural program (instruction, modelling, rehearsal & social reinforcement) did as well as children who had been trained by teachers, and both the experimental groups did better than children randomly assigned to a control group. Children who had received training both at home and at school showed better skills than children taught only at school (Wurtele, Kast & Melzer, 1992). Repeating the material over several sessions and including parents in the training, thus, both proved useful additions to the preschool prevention programs.

Another example of a process evaluation is research by The London Family Court Clinic evaluation of the A.S.A.P. program (Jaffe, Sudermann, Reitzel, & Killip, 1992). While awareness of dating violence, alcohol use and family violence and what behaviour constitutes abuse significantly increased after the program, the males' attitudes changed in an undesirable direction. These findings suggest the need to find innovative ways to engage young men with information about dating violence so that they will support rather than reject the material.

**Consumer satisfaction** studies gather information from those receiving a prevention program to find out their impressions of how the program was presented and whether it was helpful. The key questions are "What did you find useful about the programs", "What could be improved?" and "Was anything missing?" Consumer satisfaction assessments can be in the form of a standardized questionnaire or in depth interviews. They can be as simple as several open-ended questions that ask what individuals liked or disliked about the prevention program.

Consumer satisfaction assessments can gather information for needs assessments, process assessments and outcome evaluations. They provide invaluable information about how children, teachers and parents found the programs; information that can be utilized to revise and improve programs. However, as the sole method of evaluating programs they are problematic. There is a tendency for the majority of consumers to respond very positively, with a small, but often vocal, group who are dissatisfied. This common pattern suggests that while consumer satisfaction should be one component of assessing a program, it should be supplemented with other more objective methods such as process or outcome evaluations.

**Outcome Evaluations** assess whether the goals of a particular program have, indeed, been met. The key question is "Did it work?" This is the question in which most funders and potential consumers of programs are interested.

Developing an outcome evaluation assumes that the goals of the program have been outlined and are reasonable. Many programs rely on their mission statements to choose outcome measurements. This can result in choosing unrealistic goals that could not be reasonably results of implementing any program, such as eradicating youth violence. However, reducing the incidence of aggressive behaviour in one setting, such as in a school, is an appropriate and measurable goal.

### **How to Conduct an Outcome Evaluation**

The following discussion presents issues to consider in evaluating your prevention program. There are no absolute guidelines about who, how, when or what to evaluate. However, since most program personnel have little education about evaluation, these may be useful points to review before meeting with potential evaluators or setting up your

own evaluation. The first section describes the pros and cons of choosing either an internal evaluation or an external researcher and some considerations about cost. Following that are the steps one typically takes in designing an evaluation, including deciding on outcome variables, research designs and choosing an outcome measure.

**Consideration 1: Internal versus External Evaluators:** The first decision is whether the program personnel should design and implement the evaluation (internal) or consult with others such as research consultants, or university-based research institutes (external).

The advantages of internal evaluations are that the program maintains control of decisions about the evaluation, including dissemination of the results, and it is likely less costly than contracting with external evaluators (although it is not cost-free). Disadvantages include that because of the potential bias (whether real or perceived) when program staff conduct the research, internal evaluations are not as highly regarded as those conducted by external personnel. Further, program staff rarely has the expertise or time to design a strong evaluation or conduct the appropriate data analysis. Internal evaluations take additional staff time (and therefore, resources) to complete. Program staff may not be as rigorous in carrying out the evaluation as external researchers.

In contrast, external evaluators are well trained in conducting research (or in the case of students, receiving supervision) in evaluation methods. They have the expertise and time to develop and implement a strong evaluation design. They are less apt to be biased toward the program and, thus, the results may be regarded more favourably. However, external evaluations are typically more costly than internal evaluations and there is the potential for disagreement about the evaluation process, including where and how to disseminate the results (particularly if the results are not positive)

**Choosing among External Evaluators:** If you choose to have an external evaluator the following are common options:

- Hire an evaluation consultant from the community. This is the most expensive choice because consultants are running a business. However, this may be advantageous in terms of the speed with which they can conduct an evaluation and their expertise in evaluation methods.
- Collaborate with academics or university-based research institutes that may already have expertise in prevention programs and may be willing to conduct the research for considerably less than a private consulting firm. Academics may also be willing to take responsibility for finding some funding for the evaluation by submitting grant proposals to government agencies (SSHRC for example). The downside of this option is that developing proposals and receiving such funding is not a quick process. Most funders have bi-annual or annual funding cycles and their review process may take months to half a year or more. Further, competition for such grants is steep and even academics with strong research backgrounds may not be funded.
- Find a graduate student who can conduct the evaluation for you and use it as part of their academic requirements. This can work well, particularly if the student has

an interest in the program. However, often this option is not feasible. A major issue is that the time-lines for students conducting thesis research tend to be much slower than the time-line anticipated by programs that are anxious to receive a completed evaluation. Second, it is not necessarily easy for program personnel to connect with graduate students.

### **Consideration 2: The Costs of Evaluation**

The rule of thumb is that a proper evaluation should cost roughly 10% of the program total budget. This is, of course, flexible, but generally you get what you pay for. More extensive designs with larger numbers, for example, may cost more; simpler consumer satisfaction questionnaires cost less. Good evaluation is time-consuming and expensive. Knowing the major tasks involved will help explain the expense. These include:

- Conducting a literature review and searching for measures or developing measures and interview guides (the time for this component will be shortened if the evaluators have experience evaluating similar programs)
- Ethics review (if university based). Academic researchers are obligated to send their projects for review to their university or college ethics committee. In doing so, they must take steps to safeguard the confidentiality of children or youth participating in the research, develop the appropriate consents (for example, children must typically receive parental consent to participate in any research), and ensure that no-one is at physical or emotional risk during the research.
- Developing the research design: Each study can be designed in multiple ways. Deciding what design best fits the evaluation questions and can be answered by the design chosen takes time.
- Contacting the gate-keepers: An important step is receiving permission from school boards and administrators such as principals to conduct research in the schools. This can take longer than one might think. School boards often have their own internal process for reviewing research that involves their students. The review process can take several months. In addition, there are times during the school year when boards will not grant permission to conduct the research, such as in June, when teachers have full slates of activities to complete students' school years.
- Implementing the evaluation design: Once the appropriate permissions have been attained, one can begin data collection.
- Data entry and analysis: Both quantitative and qualitative data analyses take time. For each, one must "enter the data". In qualitative research this takes the form of transcribing interview tapes or typing hand written answers to open-ended questions. Although not obligatory, data computer programs can assist in the process of analyzing such data. Examples include Nudist® and Atlas®. In quantitative data analysis one enters the numbers into a statistical computer program such as SPSS-PC that conducts statistical tests and can display the results in user-friendly forms such as pie-charts or graphs.
- Writing the final report: Once the data analysis is complete, the findings must be



documented in a final report that outlines the research process and findings.

- Disseminating research results: Letting others know about the evaluations results is a critical, yet often forgotten step. Ways to disseminate results include more formal methods such as writing journal articles, newsletter reports or presenting at conferences. To reach the highest number of the general population, however, one can also conduct press releases or contact the local media to talk about one's findings.

### **Steps in Designing Outcome Evaluations**

Whether using an internal or external evaluator, the process is similar. Many of the steps in studying a prevention program are identical to any other program evaluation. The following discussion highlights the basics of how to develop an evaluation of a prevention program using my experience evaluating the "Who Do You Tell" child sexual abuse prevention program (Tutty, 1997) as an example.

#### **Step 1: Consult with Program Personnel and Documents**

Consultation with program staff to examine whether the written goals of the program match the way the program is provided is an important first task in any evaluation. The "Who Do You Tell" program was first introduced by the former Calgary Sexual Assault Centre in 1983, and updated and re-introduced by the Calgary Communities Against Sexual Assault. The program is offered at the request of elementary school principals. Like many similar programs, parents are invited to an information evening and the teachers receive an in-service workshop and direction about how to proceed should disclosures occur. I attended several presentations to witness children's reactions to the program and also interviewed program personnel. I examined the program manuals and noted the different components for children of different ages. The goals of "Who Do You Tell" were congruent with those reported in the literature and in the written program materials of similar programs, suggesting that the program could, in fact, be evaluated.

#### **Step 2: Conduct A Review of the Research Literature**

A thorough investigation of previous research efforts with similar programs is invaluable. A number of professionals are sceptical about the usefulness of child-directed sexual abuse prevention programs (Gilbert, Berrick, LeProhn & Nyman, 1989). This scepticism is not necessarily ill advised, however, the body of research about the efficacy of these programs is growing and is beginning to answer some of the initial concerns.

About 40 studies have been conducted on the efficacy of child abuse prevention programs (for a review see Tutty, 1997). Programs directed to very young, preschool-aged children have the least available evidence, while the results across studies of elementary school-aged children are more congruent, showing statistically significant improvements in children's knowledge after participation in a prevention program. Reviews can provide numerous ideas about research designs, measures and constraints or potential problems in conducting the evaluation.

#### **Step 3: Identify the Research Questions**

No research project can address all the variables inherent in whether a program is effective. The literature on child sexual abuse prevention programs raises a number of

key questions about whether the programs work that could be applied in the current evaluation. The questions addressed by the evaluation example included:

1. Do children learn the prevention concepts taught?
2. At what age can children understand and integrate the prevention concepts?

**Step 4: Choose an Appropriate Research Design**

One of the benefits of evaluating primary prevention programs is that most are targeted to children in schools. This allows for a larger sample size than can be obtained in the evaluation of many agency programs. Such numbers allow the evaluator to choose a well-controlled research design. In evaluating the “Who Do You Tell” program, I wanted to address several methodological problems that were raised in the literature review on child abuse prevention programs. These included little use of control or comparison groups, limited statistical analysis on results, small sample sizes and few comparisons of different age groups. Given the fact that many schools in the city of Calgary invite the “Who Do You Tell” program over a one-year period, there was a large pool of students available for inclusion in the research.

In choosing a research design, two commonly chosen for their ease of conducting, fail to answer the question about whether the program works. The first, the One-group Posttest Only design, entails administering an outcome measure to children after they have participated in a prevention program. It looks like this:

Program group            PROGRAM    2 WK POSTTEST

The problem with this design is that, since we haven’t measured how much children know before they participated in the program, we don’t know whether their scores on the posttest represent an improvement or not. In fact, their knowledge and attitudes could be worse after being exposed to the program. Using this design, we simply can’t tell.

Probably the most commonly utilized evaluation design adds a pretest before the program. Called a One-group Pretest/Posttest design, it looks like this:

Program group            PRETEST    PROGRAM    2 WK POSTTEST

This design gives us more information than the One-group Posttest designs. We can identify whether the scores of the program participants improved afterwards. However, because other activities occurred during the two weeks after the prevention program, other events such as media coverage about a child being sexually abused in the community could have created the change, rather than the program.

Because we wanted to be more confident that the “Who Do You Tell” prevention program made the difference rather than other external events, we implemented a well-controlled evaluation, testing the same group of children before and after a prevention program, as well as children in a wait-list control group who would not see the program until later. Each received the “pre” and “post” test at the same time. This design is called a Pretest-Posttest Control group design (Campbell & Stanley, 1963):

Program group	PRETEST	PROGRAM	2 WK POSTTEST	
Control group	PRETEST		2 WK POSTTEST	PROGRAM

The children were randomly assigned to either the program or the control condition. If for some reason we had to take groups that were already composed (such as intact classrooms) then we would call the non-program group a “comparison” rather than a “control” group. This would have limited the certainty about whether the program made a difference, rather than some characteristic of the group, such as that it was composed of children with stronger academic abilities.

The better the design, the more certain one can be that the results represent change related to the program rather than because of other factors. While more time-consuming and expensive, it is well worth the extra cost to be able to interpret the results of the data analysis with such confidence.

### **Step 5: Choose an Outcome Variable**

Most prevention evaluations focus on two goals: behavioural change (do children behave differently in simulated situations) and knowledge/attitude gain (do children understand the concepts taught/change their attitudes about a problem). Both are important.

However, evidence of behaviour change is more difficult and expensive to collect. For example, programs such as Second Step that teach pro-social and conflict resolution skills to children are most adequately assessed by charting behavioural change. An evaluation conducted by Grossman et al. (1997) positioned trained observers on playgrounds before and after the program, and also at a control school. The results indicated that physical aggression (e.g., hitting) not only decreased for children in the Second Step group but also increased among children in the control schools. Such excellent research is rarely conducted because of the additional expense of hiring observers and developing the rating instruments.

Many evaluations of prevention programs focus on knowledge gain or attitude change. This has been questioned because knowledge and attitude changes do not necessarily translate into changes in behaviour. There are, though, several arguments for focusing on knowledge/attitude change. While the long-term goal of identifying whether prevention programs actually help children to avoid abuse or disclose earlier (behaviour change) is the most important measure of whether the programs are effective, questions about whether young children can actually learn concepts (knowledge) or attitudes that may be counter to development or cultural backgrounds, remain important to continue studying.

### **Step 6. Choose a Measure to Assess your Outcome**

If you are assessing the beliefs or attitudes or self-reported behaviour of children after participating in a violence prevention program, you will likely use a standardized questionnaire or measure. Your first impulse may be to develop such a questionnaire yourself and administer it to students before and after the program. However, questionnaires are more difficult to develop than it looks. The questions must be very clear, the language developmentally appropriate and there can be no mixed or double-barrelled questions (including two concepts in one item). Textbooks on evaluation often include sections on designing a questionnaire.

Unless your background has included questionnaire design, a better option is to find a measure that has already been developed and used to evaluate other similar prevention programs. This has two significant advantages. The first is that well-designed

measures have been tested to establish that they are valid and reliable. A valid test is one that measures what it is supposed to measure. For example, if the measure is supposed to measure school climate, it has been compared to other measures of school climate and clearly assesses this rather than other different but substantially related concepts such as amount of bullying experienced on the playground. Reliability means that individuals taking the test will respond essentially the same way a second time, given that nothing has changed between testings. Both validity and reliability are important in the measures that one uses. Test-retest reliability is particularly important when you will be using the test more than once, such as before (pre) and after (post) the program. Validity and reliability are expressed as correlations: the closer to 1 the better. For example a test-retest reliability of .90 is much superior to one of .65.

A second advantage of using a standardized measure is that one can compare the results obtained in one's own evaluation to previously published research. This adds substantially more information about how good the current program is.

The best way to find a standardized measure is to search for completed published evaluations either in the public domain or academic journals. Find out what measures the author's used and whether the scales are published by a commercial publishing house or are available from the author. If the former, one must purchase the scale to use it for any purpose. Ordering published scales sometimes requires a graduate degree in a profession such as psychology that teaches test construction and assessment. Luckily though, most measures that evaluate violence prevention programs have been developed by academic researchers and are available by contacting the author. In some cases the scales are printed right in the journal article. This typically implies that they are available for use by others, although it is still good form to contact the author and ask permission. Sometimes authors will ask that you send them the results of your evaluation because it adds to the body of knowledge about the scale.

If you are lucky, an organization may have published a collection of relevant measures. Such is the case with the Centers of Disease Control and Prevention in Atlanta's "Measuring Violence-Related Attitudes, Beliefs, and Behaviors among Youths: A Compendium of Assessment Tools" compiled by Dahlberg, Toal, and Behrens (1998) (check for availability at <http://www.cdc.gov/nicpc>). Alternatively, sometimes journal articles not only describe a new measure but review similar scales. For example, Tutty's 1995 article describing the Children's Knowledge of Abuse Questionnaire (CKAQ) includes information about several other measures of knowledge and attitudes with respect to child sexual abuse. The CKAQ has been used in other evaluations with elementary school students and had strong reliability and validity. Consequently it was an appropriate choice to evaluate the "Who Do You Tell" program.

If you choose to use a standardized scale, do not edit or change the questions since this nullifies the reliability and validity mentioned earlier. You can add additional questions, but you must analyze these separately from the questions in the original scale.

### **Standardized Measures for Selected Violence Prevention Programs**

The following chart provides examples of measures used to evaluate school-based violence prevention programs.

<b>Selected Measures to Evaluate Dating Violence Prevention Programs</b>			
<b>Variable</b>	<b>Measure</b>	<b>Comments</b>	<b>Reference</b>
Attitudes	Attitudes towards Dating Violence Scales (52 items)	+ scales in both English and French + Three Attitudes towards Male Dating Violence subscales (one each for physical, sexual and psychological violence) and three Attitudes towards Female Dating Violence (one each for physical, sexual and psychological) + strong internal consistency + short version available	Price, & Byers, 1999
Attitudes and Knowledge	Skills for Violence-Free Relationships (18 true-false knowledge items, 12 attitude statements (5 point Likert scale). A final section of open-ended questions about handling abusive incidents & safety plans.	+ scale has been assessed for test-retest, validity and reliability in Rybarik et al, 1995	(Rybarik et al., 1995). Scale included in Krajewski et al. 1996 article
	Attitudes and knowledge of Dating Violence Questionnaire (25 items)	+ scale in both French and English 17 item attitude subscale has internal consistency of .67	Lavoie et al (1995)
Attitudes, knowledge and behavioural intentions to intervene in dating violence situations	London Family Court Clinic Questionnaire on Violence in Intimate Relationships (48 items)	Must be purchased, but items listed in Jaffe et al. (1992) article - no validity or reliability data published to date	Jaffe et al. (1992) Phone (519) 679-7250 or website <a href="http://www.lfcc.on.ca/sap.htm">http://www.lfcc.on.ca/sap.htm</a> .
<b>Selected Measures to Evaluate Sexual Assault Prevention Programs</b>			
Attitudes	Rape Supportive Attitudes Survey and the Rape Myth Acceptance Scale (34 items) Revised by Newman & Colon (1994) (24 items)	+ used in a number of program evaluations + psychometric properties established	Burt (1980) Newman & Colon (1994)
	Date Rape Attitudes Survey (25 item)		Holcomb et al. (1993)

	Dating Self-Protection Against Rape Scale	+ developed for use with heterosexual and gay, lesbian and bisexual youth. + construct validity and satisfactory reliability	Moore & Waterman (1999)
	Myths about Rape Scale		Costin & Schwartz (1987)
	Date and Acquaintance Rape scales (DAR). For women only	+ 3 subscales: Perceived Vulnerability, Self-Efficacy & Self-Determination +convergent/discriminant validity	Walsh, et al. (1997)
	Illinois Rape Myth Acceptance Scale (45 items)	+ Well established psychometric properties such as construct validity	Payne, et al. (1999)
<b>Selected Measures to Evaluate Child Sexual Abuse Prevention Programs</b>			
Attitudes and Knowledge	Personal Safety Questionnaire (13 items) Revised to 8 items in 1989	+ used often with preschool and early elementary school children + one-week test-retest reliability of .64; internal consistency $r = .78$ Revised version: one-month test-retest reliability established at .53	Saslowsky & Wurtele, (1986) Wurtele, Kast, Miller-Perrin & Kondrick, (1989) (revised version)
	What if Situations Test consists of four vignettes, with a possible eight points for each.	+ used often with preschool and early elementary school children Cronbach's alpha was calculated to be .77. Inter-rater reliability was .99	Saslowsky & Wurtele, (1986) Wurtele et al. (1998) updated research
	Children's Knowledge of Abuse Questionnaire-Revised (33 items) Two subscales: Inappropriate and Appropriate Touch	+ internal consistency of $r = .90$ ; test-retest reliability over a one month period $r = .76$ + correlated .92 with the Personal Safety Questionnaire + used in a number of evaluations of elementary school programs	Tutty (1995) For CKAQ email: <a href="mailto:tutty@ucalgary.ca">tutty@ucalgary.ca</a>
	What I Know About Touching Scale". (25 items)	+ internal consistency $r = .75$ and 2-week test-retest reliability of .77.	Hazzard et al. (1991)
<b>Measures to Evaluate General Violence/Bullying Prevention or Conflict Resolution Programs</b>			
Attitudes towards Violence	*Attitudes Toward Conflict Scale (8 items)	+ used with grade 6 students internal consistency .66 to .72	Lam, 1989, in CDC Measures compendium.
	*Fights Subscale of Peer mediation Survey (9 items)	Borrows 5 items from Attitudes toward Conflict Survey	Vanayan et al., 1996
	*Attitudes Toward Violence (6 items)	Developed for middle school grades 6-8 internal consistency .67	Houston Community Demonstration Project, 1993, cited in CDC Measures compendium.

	*Attitude Toward Interpersonal Peer Violence (14 items)	Developed for middle grade students 6-8 internal consistency .75 + includes items about passive attitudes to violence and knowledge of some skills to resolve conflict	Slaby, 1989, cited in CDC Measures compendium
Knowledge of Violence	*Fights subscale of Peer-mediation Questionnaire (9 items)	- wording about "fights" seems too focused on physical conflicts	Vanayan et al., 1996
Violence Behaviour Change	Olweus Bully/Victim Questionnaire	+Adapted from original Norwegian tool used in many schools -very focused on bullying	Tobin & Irvin, 1996
	Modified Aggression Scale (22 items)	+Subscales on fighting, bullying, being angry and caring/cooperative behaviour -middle school students -self-report	Orpinas, 1993, cited in CDC Measures compendium
School Climate	School Climate Questionnaire (13 items)	+ items easy to read and understand	Harris (1995)
	California School Climate and Safety Survey (102 items on school violence victimization, perceived danger, hostility, interpersonal trust, belonging to school, like/dislike of school, peer and teacher connections, preoccupation with school violence subscales).	+ Very comprehensive - May be too detailed for some evaluations	Furlong & Morrison, 1994, Cited in Furlong et al., 1995
	School Climate subscale of Peer-Mediation survey (10 items)		Vanayan et al, 1995
	Colorado School Climate Survey: student, parent, staff report	+has parallel teacher's version -copyright pending, may need to be purchased + very comprehensive, includes items about being in fights + Used in a number of evaluations	Garrity et al (2000)

## Conclusion

The principles of evaluating prevention programs do not differ substantially from other types of program evaluations. Good design is still critical. The choice of outcome variables and whether to study both short and long-term goals is important. Although prevention programs pose some methodological difficulties to evaluators, they also have advantages. Because primary prevention programs are developed for large audiences, one has access to greater numbers of participants and it may be easier to gain access to waiting list comparison groups who do not receive the intervention until later. The current emphasis on prevention in community services, thus offers evaluators some unique, but interesting challenges.

## HOW TO SELECT PREVENTION PROGRAMS<sup>1</sup>

This table provides questions for school and community personnel to assess which violence prevention programs to consider for settings. The questions are provided with the understanding that no one prevention program or type of program will meet the needs of every setting and that different criteria will fit better in various settings. The “Considerations” section raises some of the issues behind the question, to provide a context for considering responses.

Violence prevention staff or those considering developing prevention programs may utilize the chart to understand what considerations are of importance to school and agency personnel.

<i><b>Program Characteristics</b></i>	<i><b>Questions</b></i>	<i><b>Considerations</b></i>
Qualifications of Program staff	<p>Who delivers the Program?</p> <p>Are program staff members of professional groups with expertise in educating or counselling children?</p> <p>If not professionals, how many hours of training do they receive?</p> <p>If volunteers, how are their presentation skills and ability to connect to children monitored?</p>	<p>Program staff may have professional backgrounds and may be better trained and more comfortable with the materials since this is their primary job. They may be better able to deal with disclosures and difficult questions.</p> <p>Utilizing well-trained volunteers can lower the cost of a prevention program. The number of hours of training is important to ask and whether the volunteers have been observed providing the program to ensure that they can connect with children and cope with potentially difficult questions.</p> <p>You might ask for the presenter’s curriculum vita. In some schools, a security check is required.</p>
Presentation Format	To what groups is the program delivered? The entire student body? Individual classrooms?	<p>Presentations to the entire student body take less time but offer less opportunity to integrate skills.</p> <p>Presentations to smaller groups offer opportunities for students to ask questions, discuss issues or practice skills, but are more time-consuming.</p>

<sup>1</sup> This table was prepared by Leslie M. Tutty for the Resources Implementation Sub-Committee of the Action Committee Against Violence (ACAV) Violence Prevention Project, The committee members, Doris Toy-Pries, Mary Ellen Dewar, Cathryn Bradshaw, Paul Gronnerud, Bjorn Johannson, Brad Hampton, Donna Wheatcroft, Deb Taylor and Stacy Collins provided valuable information and feedback that was used in for subsequent revisions.



<b><i>Program Characteristics</i></b>	<b><i>Questions</i></b>	<b><i>Considerations</i></b>
Presentation Format	<p>What is the length of the presentation from prevention program staff?</p> <p>Is it a</p> <ul style="list-style-type: none"> <li>• one-time presentation</li> <li>• several short presentations</li> <li>• intensive half-day or day</li> <li>• several days</li> </ul> <p>Is there a provision for the concept to become part of the school culture?</p>	<p>Most violence topics are complex and potentially upsetting, especially to victims. Learning new information and skills typically requires more than a one-time presentation. Violence prevention concepts must be integrated into the policy and procedure of each school.</p>
Presentation Format	<p>Is there a teacher-training component?</p> <p>How long is it?</p>	<p>Teachers must deal with any disclosures or anxiety created by programs. Teachers may be faced with follow-up questions from students. Some staff will have been victims and may either be very good in handling disclosures or react emotionally to the issues.</p>
	<p>Is there a parent component?</p>	<p>Parents are an additional focus for violence prevention. They may reinforce important ideas/concepts. Unfortunately, most parent training components attract few parents. For highly sensitive topics such as sexual abuse, however, parents who are concerned have the opportunity to question program staff.</p>

<b><i>Program Characteristics</i></b>	<b><i>Questions</i></b>	<b><i>Considerations</i></b>
Curriculum	How does your program fit with the school curriculum and fit with the program of studies mandated by Alberta Learning?	The prevention program messages should fit with the school's curriculum. Prevention program staff should have investigated where their programs fit. Some prevention programs are mandated and can be accessed within school's own board, while other programs will add or supplement each school's violence prevention initiatives.
	What skills and/or solutions does your program teach?	Some programs merely describe the problem without providing pro-active strategies that children may learn and practice.
	Does the program address issues of diversity with sensitivity?	Does the program inadvertently subscribe to stereotypes with respect to ethnic background, disability, socio-economic status, gender or sexual orientation?
	Are the materials appropriate for the developmental level of children?  How does the program/presentation differ based on the age of the students?	Some programs were developed on older age groups and revised without considering that younger children may need the material presented differently. Do program personnel seem to have an awareness of developmental issues that could affect the way in which they present their materials?
	Does the program provide additional follow-up activities or exercises?	With the complexity of anti-violence concepts, additional materials for students can encourage further conversations. Teachers must be comfortable with the information, however, or they might convey mixed messages. Students need hands-on opportunities to practice violence prevention concepts (i.e., role playing, community services projects)
Reaction to Program	What resources are in place if a student discloses abuse?	The program may provide connections to external agencies or utilize in-school resources such as counselling staff. But, this must be decided upon beforehand.
Evaluation	Has the program been evaluated?  What form did the evaluation take? i.e., student reactions? standardized measures?	Strong evaluations demonstrate changes in 1. behaviour, 2. attitudes, and 3. knowledge. Student satisfaction ratings and comments are of limited value, but better than nothing.

<b><i>Program Characteristics</i></b>	<b><i>Questions</i></b>	<b><i>Considerations</i></b>
Coordination of Efforts	Does the program provide any opportunities for teachers, community, parents and/or students to work together?	Students should not be the only focus for preventing violence. Does the program suggest ways in which the school community/culture could work together to promote a climate of respect and proactive change?
Cost of Program	What are the direct costs of the program?  Are there indirect costs?	Most prevention programs have a cost attached, whether it is direct or indirect. Most programs are offered by not-for-profit organizations. The program's funding might pay for the program delivery or there may be an added cost per school or per student. Indirect costs may include any copying materials or teacher training time.
Availability	Is there a waiting list for the program?	Even if a program is excellent, if it is under-funded the cost may be that there is a long waiting list so that schools may have to wait months or even years.
Policy and Procedure	Is the program compatible with our school culture?  How do they handle incidents?  Is the program compatible and consistent to our school's position around violence prevention?	Programs promote ideas and language around violence prevention. These program attitudes must be consistent with the school's ideals, attitudes and values.

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## APPENDIX I: SUMMARY TABLES OF PROGRAMS

Bullying & Conflict Resolution	K – Gr. 6	Gr. 7 - 9	Gr. 10 - 12
Strong Research Design - Published	Bullyproof (Gr. 4 – 5) Bully-Proofing Your School Expect Respect Get Real About Violence PeaceBuilders Peacemakers (Gr. 4-6) Project WIN (Gr. 5-6) Resolving Conflict Creatively Program Second Step The Sheffield Project SMART Team (Gr. 5 – 6) Steps to Respect (Gr. 3-6) Stories (Gr. 2-6) Teaching Students to be Peacemakers	Bully-Proofing Your School Conflict Resolution: A Curriculum for Youth Providers Expect Respect Get Real About Violence PeaceBuilders Peacemakers Project WIN Resolving Conflict Creatively Program Responding In Peaceful and Positive Ways Second Step The Sheffield Project SMART Team Student Created Aggression Replacement Training (SCARE) Teaching Students to be	Expect Respect Get Real About Violence PeaceBuilders Resolving Conflict Creatively Program Teaching Students to be Peacemakers The Sheffield Project Violence Prevention Curriculum for Adolescents

		Peacemakers Violence Prevention Curriculum for Adolescents	
Strong Research Design-Unpublished	Lesson One: The ABC's of Life Lion's Quest - Conflict Management Reach (K-3) / Challenge (Gr. 4-6) Too Good for Violence Vers le Pacifique/Pacific Path	Aggressors, Victims & Bystanders Lion's Quest - Conflict Management Too Good for Violence Vers le Pacifique/Pacific Path	Lion's Quest - Conflict Management Vers le Pacifique/Pacific Path
Suggestive Research Design - published	Conflict Managers (Gr. 4 – 6) Olweus Bullying Prevention Programme (BPP)	Conflict Managers Olweus Bullying Prevention Programme (BPP) Working Together to Resolve Conflict	Conflict Managers Olweus Bullying Prevention Programme (BPP) Project Peace
Suggestive Research Design – unpublished	BeCool Bully B'ware QUIT IT! (K – Gr. 3) Safe and Caring Schools Teasing and Bullying: Unacceptable Behaviour Program (TAB)	Alternatives to Violence Educational Program for Youth (AVEPY) BeCool Bully B'ware Creating the Peaceable School Safe and Caring Schools	BeCool Bully B'ware (Gr. 10) Creating the Peaceable School Safe and Caring Schools
Minimal design- Consumer	START	START	



Satisfaction only	Tools for Getting Along (Gr. 4-5)		
Programs with another central focus that address bullying	A.S.A.P. Good Touch, Bad Touch Project Trust (Gr. 4-6)- Talking About Touching (K – Gr. 3) Touching Respectful Relationships (SWOVA)	The Fourth R Project Trust Touching	Project Trust

<b>Sexual Harassment Programs</b>	<b>K – Gr. 6</b>	<b>Gr. 7 - 9</b>	<b>Gr. 10 - 12</b>	<b>University and College</b>
Strong Research Design-Unpublished	none	none	none	Peer Educators on Sexual Harassment
Minimal Research Design- unpublished	Sexual Harassment in Schools- Your rights and responsibilities (Gr. 6)	Sexual Harassment in Schools- Your rights and responsibilities Sexual Harassment: Intermediate Curriculum	Sexual Harassment in Schools- Your rights and responsibilities	
Innovative Programs (but no research)	Sexual Harassment in Schools: Recognize It, Prevent It, Stop It (Gr. 5-6)	Sexual Harassment in Schools: Recognize It, Prevent It, Stop It The Joke’s Over (Gr. 9)	Sexual Harassment in Schools: Recognize It, Prevent It, Stop It The Joke’s Over	

<p>Programs with another central focus that address sexual harassment</p>	<p>A.S.A.P. (Gr. 4 – 6)  Expect Respect (Gr. 4 – 6)  Good Touch, Bad Touch  Kid&amp;TeenSAFE  Project Trust (Gr. 4 – 6)  Safe and Caring Schools (Gr. 4 – 6)</p>	<p>A.S.A.P.  Expect Respect  Kid&amp;TeenSAFE  Lion’s Quest - Conflict Management  Project Trust  Respectful Relationships (SWOVA)  Riposte  Safe and Caring Schools  SafeTeen</p>	<p>A.S.A.P.  Alberta Teachers’ Association’s Safe and Caring Schools  Expect Respect  Kid&amp;TeenSAFE  Lion’s Quest - Conflict Management  Project Trust  Respectful Relationships (SWOVA)  Riposte  SafeTeen  STOP!/ La Violence dans les Relations Amoureuses des Jeunes</p>	
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<b>Child Sexual Abuse Prevention</b>	<b>K – Gr. 6</b>	<b>Gr. 7 - 9</b>	<b>Gr. 10 - 12</b>
<p>Strong Research Design - Published</p>	<p>Body Safety Training (K- Gr. 3)  Child Abuse Prevention Program (CAPP) (K- Gr. 3)</p>	<p>Keeping Ourselves Safe  Project Trust  Touching</p>	<p>Keeping Ourselves Safe  Project Trust</p>

	Feeling Yes, Feeling No Good Touch, Bad Touch Keeping Ourselves Safe Project Trust (Gr. 3-6) Red Flag, Green Flag People Stay Safe Program -Ireland Touching Who Do You Tell?		
Strong Research Design – Unpublished	C.A.R.E. <sup>2</sup> (K - Gr. 3) Child Abuse Prevention Program (CSAPP) - Australia Talking About Touching <sup>3</sup> (K – Gr. 3)	Child Abuse Prevention Program (CSAPP) - Australia	Child Abuse Prevention Program (CSAPP) – Australia (Gr. 10)
Suggestive Research Design - Unpublished	Preventing Sexual Abuse	Preventing Sexual Abuse	Preventing Sexual Abuse
<b>General Child Abuse</b>	<b>K – Gr. 6</b>	<b>Gr. 7 - 9</b>	<b>Gr. 10 - 12</b>
Strong Research Design – Published	Espace- Child Assault Prevention Safe Child (K-3)		

<sup>2</sup> Strong research evidence for the original, but not the revised program

<sup>3</sup> Strong research evidence for the original, but not the revised program

Strong Research Design - Unpublished		It's Not Your Fault-RespectEd	
Suggestive Research Design - Published	We Help Ourselves	We Help Ourselves	We Help Ourselves
Suggestive Research Design - Unpublished	Kids on the Block		
Minimal Research Design – Unpublished	Violence is Preventable Project	Violence is Preventable Project	Violence is Preventable Project

<b>Sexual Exploitation</b>	<b>K – Gr. 6</b>	<b>Gr. 7 - 9</b>	<b>Gr. 10 - 12</b>	<b>University and College</b>
Innovative Programs in Sexual Exploitation Prevention	Child Sexual Exploitation Prevention (Gr. 4 – 6)	Child Sexual Exploitation Prevention Street Teams Child Prostitution Presentations	Child Sexual Exploitation Prevention Street Teams Child Prostitution Presentations	
Programs with another central focus that address sexual exploitation	Sexual Harassment in Schools (Gr. 4 – 6)	Sexual Harassment in Schools	Sexual Harassment in Schools	

<b>Dating Violence</b>	<b>K – Gr. 6</b>	<b>Gr. 7 - 9</b>	<b>Gr. 10 - 12</b>	<b>University and College</b>
Strong Research Designs - Published		Dating Violence Intervention & Prevention for Teenagers The Fourth ‘R’ (Gr. 9-10) Safe Dates Skills for Violence-Free Relationships What’s Love Got To Do With It?	Dating Violence Intervention & Prevention for Teenagers The Fourth ‘R’ Mentors in Violence Prevention Skills for Violence-Free Relationships STOP! / La Violence dans les Relations Amoureuses des Jeunes What’s Love Got To Do With It?	Mentors in Violence Prevention
Strong Research Designs - Unpublished	Respectful Relationships (SWOVA) Safe Teen: Powerful Alternatives to Violence (Gr. 6)	Healthy Relationships Respectful Relationships (SWOVA) Safe Teen: Powerful Alternatives to Violence S.T.A.R. (Southside Teens About Respect)	Respectful Relationships (SWOVA) Safe Teen: Powerful Alternatives to Violence S.T.A.R. (Southside Teens About Respect)	
Suggestive Research Designs - Published	ASAP	ASAP Collective Drama and the	ASAP Collective Drama and the	

		Prevention of Violence in Relationships	Prevention of Violence in Relationships	
Suggestive Research Design - Unpublished		TeenPEACE	TeenPEACE	
Minimal Research Design- Unpublished		Expecting Respect	Expecting Respect	
Innovative – No Research		Making Waves (Gr. 9)	Making Waves	
Programs with another central focus that address dating violence	Expect Respect	Expect Respect Project Trust Kid&TeenSAFE Teen-Esteem Young Women’s Anti-Violence Speakers Bureau	Expect Respect Project Trust Kid&TeenSAFE Teen-Esteem Young Women’s Anti-Violence Speakers Bureau	
<b>Sexual Assault Prevention</b>	<b>K – Gr. 6</b>	<b>Gr. 7- 9</b>	<b>Gr. 10 - 12</b>	<b>University and College</b>
Strong Research Design - Published	Reaching and Teaching Teens to Stop Violence (Gr. 6)	Reaching and Teaching Teens to Stop Violence Project Respect Sexual Harassment in School: Your Rights and	Dating and Sexual Responsibility Reaching and Teaching Teens to Stop Violence Project Respect	The Men’s Program: “How to Help a Sexual Assault Survivor: What Men Can Do” Rape Prevention Program for Men

		Responsibilities	Sexual Harassment in School: Your Rights and Responsibilities	Scruples
Strong Research Design – Unpublished			SCREAM Theatre	SCREAM Theatre
Suggestive Research Design – Published				Men Against Violence
Minimal Research Design – Unpublished			(I) Project Respect	University of Alberta Sexual Assault Centre Education Workshops
Innovative - No Research	Teen Esteem (Gr. 6)	Riposte Teen Esteem	Riposte Teen Esteem	
Other programs that address sexual assault		SafeTeen Young Women’s Anti-Violence Speakers Bureau	SafeTeen Young Women’s Anti-Violence Speakers Bureau	
<b>Programs for Children With Special Needs</b>	<b>K – Gr. 6</b>	<b>Gr. 7 - 9</b>	<b>Gr. 10 - 12</b>	<b>University and College</b>
Strong Research Design- Unpublished	Promoting Alternative Thinking Strategies (PATHS)			

Suggestive Research Design – Published	The Woodrow Project	The Woodrow Project	The Woodrow Project	
Suggestive Research Design - Unpublished	Kid & Teen Safe	Kid & Teen Safe Young Deaf Women and Violence Leadership Development and Training Project (Gr. 9)	Kid & Teen Safe Young Deaf Women and Violence Leadership Development and Training Project	
Innovative -No Research Evidence	Circles II Stop Abuse Life Facts 2 Sexual Abuse Prevention (Gr. 5 & 6) No-Go-Tell Protection Curriculum for Young Children with Special Needs (K - Gr. 3) Young Women’s Anti-Violence Speakers Bureau (Gr. 6) The Rappaport Curriculum for the Prevention of Child Sexual Abuse in Children	Life Facts 2 Sexual Abuse Prevention Young Women’s Anti-Violence Speakers Bureau The Rappaport Curriculum for the Prevention of Child Sexual Abuse in Children	Life Facts 2 Sexual Abuse Prevention (Gr. 10) Young Women’s Anti-Violence Speakers Bureau The Rappaport Curriculum for the Prevention of Child Sexual Abuse in Children	
<b>Aboriginal Children and Youth</b>	<b>K – Gr. 6</b>	<b>Gr. 7 - 9</b>	<b>Gr. 10 - 12</b>	<b>University and College</b>
Innovative – No	Eagle Child (Gr. 1-3)	Children of the Eagle	Children of the Eagle	



research	Our Children's Future (Preschool & Kindergarten)	Resource Kit	Resource Kit	
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