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A comparative study of two child sexual abuse prevention programs for five year old kindergarten children.

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A COMPARATIVE STUDY OF TWO CHILD SEXUAL

ABUSE PREVENTION PROGRAMS FOR FIVE YEAR OLD

KINDERGARTEN CHILDREN

A Dissertation Presented

by

DEBORAH S. KEARNEY

Submitted to the Graduate School of the

University of Massachusetts in partial fulfillment

of the requirements for the Degree of

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School of Education

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ABSTRACT

A COMPARATIVE STUDY OF TWO CHILD SEXUAL

ABUSE PREVENTION PROGRAMS FOR FIVE YEAR OLD

KINDERGARTEN CHILDREN

SEPTEMBER 1989

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As the awareness and documentation of child sexual
abuse have increased, educational material dealing with
sexual abuse have proliferated. However, these educational
materials have not been evaluated. It also appears that the
educational programs currently available for five year old
children are inadequate in this area. The goal of this
study was to develop and evaluate a child sexual abuse
prevention curriculum specifically for five year old chil-
dren that provided teachers with a conceptual framework and
all of the support materials necessary for implementation.

The study was designed to assess the difference between
the Personal Safety Program and the Kearney Curriculum to

determine which educational approach would increase chil-
dren's knowledge of the risks of child sexual abuse, and
would build skills which serve them in preventing child
sexual abuse. The study was also designed to specifically
determine the best sequence of activities in order to intro-
duce this knowledge and skills.

The research hypotheses for the study were:

1. Children participating in the Kearney Curriculum will
   show a significant increase in their total knowledge
   of child sexual abuse.

2. Children participating in the Kearney Curriculum will
   show a significant increase in their total skill of
   prevention of child sexual abuse.

The null hypothesis is that there will be no difference
in the scores between pre and post.

The results of this study show that the Kearney Curric-
ulum was effective at increasing knowledge in the concept
areas of <u>Touch Continuum</u> (Private vs Non-Private Parts) and
<u>Assertiveness</u> (say no to inappropriate touch). Participants
showed no significant gain in their knowledge or skill at
understanding the concept of the <u>Support Systems</u> (getting
help from others) and <u>Feelings</u>.

TABLE OF CONTENTS

LIST OF TABLES

CHAPTER I

INTRODUCTION

The prevalence of child sexual abuse has been
sufficiently documented to warrant major interventions with
the general population (Gilbert,1982). The American Humane
Association's tally of child sexual abuse cases reached a
high of 22,918 in 1982. The prevention task encompasses
raising the awareness of parents, caretakers, teachers and
potential victims because only a small portion of abuse is
ever actually reported (Broadhurst. 1979).

Since 1975, materials aimed at preventing child sexual
abuse have proliferated. Now, it is important to evaluate
their effectiveness. With so many materials available, the
need for schools and communities "to do something" within
budgetary constraints, (Higgs, 1983) is essential.

The Significance of the Problem

The definitions of exactly what constitutes child
sexual abuse can vary considerably. The two most frequently
used definitions take either the clinical perspective or
the physical perspective. The clinical perspective adopts a
broad definition of child sexual abuse that includes among

1

perpetrators not only blood relatives, but anyone in loco parentis: a betrayal of trust involving overt or covert sexual actions - direct or indirect, verbal or physical - between a child and a trusted adult and/or authority figure (VOICES, 1980).

The physical perspective that is most often taken by statisticians is to count only incidents where rape or penetration can be proven (Finkelhor, 1979).

Incidence

In recent years, researchers and clinicians have begun to document both the incidence and effects of child sexual abuse. Some of the significant findings are listed below.

1. One in three adult females report having been sexually abused as children (Russell, 1983).

2. From 30% to 46% of all children are sexually assaulted in some ways by age 18 (Kent, 1979).

3. 71% sexually abused children are female - the most vulnerable ages being between 5 and 12 years, with the average age for incest to begin at 9 years (Herman, 1981).

4. One in eleven males have been sexually abused as children (Finkelhor, 1980).

5. One in five female college students report being sexually involved with an adult by age 13 (Gagnon, 1965).

6. When abuse is reported, 43% of the girls but only 17% of abused boys report suffering at the hands of a relative (Finkelhor, 1979).

7. 85-90% of all incidents of sexual abuse take place with someone the child knows and trusts, not a stranger. (Adams and Fay, 1981).

8. 75% of molesters are males; females are estimated to be responsible for 20% of the sexual abuse of males and 5% of the sexual abuse of females (Finkelhor, 1979).

9. The average molester of girls molests 62 times and the average molester of boy children molests 30 times (Sandford, 1980).

10. Only one in every sixty reported cases resulted in conviction. Those convicted served an average of less than twelve months (De Vine, 1978).

Even conservative estimates suggest that between 100,000 and 300,000 children are sexually abused every year in the United States (Finkelhor, 1979). Life Magazine (1984) reports that there are approximately 34 million past victims of child sexual abuse in the United States, with up to 50% of the abuse occurring within the family. In 1984,

Massachusetts Department of Social Service (DSS)
investigators found that 63% of all perpetrators of
substantiated (in the opinion of the trained D.S.S.
investigator, a child has been traumatized) sexual abuse
were family members. Fathers were identified as the sole
perpetrators in 25% of the cases. Nationally, the Child
Protective Service reports on sexual abuse have increased
909% (A. H. S. 1986). The rate of reported abuse rose
another 12% between 1982 and 1983 and continued to rise
through 1986. During fiscal year 1986, 3,148 cases of sexual
abuse of children were substantiated in Massachusetts
(Department of Social Services Child Sexual Abuse Fact
Sheet, 1986).

Sexual abuse affects children from all ethnic,
religious, and socio-economic groups in both urban and rural
settings (DeFrancis, 1969). Senator Paula Hawkins reported
her victimization and years of ensuing difficulty at the
National Abuse Prevention Conference in May, 1984. Her
disclosure was prompted by the indictment of the Virginia Mc
Martin School's staff in Los Angeles, Ca. They were charged
with physically and sexually abusing dozens of children.
The problem of sexual abuse of children though difficult to
uncover, and seldom reported, may be even more widespread

than physical abuse. Regardless of the debate on the extent of the problem, it is significant.

Mental Health Consequences

The impact of child sexual abuse has been documented as a contributing factor to many adjustment, social, and mental health problems. Withdrawal, depression, guilt, anxiety, low self-esteem, and problems with intimacy have all been noted as contributing components to future mental health problems (Benward and Densen-Gerber, 1975). In a Minnesota study (Plummer, 1984) it was found that 77% of elective mutes were documented sexual abuse cases. Substance abusers, runaways and prostitutes all have higher than normal proportions of child sexual abuse victims in their ranks (Albee, 1977). In her recent book, Rape in Marriage, Russell states, "One of the very significant findings is that victims of wife rape are more likely to have been sexually abused in childhood (than those who are not victims of wife rape)". Frieze (1980) postulates that females (who are still the majority of child sexual abuse survivors) may even learn to accept rape as normal and may dislike sexual contact. One of the most alarming social adjustment consequences of child sexual abuse tendency for victims to become abusers later.

There are approximately, four million known child molesters in the U.S. today. Since the "average" child molester is estimated to victimize 73 times and that there is a 75% likelihood of reabuse after prison (Burgers et al, 1978), incarceration is not an effective approach to prevention. Moreover rehabilitation of offenders may not be effective (Benward and Densen Gerber 1975). The two approaches are clearly not effective in the prevention of child sexual abuse.

Prevention: Programs and Evaluation

Prevention programs are critically needed for children to reduce their risk of sexual abuse. Children are most vulnerable to adults whom they know in 85% of the sexual abuse cases. The abuse occurs because children are trusting, may be fond of an individual, and because the individual is perverse and exploitative. Thus, the child cooperates because he/she does not know or fails to realize that he/she is being exploited. Other factors which contribute to the child's vulnerability may be any kind of emotional deprivation or low self-esteem (Burton, 1968; DeFrancis, 1969 and Weiss, et al, 1985). Sexual abusers may be able to sense and exploit the neediness of children who are isolated, ignorant, and sexually repressed (Brady, 1979).

Familiarity lowers children's resistance (Sgorietal, 1983).

When children are resistant, coercion sometimes is used.

In these cases, the child is likely to be abused whether

he/she resists or not (Sanford, 1980). Therefore, it is

important that the child be able to recognize the potential

for sexual abuse and take positive steps BEFORE sexual abuse

can occur. Prevention therefore is based on teaching

children about their bodies, their right to privacy, and

their right to say "NO" (Task panel on Prevention, 1978).

Statement of the Problem

At the Third National Conference on the Sexual

Victimization of Children (April, 1984) in Washington, D.C.,

a panel of prevention experts once again reiterated the need

for research on prevention. They cited the continued lack

of research about prevention despite a proliferation of

programs. In 1984, there were 24 audio-visual aids, 10

plays, and 12 curricula for the prevention of child sexual

abuse. They may all be excellent educational materials but

their quality has not been established. The need for proven

prevention programs is critical in order to provide children

with the best educational options possible, in a cost

effective manner. This is especially true since 5.2 million

children under thirteen are left without adult supervision

each day (The Child Case Handbook, 1982).

Statement of the Purpose

There were two goals of this study. Goal 1 was to develop a child sexual abuse prevention curriculum (Kearney) specifically for five year old children. Its aim was to provide teachers with a conceptual understanding of the issue, a strategy, and support materials with which to implement a child sexual abuse prevention program. Goal 2 was to compare two educational approaches (Personal Safety Program vs. Kearney Curriculum) and determine which is more effective with five year old kindergarten children.

CHAPTER II

CURRICULAR APPROACHES TO THE PREVENTION OF CHILD SEXUAL
ABUSE

Introduction

There are many factors to consider when designing child
sexual abuse prevention curricula for the five year old age
group. The most important factors are Developmental Readi-
ness (Geselle, 1946), Learning Opportunities (DuShaw, 1984),
Motivation (Stone, 1976), and Teacher Methods (Hannum,
1983). Integration of the current theories on these factors
shaped the conceptual framework of the Kearney curriculum.
A review of these factors was critical to the choice of
activities and appropriate language for communicating with
the children.

Two major facts influence the development of a child
sexual abuse curriculum for young children. First, it is
important to recognize that they are likely victims.
Second, it must be assumed young children can be taught
prevention skills if the learning opportunities are teacher
guided and interactive (Allen and Wright, 1987).

Learning Factors

Developmental Readiness (Factor 1)

In developing the curriculum, it is expected that five year olds will be skillful at reasoning given the right learning opportunities for several developmental reasons. **First**, five-year-old children have recognition memory and recall memory. Recognition memory in the younger child is typically demonstrated when the child uses visual and auditory prompts to recognize or check his/her perception. Recall memory requires the child to remember and retrieve information. The Kearney Curriculum has designed activities to teach recognition of risk by first presenting risk situations and then requiring the use of recall to develop prevention skills. **Second**, five-year-old children have experience in knowing that they have to "rehearse" knowledge in order to remember it. That is, they repeat something out loud several times in order to remember it. Rehearsals of prevention skills (saying no, telling about inappropriate touch etc.) are built into the Curriculum. **Third**, five-year-olds often have difficulty putting two or three facts together. Although they may gain knowledge about child sexual abuse, they may not put together how they can take actions to prevent risk. Most kindergartners can

solve problems in which only two facts are necessary for the solution. Five-year-olds often forget a solution to a problem because they forget the basic elements of the problem. Working with this assumption, the Kearney Curriculum uses successive approximation techniques to present elements of problems and elements of solutions. It also uses paired association techniques to teach matching of problems to solutions. Fourth, anxiety and motivation play important parts in the child's ability to pay attention. If a child is anxious for any reason, he/she will be dis-tracted from learning. Therefore the Kearney Curriculum engages the children in familiar entertaining activities such as stories and music.

Motivation is also important in teaching "sensitive" subjects. The child must perceive that the information being shared is important and interesting enough to learn. To minimize any anxiety the children participate in puppet mini-plays. They are encouraged to exhibit as much playfulness as is necessary to aid them in learning about child sexual abuse. They are motivated to participate by the "fun" nature of the puppets in familiar stories. Fifth, the five-year-old child has difficulty with translating "make believe" into real situations and must be told of the

connections to real life. During the six weeks of the Kearney Curriculum children, are asked to compare the mini-plays to reality as they are learning. This provides an opportunity to rehearse, role-model, and personalize their learning experiences.

Learning Opportunities (Factor 2)

Learning is the process by which behavior or the potential for behavior is modified as a result of experience. Learning, according to learning theorists, occurs when new association's are formed through conditioning and observation. Four types of associations are most frequently cited in the literature (Crandall, 1960; Skinner, 1938, Skinner, 1953; Winterbottom, 1958).

1. association between external stimuli and overt responses, such as a child seeing a ball and bouncing it,

2. external stimuli and internal processes, such as when a child learns to associate the sounds of father's car with father coming home,

3. internal processes and overt responses such as when a child learns an association between a dog bounding toward her/him and moving to avoid getting knocked over, and

4. two ormore internal processes, such as thinking of Santa Claus and toys, family dinners and types of food.

Learning occurs from the first day of life and continues as long as the person has the capability and motivation to receive stimuli and to respond.

The most common categories of learning are conditioning and observational. Classical conditioning is seen as the most frequent and basic learning style of the young child. Classical conditioning in its simplest form occurs when an association exists between an external stimulus and a response, with no prior connection. An example would be covering one's eyes in bright light while the pupil reduces in size. In classical conditioning, what is learned is a desired, automatic "reflexive" response. Operant conditioning occurs when the association is between a stimulus and an overt response that is not a reflex. An example would be teaching a dog to give you its' paw. In this case, no known stimulus initially produces this response; it must be gradually developed by reinforcement. Observational learning occurs when a person or animal imitates responses perceived through observation. In children, observational learning has been studied by Bandura, who has found that subjects will mimic the behavior observed if the role model is perceived to be prestigious and has been rewarded. Observational learning can occur

13

without a child being primarily engaged in an activity if the rewards to the role model are perceived.

The basic conditions of learning for children are that they be motivated and rewarded for their behavior. The child must want to achieve a certain goal, and when he/she reaches the goal, there must be sufficient reward or reinforcement.

Motivation (Factor 3)

Motivation for children is said to begin with the basic biological drives to satisfy their hunger, thirst, and need for sleep (White, 1959). Thus, the child is motivated to seek satisfaction of these needs from his/her primary caretaker, who becomes a reward figure for the child. When the child is hungry, it cry's, gets picked up, and is fed and stops crying. The child is motivated to cry when hungry to satisfy a basic need. The primary caretaker, in feeding the crying child, has reinforced and rewarded the child's crying with food. Reinforcement is a critical element to learning that must be emphasized. Reinforcement is thought by many learning theorists to be the key to learning because it strengthens the association between a stimulus and a response and therefore increases the likelihood that the same response will be made each time the

14

stimulus is presented. In this example, the reinforcements are the food for the child and the cessation of crying for the primary caretaker.

The usage of what is learned, irrespective of style of expression, is another important dimension to understanding children and learning. The abilities to generalize and discriminate are also critical parts of learning. The principle of generalization states that when a response has been learned to one cue or stimulus, it is likely to occur with similar stimuli. That is, the greater the degree of similarity between two stimuli, the greater the likelihood that the response will occur. The child must also learn to discriminate between situations in order to choose the correct learned response. For example, when a child learns to talk, all animals may be called by the same name. The child ultimately will be corrected and told the correct name of the animals. Thus, the child learns to discriminate.

As the small child grows, the complexity of its ability to learn and organize what it has learned grows with it. R.M. Gagne, a learning theorist, proposed that learning is cumulative and that as the child grows it increases its' capability to learn on successively more complex levels. He

postulates that there are the following eight levels of
learning (Gagne, 1965):

1. signal learning: learned response to a signal as in
   classical conditioning,

2. stimulus response learning: learning a connection
   between a response and a discriminated stimulus,

3. chains: chains of two or more response connections,

4. verbal associations: learning chains that are verbal,

5. multiple discrimination: learned discrimination to
   differing stimuli,

6. concept learning: ordering of many stimuli to fit a
   class of responses,

7. principle learning: a chain of two or more concepts, and

8. problem solving: using concepts or principles to
   understand a problem and solve it.

Piaget and Teacher Methods (Factor 4)

J. Piaget defined the stage that five year olds are in
as Pre-operational wlith an Intutive substage. During this
stage the child still relies on sensory input (sight,
hearing, taste, touch, and smell) but is increasingly able
to use language to "construct" his/her world. Thought is
still egocentric with the child's point of view. (I, me)
being predominant. Time is mostly in the present. Relative

to the child's activities, rather than using logic, the pre-operational intuitive child reasons and explains events on the basis of intuition or hunches and how things look to him/her.

The educational implications for teachers and curriculum developers in terms of the "intuitive" child are as follows:

1. Focus learning from the child's point of view with familiarities.

2. Use practice to repeat experiences so that the child can learn at his/her own rate, through his/her own interests and senses.

3. The role of the teacher is facilitator of discoveries rather than dispenser of knowledge.

4. Experience is the learning mode, not insight.

What was capitalized on in terms of the intuitive child in the   Kearney Curriculum is the nature of the child's egocentrism.

The Intuitive Child:

1. believes that there are "helpers" in the world for only him/her,

2. believes that his/her feelings are special and important,

3 enjoys being assertive and saying "NO".

What are difficult for the pre-operational/intuitive child that we must teach through experience are:

1. understanding and remembering the rules of risk without over generalization,

2. the attributes of people who use bad touch but who seem to be liked by their significant family members and friends, and

3. the ways to "tell" so that the child can be understood (since the child may have difficulty expressing order of events and cause-and-effect in relationships).

Concepts in the Kearney Curriculum

The Kearney Curriculum was developed to emphasize four concepts related to Child Sexual abuse prevention. The curriculum concepts are Support Systems, Feelings, Touch Continuum, and Assertiveness. Support Systems deals with the child's knowledge and ability to identify community helpers to whom the child can turn with problems. For example, if a child becomes lost, he/she is taught how and from whom to seek help. The concept of Support Systems is taught to engender self-help skills involving how to get help from appropriate adults.

The concept of Feelings teaches children that feelings are real and a part of them just as are arms and legs. The children are taught through a series of activities that there are different kinds of feelings, both good and bad. All feelings help people to learn about themselves. For example, happiness is a feeling that one might have when feeling special. People whom one loves help one to feel safe and worthwhile. If a person really cares, he or she will always try to understand how another feels; that is why talking about feelings can make a person feel better.

The concept of Touch Continuum is to teach children that there are differences between good and bad touch, especially regarding private vs. non-private parts. In other words, Touch Continuum helps children to identify the difference between nurturant and exploitative touch.

The concept of Assertiveness teaches the children that they have the right and the ability to stand up and to defend themselves in unsafe situations. They are taught that they have the right to privacy, to trust their instincts where their safety is concerned, to say "No" to unwanted touch or affection, to refuse offers of gifts, to yell at or to run away from people who are touching them inappropriately, to ask for help, and to not keep secrets that make them feel uncomfortable.

The sequence of the four concepts was planned to build knowledge and skills from the most familiar concept of Support Systems to the more difficult skill of Assertiveness against exploitative touch. Support Systems begins the curriculum because it identifies supports within already-existing networks such as friends and family. Feelings is the second concept introduced in order to focus the child on positive feelings about his/her own self-worth. A high degree of self-esteem is necessary for a child to have the

confidence to confront any adult in an unsafe situation.
The third concept is the Touch Continuum which requires
understanding of feelings that make one uncomfortable, such
as being nervous, confused, or scared. Children must learn
to trust their feelings about situations such as child
sexual abuse in which a feeling may be the only indicator a
child has that "something is wrong".

The fourth and final concept is Assertiveness, in
which knowledge and skills from Support Systems, Feelings,
and Touch Continuum are necessary in order for the child to
say no to exploitative touch. In order for the child to say
NO and get appropriate help, the child must know how to
resist or avoid unsafe situations and be able to find the
right alternatives to change these situations. Taking this
step requires the understanding of Support Systems,
Feelings, and Touch Continuum.

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Goal 1: Description of the Kearney Curriculum: Theory and Practice

Theories of cognitive development which are related to this study have to do with the psychological processes and elements involved in cognition in the five-year-old kindergarten child. The word "cognition" refers to the interpretation of sensory events, their registration and efficient retrieval from memory, the ability to manipulate information such as images, symbols, and concepts, and the acquisition of knowledge. Stated less formally, this study is interested in the kindergartners cognition, in order to understand their perception when learning, their ability to recall information, and how they would solve problems. The Kearney Curriculum is based on the theory that a curriculum which teaches the knowledge and skill necessary to prevent child sexual abuse should be relevant and based on children's developmental readiness. Thus, the stories, puppets, and mini-plays are process-based learning methods. The skills taught about problem solving and taking action are as important as the conceptual knowledge that children acquire. The curriculum is designed first, to keep the children interested while they share an experience; second, to encourage independent learning so that the children learn to think rather than just memorize child sexual abuse facts;

and _third,_ to have behavioral objectives which are essential to working with the children's developmental readiness from a baseline knowledge perspective. The curriculum is meant to be positive and rewarding, an experience that gives the child the satisfaction of learning by discovery about him/herself.

The curriculum is designed to capitalize on the children's developmental readiness in that it spans the 4 to 6-year-olds characteristics to encompass all of the possible variances.

The most frequent characteristics cited in the literature which describe the 4 to 6 year old child are:

1. the child is in tune with nature, and loves excursions,
2. is very motor oriented, and cannot sit still for long,
3. has a wild, and expansive imagination,
4. loves his/her friends,
5. loves to sing,
6. may have fears of monsters and death, or may be moody,
7. has worries and frustrations, thus needs reassurance,
8. wants to do things correctly ,
9. has a sense of right and wrong,

10. may relate dramatic play to a practical reality,

11. may halve stress reactions.

The Three Stages of the Kearney Curriculum

The three stages of the Kearney Curriculum include first, a story time in which the teacher introduces the concept for the week (Support Systems, Feelings, Touch Continuum, Assertiveness). Second, the development of the puppets by the children, whereby they make puppets for each character in the story. And third, the actual socio-dramatic play that the children act out to tell the story to each other from a defined role.

Stage One: Introductory Stories

The first stage of the curriculum is the to use stories related to each concept to introduce each week's activities. The stories are used to introduce the concept because they offer an opportunity to bring the children together as a group for an enjoyable, relaxed, and teacher-animated session. A story is read out-loud to begin the children's experience of the concept in a dramatic way that allows them to see from the perspective of the characters and to express feelings about them. It allows them to see the similarities and differences between themselves and the characters in a safe way. The goals of the story introduction are to:

1. begin with a familiar experience,

2. help the children to develop a baseline vocabulary relative to the concepts of risk and prevention,

3. introduce the visual images necessary to foster imagination and the essential details of the concept,

4. expand the child's knowledge and skill with stories that can become models of reality,

5. allow the stories to introduce the socio-dramatic process so that the children begin developing the skills of recalling, and sequencing events, making spatial relationships, extending and clarifying language and using representation, and

6. allow the children to see the views from each others and the teacher's perspective.

Stage Two: Development of Puppets

The second stage of the curriculum is the development of the puppets and the acquainting of the children with their various roles. The use of the puppets to tell the story allows the child an opportunity at symbolic communication. This level of communication for the child can be either at the expressive or non-expressive level. It is the communication of both the thoughts and emotions which are being felt by the child at the time. The puppets become

the child and the role he/she is intending to play. Creating
the puppet should be a sensorial experience that allows
the child to

1. use his/her fine motor control,

2. play at discovering the puppets look and personality,

3. match the puppet to the character and the character to
   the child,

4. express the emotions of the puppet from the child's
   experience base,

5. take the symbolic parts of the story and make them a
   reality of looks, touches, smells, and sounds, and

6. communicate in a playful way.

   Learning through association with the puppets should
change behavior in two ways.

1. The child associates feelings with a described situation
   in a curriculum activity and learns the skill of
   telling feelings to a trusted friend,

2. The child associates touch in private places with a
   "risk" situation as he/she observes teachers and puppets
   acting, and may also learn assertiveness. In both
   situations, puppets and adults are perceived to be
   positive role models who encourage the correct options
   through positive reinforcement, such as praise, for an

action taken, e.g. telling, or saying NO. Observational learning will also take place as the child learns to imitate a response by watching a "prestigious" role model act out a correct response. Learning through conditioning and though observation are equally powerful.

In theory, combining stories, and puppet mini-plays should yield a higher gain in both knowledge and skills. Introductions to child sexual abuse are based first in stories and second in activities in which the five-year-old child can participate. According to Piaget (1965) five-year-olds are in a perceptual phase of cognitive development. They are very dependent on what they perceive to be true, as opposed to the words of adults. The puppet stories and mini-plays introduce the concepts of the curriculum to the children. Then they are taught the relationship between "make believe" characters and themselves. In this way they learn relevant, knowledge and skills.

Banduras' (1969) work on social learning and prestigious role models helps us to further understand the value of puppet mini-plays as an introduction to the issue of child sexual abuse. First, the puppets will respond to situations that the child can imitate. They will be role

models whom the children will see rewarded for a particular response to a situation. Second, from the perspective of classic learning theory we know that the characters in the puppet mini-plays can be distinct in terms of "good" and "bad" and therefore the child can easily evaluate them in the scenario. And third, children at this age must attend in order to learn and more often will attend to entertainment than to adults words.

Puppets are included in each activity in the Kearney Curriculum because it was shown in the Kearney (1986) study of preschool children that learning about child sexual abuse yields higher gains in knowledge and skill when activities include a puppet show. The puppets are a valuable teaching tool for the teacher and a means of safe interaction for the children. The puppets in the study were found to help maintain attention and to raise the children's awareness of child sexual abuse issues. Some teachers successfully referred to the puppets as real and reinforced the children's understanding by portraying situations which were progressively more and more realistic and relevant to them. By using the puppets as examples, teachers were able to modify the activities from abstract (feelings) to concrete (sensory). Using puppets reduces the complexity of

dimension for children who are not as language-focused as adults. Children at five years old focus best on single concepts which are easy to follow, such as the animation of puppets.

Puppets are expected to be an effective means for introducing child sexual abuse because these children are in the "Pre-operational" stage of development (Piaget, 1962). Beginning at this stage are systems of representation, such as language and its use in symbolic function. In the pre-operational stage, kindergarten children experience rapid development of imaginative play, and increases of deferred imitation. They also become "intuitive" in that they grow in the ability to think about such things as relationships (with family, strangers, helpers, teachers, numbers) and classifications (groups of feelings, actions). The child at this stage is still very motivated but now imitates life as he/ she can hear, smell, touch, and taste it. The child is working to assimilate and accommodate experiences both pleasurable and painful. Language becomes symbolic of learning as the child grows and learns to solve problems by verbalization of ideas and concepts. Imagination is a predominant mode for the kindergarten-age child, and according to Piaget, symbolic play allows the child to cope

with the increasing demands and expectations of
socialization by giving the child the opportunity to act out
conflicts with reality in a gratifying, non-stressful way.
The puppet mini-plays are an example of symbolic play in
which the child can safely participate and learn.

Stage Three: Socio-Dramatic Play

Socio-dramatic play is an essential element in the
curriculum because it provides the children with an
opportunity for practice. With practice they gain knowledge
about roles and skills that are essential in being able to
take action to prevent child sexual abuse.

Socio-dramatic play is a learning experience which
allows the children the opportunity to interact and develop
desired knowledge and skill. Socio-dramatic play relates to
all of the goals of this curriculum allowing the children
to:

1. expand his/her role from passive to active,

2. practice language that is assertive,

3. experiment, and draw conclusions,

4. practice decision-making,

5. integrate experiences and concepts from imaginative to
   real, and

6. expand on themes to promote generalization ability.

Socio-dramatic play also allows the child the opportunity to develop the social skill of acting out an experience in a non-threatening environment without the consequences of real situations. From a social-developmental perspective, the mini-plays with puppets allow the child to

1. learn about the risk and prevention of child sexual abuse in society today,

2. learn the concepts of individual sexual rights and the right to privacy,

3. increase the depths of his/her understanding about the roles of others (helpers, teachers, potential abusers),

4. share feelings and cooperate with others.

From the emotional perspective the socio-dramatic play opportunity is a learning experience that:

1. allows the child a safe opportunity to get to know him/herself,

2. develop a range of feelings, and

3. shows that adult judgments do not necessarily have to be correct, and should not interfere with one's own feelings.

From the physical perspective the socio dramatic play allows the child to:

1. explore his/her physical environment,

2. develop eye/hand coordination,

3. have a sense of spatial relations,

4. release emotional and body tension, and

5. solve problems through the actions of the puppet.

Five-year-olds are expected to have better reasoning abilities than younger children because they have had more life experiences. Solutions to problems will always be related to life experiences. If, for example, a child has had no experiences with being assertive, then the child will have no conceptual framework for understanding how to be assertive in threatening situations.

An example is if, a child believes that his or her parents are always going to protect her/him from bad people, it will be difficult to understand that some adults can cause him harm. It is important to use the puppets in a way that demonstrates "good and bad" so that the child can accept it.

A final consideration in teaching five-year old children is that they need to be encouraged to ask questions without fear of making mistakes. The puppets are part of the mini-play so that they can make mistakes for the children, who may have a fear of being wrong and therefore decide not to participate. In the mini-plays each child has a role.

The children's participation in the mini-plays is intended to capitalize on their intuition, egocentricity, and their developing empathy. Age four, according to Piaget, marks the beginning of the intuitive phase for the child. At this time, as the child begins to classify, quantify, and relate to objects. He/she solves problems by imitation and repetition. At four, the child cannot generalize from situation to situation and still responds by rote rather than by reasoning.

The four year-old-child is also one-dimensional in terms of focus. He/she sees the world as having one outcome per situation. This attention to the detail of one dimension inhibits the child's problem solving ability because the child cannot comprehend the consequences of interactions with others. Therefore the child must be taught in simple rather than complex terms about behavior. Children from ages four to seven are dependent upon adult role models to teach them by giving them simple solutions to situations e.g. "If this occurs, do that." The kindergarten aged child is just beginning to develop and use symbolic thought. This age group must be taught concepts that take into account the child's egocentrism and perception that events are irreversible.

In terms of empathy and understanding of feelings it has been found by Borke (1971) that young children can differentiate between pleasure and displeasure. This is, in fact, the first set of emotional responses that children develop. However, the younger the child is, the more likely the child will differentiate between emotions by pointing to a picture rather than by fully verbalizing a response. By age four-and-a-half children can understand and label the more discrete emotions of fear. The most difficult emotion for children of this age group to identify is anger (Borke, 1971).

The abilities and developing capabilities of the pre-operational child are encouraged by the puppets and plays. The attributes of the puppet characters closely parallel those of the five-year-old kindergarten children in terms of their selective attention to events that are animated and entertaining.

Summary

The Kearney Curriculum is based on theories about how young children develop and learn, and on pilot studies of curricula aimed at preventing child sexual abuse. It emphasizes that more prepared materials are necessary for teachers and that puppets have value as a learning tool. It also specifies learning objectives that require teachers and children to work together interactively to increase knowledge and skills.

Three elements of the Kearney Curriculum are critical. First, it includes as much interaction as possible to allow the children to be sensorily engaged while registering the information into long term memory. Second, the children are helped to be as free from anxiety about the issue as possible, to avoid distraction from learning. Teachers can deal with anxiety by talking with the children about their feelings and by teaching them the value of understanding their feelings. Third, many opportunities to review and rehearse the necessary information and skills are offered to reinforce the children's learning and aid their recall ability. This is critical to the child's use of assertiveness in potential abuse situations.

It is important with five-year-old kindergarten child to create a learning experience that is compatible with the comprehension level of the child; teaches problem-solving skills; increases the knowledge and experience of the child; works to change fixed beliefs; and allows the child to experience wrong answers as part of problem-solving.

CHAPTER III
METHODS AND PROCEDURE
Introduction

The study was designed to assess the differences between the Personal Safety Progam and the Keaney Curriculum to determine which educational approach would better increase children's knowledge of the risk of child sexual abuse and build skills that will serve them in preventing child sexual abuse. The study was designed to specifically determine the best sequence of activities in order to introduce knowledge and skills to prevent child sexual abuse.

The research hypothesis for the study is that children participating in the Kearney Curriculum will show a significant increase in their total knowledge and in their total skills of child sexual abuse prevention, especially as compared to the Personal Safety Program.

The operational definition of greater knowledge or skills is a significant difference in the means between post-program test scores.

The null hypothesis is that there will be no difference in the scores between the two post-program test means.

Research Approach

Three Kindergarten classes participated in their naturally assembled groups. In order to prevent experimental mortality or attrition a random sample of fifteen children were taken at the end of the program and considered the subjects in the study.

In a traditional experimental design, subjects are randomly assigned to treatment groups. Random assignment in this case was not possible. However, class assignments to the treatment groups were randomly made, and the children with in each class were randomly chosen to be in either a control or post-test condition.

A toss of coins determined which class would participate in the Personal Safety Program, and which would participate in the Kearney Curriculum. The third class became the control group.

The classes of experimental subjects were taught, over a five week period, the knowledge and skills needed to prevent child sexual abuse, using either the Personal Safety Program or the Kearney Curriculum. After the children were exposed to the three conditions they were interviewed as they viewed a video tape of vignettes which portrayed potential risk situations of child sexual abuse. All control

subjects then participated in the Kearney Curriculum to mitigate the potential damaging effect of introducing sensitive material to children and then withholding prevention information.

The design is represented by this scheme and the groups were numbered for identification purposes. The design used in this study is quasi-expernental since random assignment of subjects to the treatment group was not possible.

	Total
	15 subjects
	15 subjects
	15 subjects
Total	45 subjects

Scores from each test condition served as the dependent variable. The independent variable is the experimental condition with three levels.

Internal Validity Issues

Campbell and Stanley (1963) identify eight threats to the internal validity of such a quasi-experimented design. If the threats are uncontrolled, the change in the dependent variable may be difficult to attribute to the manipulation of the independent variable. In this study the eight threats which apply are defined (Hambleton, Swamnathan and Cook, 1978) and were controlled where possible in the following ways:

History

History refers to events occurring during the experiment,
that are not part of the treatment, which may explain the
differences observed. These events may occur simultaneously
during the period in which the treatment is introduced.
Although history effects can never be ruled out, it is
became less of a factor in this study for three reasons.
First, the duration of the program was only five weeks.
Second, parents were asked to eliminate television viewing
that dealt with the issue of child sexual abuse. Third, no
children in protective custody were included in the study.

Maturation

Maturation refers to changes in biological and
psychological states that occur within the respondents
temporally. With the passage of time, the students will grow
older , will become more mature, and as a result may perform
better without the treatment being responsible for the
change. The effects of maturation were minimized by limiting
the duration of the study to five weeks.

Testing

The effects of testing on validity may be seen when
scores on achievement and intelligence tests are known to
improve merely as a result of students taking a test a

second time. Several explanations have been advanced for such changes in test scores, e.g. improving because of adjustment to the test situation, or becoming more familiar with the test. To avoid the effect of one test upon subsequent administration of the same test, children were only post tested.

Instrumentation

Instrumentation refers to the source of invalidity that is the result of the changes in calibration of a measuring instrument, or the changes in the observers or raters obtaining measurements. Such changes may be the result of using mechanical measuring instruments or of obtaining observations by employing judges, raters, observers or interviewers . These human observers could become more experienced between the pre-treatment and the post-treatment observations or be affected by psychological or physical factors. such as anxiety or fatigue, and consequently might produce changes that may be attributed to the treatment.

This threat to validity was avoided by testing the children under only one condition (post-test) using only one interviewer. Coder reliability was assured by constant and consistent reliability checks. Reliability was established at a .90 concordance ratio.

Statistical Regression

Statistical regression refers to the movement of the scores of students towards the mean of the group and can be expected to occur whenever students are selected on the basis of extreme scores. Since children were not selected on the basis of their scores on a test, or matched, regression can be ruled out as a factor.

Selection Bias

Selection bias refers to identification of comparison groups in other than a random manner. Subjects within each treatment group consisted of children who had been assigned to classrooms at the beginning of the school year. To reduce selection bias, subjects in each treatment group were randomly assigned to either Personal Safety, Kearney, or control.

Experimental Mortality

Experimental mortality refers to a change of composition in either the experimental or control group. A change in composition due to subjects choosing to drop out may lead to erroneous conclusions about the effectiveness of any program. Loss of subjects from a comparison group due to non-random reasons was not controllable; however, no subjects were lost in this study.

Selection / Maturation Interaction

Selection and Maturation interaction occur whenever either experimental or control groups are not formed randomly. This selection may interact with other sources of invalidity - history, maturation, instrumentation, testing, regression, and mortality to produce differential effects in the experimental and control groups. The passage of time may have affected one group more than another. This may have occurred due to teacher differences which may have increased the overall competence of one group over another. At the curriculum level, teachers were trained in a consistent manner; however, there may have been variability between experimental groups in terms of timing, technique, and delivery of curriculum objectives. This may limit the generalization of the data relative to program formats.

External Validity Issues

The following four threats to the external validity (Hambleton et al, 1978) were examined in the course of the research as part of the piloting of the instrument.

Reactive or Interactive Effects

Reactive or interactive effects occur when an experiment or study is being conducted and the subjects' awareness of the study influences their reactions. This may

occur when experiments are conducted in unnatural or
artificial settings. In the case of this study the effect
could have occurred if the subjects were made aware of
the study during post-test interviews. In this study the
children were too young to be able to anticipate and react
as a result of post-testing. Furthermore, since the subjects
were post-tested without prior knowledge of other
childrens' test experiences it is unlikely a reactive or
interactive effect occurred.

Interaction Between Selection and Treatment

Interaction between selection and treatment is a threat
to external validity in that the findings may be generalized
only to the unique population from which the experimental
and control groups were chosen. In this study the population
was not unique; however, it did contain children who were
from dual language households, attended school in a city
with a mixed cultural background (Hispanic and White), and
were attending school in a neighborhoood with a low socio-
economic status.

Interaction Between Testing and Treatment

Interaction between testing and treatment refers to the
effect testing has on the ability to generalize findings. In
this case, testing does not interact with treatment because

the testing occurred in an educational setting where testing
is typical.

The test condition was very similar to how teachers
interact with the children on a daily basis, e.g. asking
questions and waiting for verbal responses, often to the
stimulus of pictures and video tapes.

Multiple Treatment Interference

Multiple treatment interference is likely to occur
whenever multiple treatments are given to the same
individuals, since the effect of prior treatment can never
be completely erased. This interference was not a problem
in this design since subjects received only one treatment
and were randomly assigned.

Summary: Research Assumptions and Limitations

Assumptions

The fundamental assumptions under which this research
is conducted is first, that focusing on kindergarten
children allows the targeting of high risk children. It is
assumed that younger childre would be less knowedgeable of
high risk sexual abuse situations. Secondly, that
kindergarteners, under the right educational conditions,
can learn sexual abuse prevention information (Lutter and
Overvold, 1984). Third, that the cognitive developmental
level of this age group is a necessary study to determine
the best teaching methods and curriculum content. And,
fourth, that the kindergarten teachers can be trained to be
both comfortable with the material and the curriculum.

Limitations

There are at least two limitations to the study. One is
inherent in the design which may have too strictly monitored
the childrens attention to curriculum tasks (drawings,
puppet making, and role play). This attention to task may
have constrained some of the childrens learning by limiting
their opportunities at more teacher directed discussion.
The emphasis may have been too much on finishing a task as
opposed to the process of deciding what to make or do and

with whom. The Kearney Curriculum is very teacher directed. The individual learning styles of children were not taken into consideration. Second, informal observations of the children suggest that the presence of adults (teachers and experimenter) limited the childrens creativity and verbal discussion because there was a definite sense of what was "correct". And third, the generalizability of the study may be limited by the dual language households and culture from which the children were selected.

Subjects

Subjects: In order to assess the differences between the two curricula (Personal Safety Program vs Kearney Curriculum) 45 kindergarten children in the Holyoke School System participated. The children were taken from three classrooms, attending the morning session of Kindergarten.

The subjects ranged in age from five years six months to six years and three months. The children were from backgrounds where English was their language in academic situations. They had attended kindergarten for eight months. No children who were in protective custody were asked to participate.

The children who participated in the study did so in their classrooms at the Lawrence Street Elementary School. Two teachers and a teachers aid were present at all times.

The subjects were students assigned to three classrooms in the Lawrence school. The first classroom was treatment 1 (Kearney Curriculum). The second classroom was treatment 2 (Personal Safety Program). And the third classroom was treatment 3 (control group).

Protection

Each guardian or parent of each child subject signed a consent form. The form stated that participation was entirely voluntary and that subjects had the right to withdraw at any time. The consent form explained the research ethic that subjects anonymity would be maintained and all information on the data sheets would be kept confidential. Parents and teachers were informed about the researchers and teachers obligation to report any alleged abuse information that children might divulge during the study. Department of Social Services, Holyoke Massachusetts was identified as the agency to which information would be referred. A copy of the parental consent form may be found in Appendix A.

Research Setting

The subjects were post-tested by group in the library of the Lawrence Street School, Holyoke, Massachusetts. An aid from the classroom was present at all times during the interviews. The children sat facing the researcher with the aid seated behind and to the right of the children to prevent prompting of answers. Children were accompanied to and from the classroom by the aid.

Instrumentation

The post-test developed for use in this study was a 14 question interview that queried children as they watched a video tape of potential child sexual abuse situations. The instrument was developed for two reasons. First, there were no standardized instruments available. And second, testing the children in either role-played or real life assualt situations is too high an emotional risk.

The post-test was developed to measure the four concept areas taught by both curricula. The concepts are Support Systems, Feeling, Touch Continuum, and Assertiveness. The researcher developed the questions from the content of both curricula from facts presented in each concept area. The instrument was developed to be conducted as an open ended interview with young children who could not read or write. This instrument was used as the post-test for 45 subjects and is included in Appendix B.

Reliability of the instrument was established in the following manner. Three qualified professionals in the field of child sexual assault including the person who designed the Personal Safety Program reviewed the prototypes of the instrument and agreed that it was a valid instrument to measure the four concepts (Support Systems, Feelings,

Touch, and Assertiveness). Approval was based on their

rating of each question by concept as excellent. The rating

form may be found in Appendix C. Each interview was pilot

tested on 15 kindergarteners in the So. Hadley School

System. All participants in the pilot test had signed

consent forms from their parents. Fifteen children were

interviewed with an aid present using the 14 question

interview. After an hour of play time elapsed they were

interviewed again under the same conditions. Test-retest

reliability on the 14 questions was r=.89 (p< .01). Using

the 14 questions and the video tape the same procedure was

done. Test-retest reliability on the 14 questions was r=.91

(p< .01).

Training Procedures

Implementation of the Two Curricula:

Implementation of the Personal Safety Program.

The lessons were taught for five weeks on a daily basis. Each lesson was approximately 15 minutes long. The curriculum is a graduated curriculum which has activities with each module.

The four major concepts are sequenced in the following way:

1. Support Systems: knowing who to tell in a potentially dangerous situation

2. Feelings: the concepts and behaviors associated with emotions

3. Touch: the touch continuum e.g. that there are many kinds of touch and that instinct helps one to know the difference between nurturing touch and exploitive touch.

4. Assertiveness: the right to say no to someone who is scaring, harming, or hurting you even if it is someone you know.

Each day, at their discretion, the teacher choose an activity from the concept area and engaged the children in activity. At the end of each session the children were be encouraged to participate in discussion. The relationship to prevention was not necessarily stressed in discussion.

Implementation of the Kearney Curriculum

The Kearney Curriculum were taught every day for five weeks. The children were taught in their existing learning groups of five. The Kearney Curriculum lessons were taught in the exact sequence outlined in the curriculum material. The sequence was

1. Support Systems
2. Feelings
3. Touch Continuum
4. Assertiveness

Prior to the introduction of each concept the teacher reviewed the preparatory essay which describes each concept and its relationship to child sexual abuse. Each essay focused on how to teach and talk to children about child sexual abuse issues. Each concept was then introduced to the children as a weekly topic. Three teaching strategies were consistently employed:

1. telling a story to teach a prevention concept which includes illustrations
2. making puppets which the children can use to retell the story
3. organizing dramatic play activities which allow the children to role model and rehearse aspects of each concept.

Data Collection

	Post-Test	Video
	15 children	
	15 children	
	15 children	
Total	45 children	

Interviews carried out using both the questionnaire and the video were designed to assess the knowledge and skills acquired in the four conceptual areas. The interviews were designed to be used 3, 4 and 5 year old children. The interview strategy was piloted to make certain that

1. the language used was understandable to the children,

2. prompting was not necessary to insure responses,

3. the interview did not stress or fatigue the children,

4. that questions were mutually exclusive and objective to insure reliability, and

5. that what was tested was truly reflective of the competences in the educational approaches.

The questions were open ended to allow the children to establish the response format. A full summary of the interview and the response sets to the questions is included in Appendix B.

The interviewer was trained to ask the questions exactly as printed on the questionnaire with no prompts to the children. Questions were asked in the exact sequence listed. Response time for children to answer was 10 seconds. The question was repeated if the child indicated that they did not understand the question. After 10 seconds if no response was given and the child indicated he/she understood the question, the next question was asked.

Concept 1 Support Systems

1. What is the boy doing on the phone?

2. This girl is lost did she find a helping person?

3. What else could the lost girl do to get help?

4. Do you think the girl should tell her mommy about the man?

Concept 2 Feelings

1. Why do you think this girl is running and looking back?

2. This boy is being followed by a man in a car. What should he do?

3. Is this man in the picture safe?

4. This man wants to blow bubbles with the girl why did she run away?

Concept 3 Touch Continuum

Post test

1. Does the girl like being touched by this man?

2. Do you think the man should be asking the girl to lift up her shirt?

Concept 4 Assertiveness

Post test

1. This boy is being kissed and having his cheeks pinched should he do anything?

2. Do you think the girl should keep the mans secret?

3. Does the girl like being

touched by the man?

4. Do you think the girl

should tell her mommy

about the man?

Data Summary

First, each child's questionnaire or video answers

were compared to a response set and determined to be either

correct or incorrect. Two, post test coders were trained to

reach a concordance ratio of .90. Concordance was

established by subtractinag the number of disagreements from

the sum of agreements and dividing by the total possible

agreements. During the actual scoring of tests by coders,

reliability was checked by calculating concordance ratios.

Second, each correct response was assigned a number (1= not

correct and 2= corrrect). And third, a total score for each

concept by group (Control, Personal Safety, Kearney) was

calculated. Data Analysis: Multivariate statistical

analyses were performed on test scores obtained from the

three treatment groups (Kearney Curriculum, Personal Safety

Program, Control Group). Appendix D contains the raw scores

for each concept.

CHAPTER IV

RESULTS

Introduction

The research design was quasi-experimental with 45 subjects in three experimental groups (Control, Personal Safety Program, Kearney Curriculum). The forty-five children were post-tested after viewing a video tape of the vignettes related to child sexual abuse prevention. The data were analyzed using Multivariate Analysis of Variance. The two hypotheses that were tested were:

1. Participating in the Kearney Curriculum will result in an increase in the children's total knowledge for the concept Support Systems, Feelings, Touch, and Assertiveness.

2. Participating in the Kearney Curriculum will result in an increase in the children's total skills gain in the concepts Support Systems Feelings, Touch, and Assertiveness.

Concept 1 Support Systems

The descriptive statistics for Concept 1 are found in Table 1. With regard to the first concept the results show that those children who participated in the Kearney Curriculum showed a higher mean score than those in the Personal Safety Program and the control group. The analysis of variance indicated that the three groups means were significantly different F (2,42) =3.11, P < .05. However, since the mean for the Kearney Curriculum was not significantly higher than for the Personal Safety Program. The Kearney Curriculum and the Personal Safety Program appear to be equally effective.

Concept 1 Support Systems

Figure.1

Table 1

Descriptive Statistics for Concept 1 SUPPORT SYSTEMS for the
treatment groups Control, Kearney and Personal Safety

Group	N	Mean
CONTROL	15	9.0
PERSONAL SAFETY	15	14.0
KEARNEY	15	15.0

==

Table 2

Anova Table for Concept 1 *

Source of Variation	Degree of Freedom	Sum of Squares	Mean of Squares	F
Groups	2	20.13	10.07	3.11*
Within	42	135.87	3.23	

* $p < .05$

60

Concept 2 Feelings

The descriptive statistics for Concept 2 for the
treatment groups are found in Table 2. The means for the
children participating in the Kearney Curriculum differed
significantly from the Personal Safety Program. The Kearney
Curriculum mean did not differ significantly from the
Control Group. $F (2,42) = 24.41$ $P<.001$. Therefore, the
amount of information learned with intervention did not
differ significantly from the amount learned by subjects
without intervention.

Table 3

Descriptive Statistics for Concept 2, FEELINGS for the
treatment groups Control, Kearney and Personal Safety

Group	N	Mean
CONTROL	15	8.0
PERSONAL SAFETY	15	10.0
KEARNEY	15	13.0

Table 4

Anova Table for Concept 2

Source of Variation	Degree of Freedom	Sum of Squares	Mean of Squares	F
Groups	2	165.51	82.75	
				24.41
Within	42	142.40	3.39	

* P<.001

Concept 3 Touch

The descriptive statistics for Concept 3 Touch for the treatment groups are found in Table 3. There was a significant difference among the three groups $F_{(2,42)} = 5.6$ $P < .01$. The Kearney Curriculum subjects learned more about Touch than the Personal Safety and Control Groups. Therefore, Kearney subjects learned more about good versus bad touch and its relationship to child sexual abuse prevention.
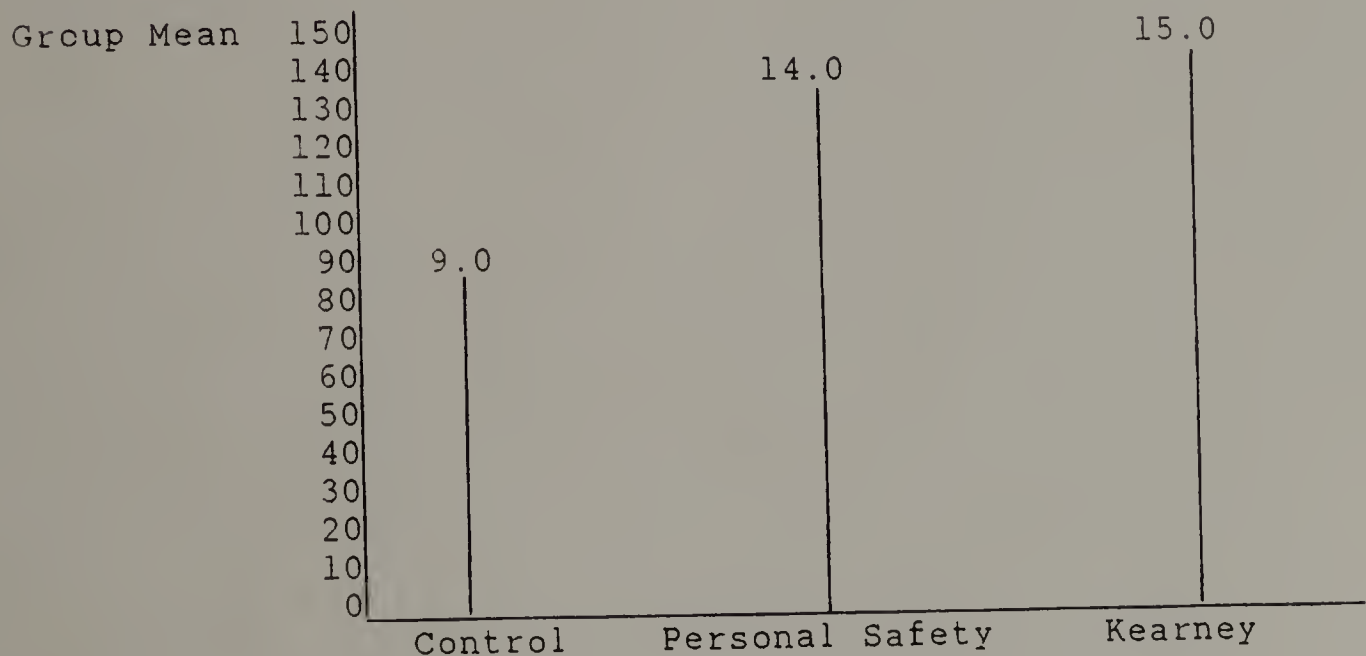
Concept 3 Touch
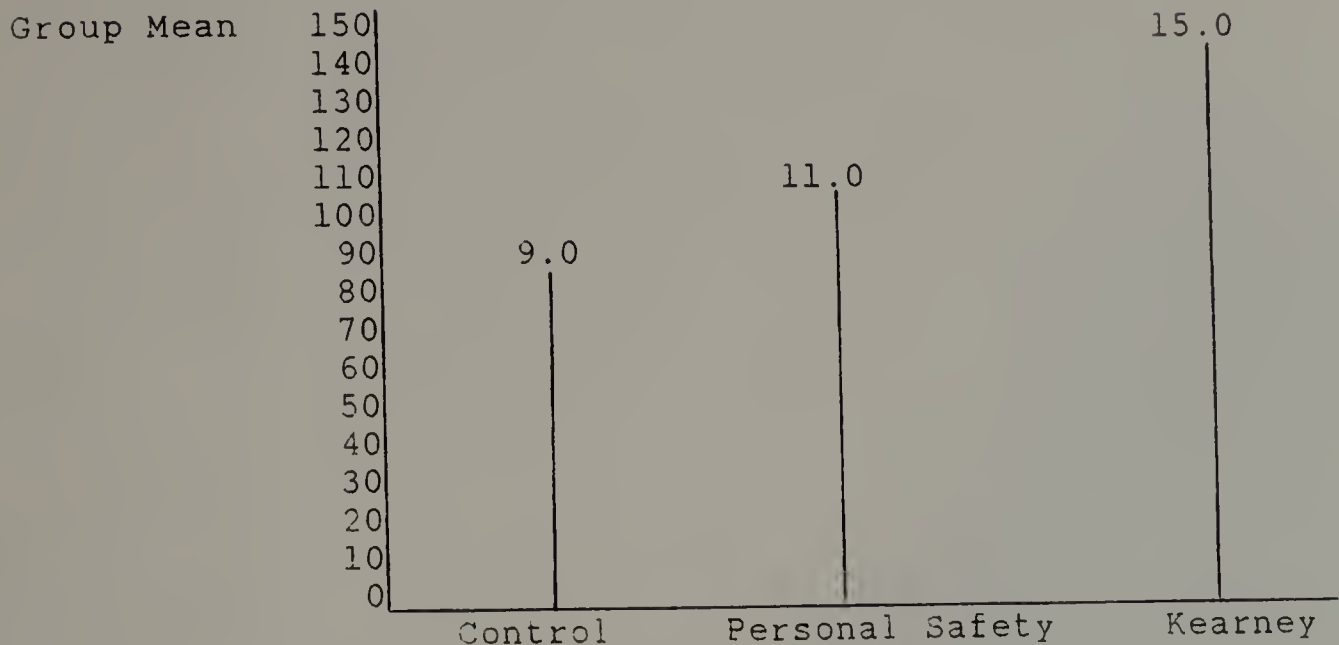
Figure.3

Table 5

Descriptive Statistics for Concept 3 TOUCH CONTINUM
for the treatment groups Control, Kearney and Personal
Safety

Group	N	Mean	SD
CONTROL	15	9.0	
PERSONAL SAFETY	15	11.0	
KEARNEY	15	15.0	

===

Table 6

Anova Table for Concept 3

Source of Variation	Degree of Freedom	Sum of Squares	Mean of Squares	F*
Groups	2	19.20	9.6	5.6
Within	42	72.00	1.71	

===

* P<.01

64

Concept 4 Assertiveness

The descriptive statistics for Concept 4 Assertiveness for the treatment groups are found in Table 4. The overall differences between subjects mean scores was significant. $F(2,42) = 10.62$ $P<.01$. In other words, subjects who participated in the Kearney Curriculum learned more about child sexual abuse prevention than those who did not since the Kearney Curriculum had the highest mean.

Concept 4 Assertiveness

Group Mean

```
150
140                                                         1.40
130
120
110
100                          1.00
 90
 80
 70
 60
 50    .50
 40
 30
 20
 10
  0
      Control        Personal Safety              Kearney
```

Figure.4

65
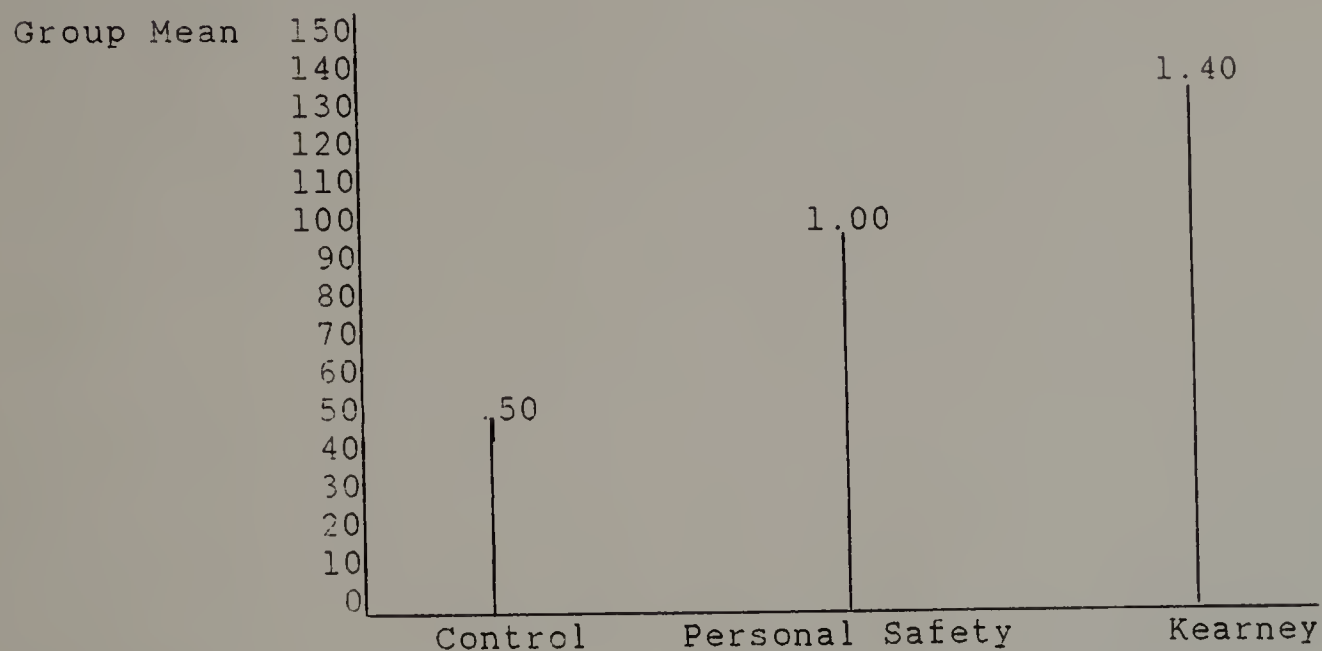
Table 7

Descriptive Statistics for Concept 4 ASSERTIVENESS
for the treatment groups Control, Kearney and Personal
Safety

Group	N	Mean
CONTROL	15	.50
PERSONAL SAFETY	15	1.00
KEARNEY	15	1.40

==

Table 8

Anova Table for Concept 4

Source of Variation	Degree of Freedom	Sum of Squares	Mean of Squares	F*
Groups	2	124.97	62.48	10.62
Within	42	246.93	5.87	

==
* P<.01

Summary

A summary of the results is given in Table 5 for the
four concepts.

66

Summary

The results indicate knowledge gain in two concept areas Touch, and Assertiveness. No knowledge gain based on group was found in the concepts Support Systems or Feeling. The results support that notion that intensive and explicit educational approaches are necessary with the five year old age group. The Kearney Curriculum explicitely structured teaching objectives, teaching strategies, and materials provided daily sets of activities with measurable outcomes.

CHAPTER V

DISCUSSION AND CONCLUSION

Introduction

As the prevalence of child sexual abuse has been
increasingly documented a proliferation of educational
materials has been developed. However, evaluation of these
educational materials and approaches has been scant. The
first goal of this study was to develop a child sexual
abuse prevention curriculum specifically for five year old
children that provided teachers with a conceptual framework
and all of the support materials necessary for
implementation. The second goal was to determine which
educational approach (Personal Safety Program versus
Kearney Curriculum) was more effective with five-year-old
kindergarten children.

Overall Results

The results of this study show that the Kearney
Curriculum was not more effective than the Personal Safety
Program at increasing knowledge in the concept areas of
Support Systems (getting help from others than the
  Personal Safety Program) or Feelings. Kearney Curriculum
participants did show significant improvement in their

knowledge or skill at the concepts of the Touch Continuum (Private versus Non-Private Parts), and Assertiveness.

<center>Interpretation of Results</center>

Concept 1: Support Systems

The expectation that knowledge would be increased in the Support Systems concept was not fulfilled. This may have occurred because the learning activities in both the Kearney Curriculum and the Personal Safety Program were familiar and provided similar activities in which the children could easily engage.

Apparently the similarities in the story and activities part of the Kearney Curriculum taught the same skills necessary to understand support systems. Three attributes appear in both curricula which contribute to the children's ability to learn and act on the concept of Support Systems. The three attributes are:

1. clear definitions of helping people,

2. child role models with which the participants could identify, and

3. frequent rehearsals of the concept.

Clear definitions of helping people were found in the story of Steven and Jessica (Kearney Curriculum) and George and Martha (Personal Safety Program) which identified and

<center>69</center>

illustrated how a friend and his or her mother can help a victim of child sexual abuse. Child role models with whom children could identify were found in the story of Steven and Jessica, and George and Martha who were age appropriate in language, looks, and the play activities in which they engaged. Frequent rehearsal of the concept was accomplished by similar activities (Kearney Curriculum and the Personal Safety Program) in which the children received reinforcing feedback. Following the stories of Steven and Jessica, and George and Martha the children were asked in class to identify all of their helping people and at home have their parents confirm their choices. This task was both motivating and rewarding for the children and their parents since it engaged each child and his or her parent in a meaningful protection activity. The Kearney Curriculum had two additional rehearsal activities. First a rehearsal activity having children make puppets of people from their helper list. And second a rehearsal having the children role play being a child in need and a helping person. Despite these additional activities Kearney participants did not do significantly better than the Personal Safety Program.

Concept 2: Feelings

The expectation that knowledge would be increased in the Feelings concept was not fulfilled. This may have occurred because the Kearney Curriculum and the control group focused the children on themselves as very special feeling people. This is a typically taught concept for the five year old age group. This focus was appropriate given their egocentrism (Piaget, 1965). Learning activities which focused on feelings were important in the Kearney curriculum because mastery of feelings is essential to overcoming the anxiety associated with being a victim of child sexual abuse. Understanding feelings, particularly those which make a child "uncomfortable" are a necessary precursor to prevention skills.

Elements of the Kearney Curriculum which supported the likelihood of the children learning about feelings were developmentally appropriate but may need to be more specifically related to child sexual abuse prevention.

1. The story and role play activities gave the children opportunities to use their matching skills with identifiable models (funny faces to happy feelings) (Broadhurst, 1977).

2. The concept of feelings was made very concrete by the use of many examples using puppets to express

71

feelings as they related to the sensory/motor
activities (Fay, 1978). For example, the teachers
and children worked with puppets showing how
feelings and actions are linked (happy puppet
dancing, happy puppet eating popcorn, happy puppet
hearing music, sad puppet when their is no other
puppet with whom to play, mad puppet when toy is
taken).

3. The children's own expressive abilities and range
   made teaching feelings a natural learning
   experience for the children. The children like to
   rehearse and animate their own thoughts as well as
   acting through the puppets animation.

4. Piaget's work (1965) also suggests that the
   puppets may have been effective as a mechanism for
   learning about feelings because the children could
   interact with an "inanimate other" to practice and
   thereby develop intellectually.

In general, the children seemed to enjoy the feeling
activities but they may need to explicitly involve the
children in "correct" choices. For example when the
children were painting feelings of themselves and each other
what they painted did not necessarily have to be

representative or realistic to be meaningful to each
individual child. In the case of feelings, a child or an
adult is never wrong because one's feelings are one's own.
However, the uncomfortable and anxious feelings which
accompany potentially abusive situations may have to be more
explicitly reviewed and rehearsed.

Concept 3: Touch Continuum

Participants showed a significant improvement in their
knowledge or skill at understanding the concept of the Touch
Continuum (Good versus Bad Touch). This result may have
occurred for several reasons. First, the teachers were well
trained, and felt at ease with the topic. Second, the focus
of the Kearney Curriculum was to illustrate for the children
in a very positive way that their bodies were special and
belonged only to them. The Kearney Curriculum did focus
repeatedly enough on the essential link between private
parts and the child's right to say NO to some touches.
Therefore, the children understood the concept because the
curriculum was explicit enough in its' activities for them
to clearly learn the good versus bad touch difference of
someone touching their private parts.

In reviewing the Touch Continuum curriculum several
strengths appear to have encouraged learning. First, timing

and expectation were appropriate. Teachers at the fourth week in the curriculum were beginning skill building from an established knowledge base. Week 1, 2, and 3 had topics more familiar to the children (Support Systems, Feelings, and My Body) that were meant to introduce the more sensitive topics: Touch Continuum (good touch versus bad touch) and Assertiveness (saying no to touch that you do not like). The knowledge base appears to have been sufficient to build skills. Further, teaching the topic of the Touch Continuum, given the playful nature of the support materials, was intriguing for the children who rehearsed skills (Allen and Wright, 1987). For example, blow-up punching dolls of Fred Flintstone and Yogi Bear were used to demonstrate good and bad touch on Fred's and Yogi's private parts. Using Fred and Yogi may have worked because they may bear a close enough relationship to the children's understanding of their bodies and private parts. Additionally, we learned that using Fred and Yogi in the previous Week (3) as a drawing site to show private body parts was fun because they bounced when they were touched.

The children, enjoyed doing messy drawings on Fred and Yogi, and it was a skill building experience.

A second strength in the teaching of the Touch
Continuum curriculum was the story and coloring pages chosen
for this concept. To maintain simplicity one picture
explaining where private parts were was used to begin the
coloring activities. Of 19 coloring pages 6 showed boys, of
the pictures were of good touch, 4 were of bad touch and 3
of the pictures focused on the skill of saying NO to the
touching of private parts. In these pictures the learning
opportunities were biased in favor of good touch. To
positively reinforce good. The array of pictures that the
children were asked to color reinforced the concept of good
touch.

A third strength in the teaching strategy for this
concept was timing. It was expected that the children would
have accumulated enough facts to generalize their knowledge
into beginning prevention skills. At this point in the
curriculum the children were expected to begin to understand
the relationship between support systems (getting help),
their feelings (particularly feelings that make you
uncomfortable) and the private parts of their bodies.
Language and role play encouraged the cumulative effect of
knowledge from generalizing into skills could be used for
two reasons. First, the language used was age appropriate
and the children's language ability was adequate to

respond to the test questions in a verbally correct manner.
This ability may be due to frequent rehearsals in Week 4 of
the curriculum. Second, the role play part of the sequence
was fun and made the children comfortable because it asked
them to demonstrate bad touch. The concept of good and bad
touch was simplified by the teachers using acceptably
explicit activities. The concept was presented with much
frivolity with Fred and Yogi, the puppets and the girl in
the coloring pictures all seeming so happy with good touch.
This fourth week of activities which focused on Touch and
saying NO gave the children many trials at identifying good
versus bad touch and developed their skill of identifying
touch. The results showed that a knowledge and skill gain
occurred. Both Gagne's (1965) and Piaget's (1952) research
suggest that significant changes would occur. Because the
basic conditions of learning existed (motivation, reward,
and reinforcement). Vygotsky (1978) would argue that the
peer interactions that occurred during the puppet and role
play activities would encourage skill building as the
children receive peer feedback about the correct or
incorrect choices they made in getting help from identified
support systems. And finally, knowledge and skill gain
occurred because all of the significant helpers in the

child's life agree and reinforce the notion that getting help is a good thing to do.

Concept 4: Assertiveness

The Kearney Curriculum participants showed a significant improvement in their skill at being Assertive. This is the most important skill for the children to learn in order to prevent child sexual abuse. The significant gain probably occurred for the following reasons. First, there were frequent identifiable role models for the children to imitate (Bandura, 1977). The models of assertiveness were active and multi-dimensional e.g. pictures in a story, pictures to color, and puppets that were actively used to demonstrate the child puppeteer's assertiveness. Second, the bad touches that were illustrated in this concept section were closely aligned with the danger of child sexual abuse.

For example, the story and the illustrations for the children to color show children in uncomfortable but not dangerous situations (resisting being kissed, patted on the bottom, or being picked up). The pictures further illustrate the child squirming away and frequently saying no or telling a support person. Third, the sequence of the activities and the combining of all the concepts into one

77

skill of "ASSERTIVENESS" have succeeded. The objective in this concept was to promote learning through a cumulative effect of all the concepts. The sequencing of knowledge first, then skills, helps the children to understand how all of the concepts relate to the final and essential skill of being assertive on their own behalf. Further, the reason for their being assertive was obvious. Saying no and telling a support person about bad touch was rewarded with praise by significant others (teachers, parents, and peers) and the child's understanding of being correct. Fourth, the cognitive competence of the group made overall scores significant as their basic skills at listening and generalization promoted learning (Piaget, 1952).

The testing of this concept (assertiveness) required the most cognitive skill; watching and listening to a scene and solving a problem whose answer required a reason in order to be correct. For example, the children were asked to listen to a boy talking to a stranger on the phone, and to decide if the boy should be talking on the phone and whether what he said was right or wrong.

There were frequent practices for the children to learn to say no or to get help in the final week. It may also be that the week lag between when the children learned

the concept and when they were tested was just long enough

for long-term memory to maintain the skill (Spivack et al,

1976). This indicates that for those children who did answer

correctly, they in fact did acquire the necessary skill and

had the ability to be articulate in their reasoning.

Comparison of the Kearney Curriculum to the Personal Safety Program

A goal of this study was to compare the newly

developed Kearney Curriculum with the Personal Safety

Project Curriculum. The research intent was to determine

if more learning would occur if explicit activities and

support materials were integrated into the same four concept

areas. The overall data from each concept support the

expectation that the Kearney Curriculum provides a stronger

curriculum than the Personal Safety Project.

There are several reasons why the Kearney Curriculum

teaches more about child sexual abuse prevention. First, the

Kearney Curriculum was specifically developed for the five

year old age group. The Personal Safety Program was

developed for ages 3 through 10 years. Therefore, when

comparing the activities and teacher direction between the

two curricula, one finds that the Kearney Curriculum

explicitly directs the teacher, based on the developmental

readiness of five year olds while the Personal Safety

Program leaves implementation of activities to the

discretion of the teacher. What occurred with the Personal

Safety Program in this study was that the teachers using

it focused on awareness of the issues more frequently than

 on actual skill building.

A second area of difference between the curricula was

the intensity of reinforcing opportunity, and the

consistency and frequency of activities. In the Kearney

Curriculum, for each concept the weekly routine was the

same. Each concept was introduced by a story and

subsequent activities (days 1 and 2) followed by puppet

development to encourage imagination and then realistic

interactions with peers (days 3 and 4), and finally ended

with role play activities (day 5) to encourage further

imitation of correct role models. In the Personal Safety

Curriculum, activities had no clear day to day relationship

to each other nor was there a predictable building of

concepts week to week.

A third area of difference between the curricula was

the dependence on teachers to create both a classroom

environment and support materials that would be conducive to

the children's learning styles. The Personal Safety

Program relied on teachers to develop activities from the

guide. The Kearney Curriculum provided bulletin board ideas, stories to be read, toys to be integrated into play activities, all of the materials from which to make the puppets, and tapes and records for the children to listen to during play activities.

Finally, the major difference between the two curricula which influenced the results was the variability of teacher preparedness and implementation. Teachers in the Kearney Curriculum received daily feedback about the implementation of the curriculum while teachers in the Personal Safety Program received only one day of training about child sexual abuse and its prevention. Teachers in the Kearney Curriculum were expected to continually review and rehearse knowledge and skills, to act as role models, and to personalize the experiences for the children. Teachers in the Personal Safety Project were not given explicit instructions as to their reinforcing roles while teaching.

Limitations

There are two limitations of the study which may have influenced the findings . First, although the children were English speaking in their academic setting they were growing

up in dual language households and in a dual culture. As

a result, some of the activities and skills the children

were expected to engage in and practice may not be realistic

in their culture (Vygotsky, 1978). For example, many of the

children _understood_ their right not to be kissed, pinched,

or picked up by grandparents, aunts, or uncles but whether

they would really feel comfortable enough and be able _to_

say _"no"_ is not well understood from the data. It may be

that the concept of Assertiveness was well taught but so

culturally adverse as to be ineffective in real life.

A second limitation to the study may have been the

teachers not knowing the extent of the baseline knowledge of

the children, thereby limiting their own opportunities to

accommodate low or high ability children. Therefore, the

interpretation of the results is limited to changes of

statistical significance rather than to understanding the

real range of improvement for each individual.

Future Research

One goal for future research would be to determine

what factors in each rehearsal influence the children's

transfer of knowledge into prevention skills. In this study,

skills were more essential than facts for making correct choices. Increasing children's knowledge and skill in the concept of Assertiveness is essential to the success of the curriculum and the prevention of abuse. It appears that changes need to be made to the structure of the activities in order to more explicitly stress the integration of the fact concepts (Support Systems, Feelings, Touch Continuum) with the outcome skill concept Assertiveness in saying no or informing a support person. It may be that assertiveness needs to be a theme associated with each of the factual concepts throughout weeks 1 to 5. By integrating the concepts more deliberately, the necessary skill building may occur more naturally.

A second goal for future research is to refine the questionnaire to establish the baseline of the children's knowledge and skill. Pre-test data could use to modify the curriculum to accommodate both high and low ability children. For the high-ability children activities could be made more challenging to prevent boredom. For the low ability children tasks could be made more discrete to teach the skills of assertiveness.

A third goal for future research is to include more visually compelling movies and documentaries to reinforce

the concepts. Films should show 1). children displaying knowledge of child sexual abuse prevention, 2). demonstrating appropriate prevention skills and 3). show more effective role models than do the cartoon like drawings used to illustrate the concepts.

Summary

The most important finding of the present research is that the concept of assertiveness is well understood by the children. However, the work to improve the Kearney Curriculum must continue in order to insure that this critical skill is generalized to many situations. Child sexual abuse crimes continue to increase. 500,000 cases were reported. Yet prevention skills do not seem to be lowering the incidence of abuse. Assertiveness is the key to lowering the incidence of abuse. Children may know how to say no but they may not be assertive enough to ward off the inappropriate behavior of stronger, more powerful adults.

APPENDICES

Research Guidelines

The American Association's Ethical Principles in the conduct of research will be consistently followed:

All of the subjects are assured the right to privacy and non-participation.
No unnecessary data will be gathered.
Direct consent and that of consenting parents is requested.
The right to remain anonymous is assured.
The right to confidentiality is assured.
The right to human dignity is assured.

PARENT PERMISSION FORM

I understand that my child will participate in the Personal Safety Program. He/she will be taught the activities in the Personal Safety Curriculum in his/her classroom. He/she will also see the puppet production, "What Should I Do?"

As part of this prevention effort, I understand that my child will participate in three brief interviews with an evaluator and a member of the pre-school staff. The purpose of the interviews is to determine what information on personal safety my child has prior to the program (Interview 1), what my child learns from the curriculum (Interview 2), and what my child learns from the puppet production (Interview 3). I understand that the purpose of the evaluation is to make certain that the curriculum and puppet production are teaching the important messages of the Personal Safety Program.

I understand that the results of the evaluation will be shared with me upon the completion of this program.

DATE_____

PARENT(S) SIGNATURE_____

This program is sponsored by the Department of Social Services, Holyoke Area Office, in cooperation with the Personal Safety Program, Hadley, MA. Support for the puppet production performance is provided by the United Way.

Contact persons: Kathy McKean, Program Director, DSS, Holyoke, MA   536-4762
Geri Crisci, Director, Personal Safety Program, 586-3663

PERMISO DEL PARIENTE

Entiendo que mi hijo(a) va a participar en el programa Sobre
Seguridad Personal. A el o a ella le van a ensenar las
actividades del Programa Sobre Seguridad Personal en su
clase. Los objectivos de las actividades son los siguientes:

1. reconocer el sentirse incomodo/a al ser tocado/a
   como un posible d abuso
2. reconocer que su cuerpo es suyo y que ellos pueden
   decidir quien les toque y como
3. Saber salir de una situacion incomoda
4. Saber a quien ir si se sienten incomodos/as
5. Saber decirle a alguien lo que le ha pasado hasta
   que le ayuden
6. Saber decirle que "NO" al sentirse incomodo/a al ser
   tacado/a
7. reconocer el abuso sexual de ninos(as)

Como parte de este esfuerzo de prevencion, comprendo que mi
hijo(a) participara en dos entrevistas breves con un
evaluador entrenado y un miembro del sistema escolar. El
proposito de estas entrevistas es el de determinar lo que mi
hijo(a) ya sabia sobre su seguridad propia (entrevista 1) y
comparar esa informacion con la cantidad que aprendio despues
de haber participado en las actividades (entrevista 2).

Comprendo que el proposito de esta evaluacion es para
asegurat que las actividades ensenen los mensajes importantes
del programa Sobre Seguridad Personal.

Comprendo que los resultatdos de esta evaluacion seran
compartidos conmigo al terminar el programa.

Fecha_____ Firma del_____

Parente_____

Este programa es patrocinado por el Departmento de Servicios
Sociales, Holyoke, MA. En cooperacion con el Program Sobre
Seguridad Personal, Hadley, MA.

Personas de contacto: Kathy McKean, Directora del Programa
DSS, Holyoke, MA   536-4762
Geri Crisci, Directora del Programa Sobre Segurida Personal,
Hadley, MA 586-3663

HAGAME EL FAVOR DE VOLVER ESTE PERMISO MANANA.   GRACIAS

Appendix B

<u>Response</u> <u>Set</u> <u>Correct</u> <u>Only</u>

Concept 1 Support System

1. What is the boy doing on the phone?

   Talking to a stranger, he should hang up?

2. This girl is lost. Did she find a helping person?

   Yes, he is a policemen in uniform.

3. What else could the girl do to get help?

   Yell help, call on the phone, go to a policeman, run

   home.

4. Do you think the girl should tell her mommy about the

   man.

   Yes, he shouldn't touch her.

Concept 2 Feelings

1. Why do you think this girl is running and looking back?

   She is running home, a bad person is following her, a

   stranger wants her. She is scared.

2. The boy is being followed by a man in a car what should

   he do? Run away, tell his mom or dad, get the police.

3. Is the man is this picture safe?

   You can not tell if a person is safe by how they look.

4. This man wants to blow bubbles with the little girl.

   Why? Did she run away? Stranger, mean, bad touch.

Concept 3 Touch

1. Does the girl like being touched by this man?

   No, bad person.

2. Do you think the man should be asking the girl to lift up

   her shirt? No private parts.

Concept 4 Assertiveness

1. This boy is being kissed ands having his cheeks pinched.

   Should he do anything? Say no. Tell his mom, dad.

2. Do you think the girl should keep the man's secret?

   No, tell mom, dad, police.

3. Does the girl like being touch by this man?

   No, tell mom, dad.

4. Do you think the girl should tell her mommy about the

   man?

   Yes.

APPENDIX C

Content Validity Rating Form

     The enclosed questions will be used to study two child
sexual abuse prevention programs for 5 year old children.
Your input is needed to answer the following questions. Do
the questions adequately measure the concepts outlined
below? Please evaluate the quiz in the terms of the 4
areas.

1. Concept I - Support Systems

	Test		Post-Test

Questions 1, 2, 3, 4   Questions 1, 2, 3, 4

Excellent _____   Excellent _____
Good   _____   Good   _____
Fair   _____   Fair   _____
Poor   _____   Poor   _____

2. Concept II - Feelings

	Test		Post-Test

Questions 1, 2, 3, 4   Questions 1, 2, 3, 4,

Excellent _____   Excellent _____
Good   _____   Good   _____
Fair   _____   Fair   _____
Poor   _____   Poor   _____

3. Concept III - Touch

Test

Questions 1, 2

Excellent _____
Good _____
Fair _____
Poor _____

Post-Test

Questions 1, 2

Excellent _____
Good _____
Fair _____
Poor _____

4. Concept IV - Assertiveness

Test
Questions 1, 2, 3, 4

Excellent _____
Good _____
Fair _____
Poor _____

Post-Test
Questions 1, 2, 3, 4

Excellent _____
Good _____
Fair _____
Poor _____

CODERS SUMMARY

1 = W   4 = C

Concept 1, 2, 4

```
1W  +  4C  =  16
2W  +  3C  =  13
2W  +  2C  =  10
4W  +  OC  =   4
```

1 = W   8 = C

Concept 3

```
OW  +  2C  =  16
1W  +  1C  =   9
2W  +  OC  =   2
```

92

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