Child Sexual Abuse Prevention

INSTRUCTIONAL MATERIALS REVIEW

RELEVANT STRATEGIES, LLC

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1 Introduction

1.1 Executive Summary

The Washington State Legislature recognizes that every child should experience emotional and physical development that is free from abuse and neglect. In 2018, the legislature passed SHB 1539 commonly known as "Erin's Law", which provides modifications to the Coordinated Primary Prevention Program for Child Abuse and Neglect (RCW 28.A.300.160). It adds provisions to address prevention of sexual abuse of students in grades K-12. It requires OSPI to:

1. Review existing curricula relating to the prevention of sexual abuse and make that information available to school districts;
2. Assist the Department of Children, Youth and Families (DCYF) and school districts in establishing a coordinated program for the prevention of sexual abuse of K-12 students.

This report addresses the first requirement – to review existing curricula related to the prevention of sexual abuse.

OSPI engaged a small group of prevention experts to help plan the project and develop evaluation criteria for child sexual abuse (CSA) prevention materials. The planning team decided to view child sexual abuse broadly, to include sexual abuse perpetuated by a parent, caregiver, teacher, or someone in an authority position, sexual violence perpetuated by an intimate partner of a young person, and child sex trafficking.

OSPI staff identified thirty-eight curricula at the elementary, middle, and high school levels which addressed child sexual abuse prevention. Most of the materials met the criteria established by the Healthy Youth Act and provided information and tools for learning and teaching about various aspects of sexual abuse prevention like boundaries, consent, or technology and social media safety skills.

Most materials addressed primary prevention – focusing on reducing or stopping sexual abuse by teaching about bodily autonomy, consent, respect, reducing rigid gender roles, and healthy relationships. Most materials also addressed secondary prevention, by incorporating awareness, instruction on how to respond to survivors, bystander intervention, and talking to a trusted adult. Very few materials provided supports for school districts or educators to use to help students who are or have experienced sexual abuse and who disclose their experience. School districts will need to provide local resources and referrals, and training to staff and educators to ensure that students are not re-traumatized and that they receive necessary supports for their safety and well-being. Simply implementing a CSA prevention curriculum will not be enough to meet legislative intent or protect students. A local response team, familiar with local resources and knowledgeable about intervention is necessary.

A few of the materials reviewed raised concerns among reviewers because the materials put too much responsibility on the person experiencing abuse to stop the abuse or indirectly blamed the person experiencing abuse for causing or allowing the abuse to occur. "Avoid wearing tight or

revealing clothes so you don't lead someone on," is an example of incorrectly placing responsibility for abuse on the person experiencing abuse.

We are long past the time when children are solely responsible for ending abuse perpetuated against them, either by saying "no" or telling a trusted adult. Abusive relationships are often far too complicated for a young person to navigate or resolve alone. It is the responsibility of all of us to teach and model respect, consent, and healthy relationships.

In addition to the summary results in this report, there is an online resource on the OSPI Sexual Health Education page showing detailed results of this instructional materials review by curricula, including reviewer comments. School districts and educators can use this report and the interactive online tool to help identify potential curricula for their local area.

The initial version of the rubric developed as part of the review process was evaluated at the end of the project. Reviewers, publishers, prevention experts, and educators provided feedback to create an updated rubric that will be used in subsequent reviews. *See Section 1.4 CSA Rubric Evaluation and Revision Process* for more information.

Districts evaluate many factors when making curriculum selection decisions. Content quality, cost, training requirements, compatibility with local norms, and other factors influence choice. Washington is a local control state where districts decide which curriculum to use to best meet the needs of their students. If the materials fulfil the requirements of the Washington Healthy Youth Act, districts can choose any curriculum they wish.

1.2 Definitions

CHILD ABUSE
Child abuse can result from physical, verbal, or sexual harm. While child abuse is often considered to take the form of an action, there are also examples of inaction that cause harm, such as neglect. Households in which participants suffer from alcoholism, substance abuse, or anger issues demonstrate higher occurrences of child abuse as compared to households without. Outcomes of child abuse can result in both short and long-term injury, or even death. Some children may be unaware that they are victims of child abuse. Child abuse is widespread and can occur in any cultural, ethnic, or income group. (Psychology Today)
www.psychologytoday.com/us/conditions/child-abuse

PREVENTION
Definitions in this section are from the Washington State's June 2017 Injury and Violence Prevention Plan unless otherwise noted. www.doh.wa.gov/Portals/1/Documents/Pubs/140-165-SexualViolencePreventionPlan.pdf

PRIMARY PREVENTION
Primary Prevention approaches that take place before sexual violence has occurred to prevent initial perpetration or victimization. This requires that we address the underlying, or root, causes of the violence and is often referred to as moving upstream (to find community focused solutions).

SECONDARY PREVENTION

Secondary prevention are the immediate responses after sexual violence has occurred to deal with the short-term consequences of violence.

TERTIARY PREVENTION

Tertiary Prevention are long-term responses after sexual violence has occurred to deal with the lasting consequences of violence and sex offender treatment interventions.

PROTECTIVE FACTORS

Protective factors may lessen the likelihood of sexual violence victimization or perpetration by buffering against risk. These factors can exist at individual, relational, community, and societal levels.

- Parental use of reasoning to resolve family conflict
- Emotional health and connectedness
- Academic achievement
- Empathy and concern for how one's actions affect others

www.cdc.gov/violenceprevention/sexualviolence/riskprotectivefactors.html

RISK FACTORS

Risk factors are linked to a greater likelihood of sexual violence (SV) perpetration. They are contributing factors and might not be direct causes. Not everyone who is identified as at risk becomes a perpetrator of violence. A combination of individual, relational, community, and societal factors contribute to the risk of becoming a perpetrator of SV. Understanding these factors can help identify various opportunities for prevention. www.cdc.gov/violenceprevention/sexualviolence/riskprotectivefactors.html

SEXUAL ABUSE

All sexual touching between an adult and a child is sexual abuse. Sexual touching between children can also be sexual abuse when there is a significant age difference (often defined as 3 or more years) between the children or if the children are very different developmentally or size-wise. Sexual abuse does not have to involve penetration, force, pain, or even touching. If an adult engages in any sexual behavior (looking, showing, or touching) with a child to meet the adult's interest or sexual needs, it is sexual abuse. This includes the manufacture, distribution and viewing of child pornography, now called child sexual abuse material. www.stopitnow.org/ohc-content/defining-child-sexual-abuse

SEXUAL VIOLENCE

The term "sexual assault" means any nonconsensual sexual act proscribed by Federal, tribal, or State law, including when the victim lacks capacity to consent. U.S. Department of Justice, www.justice.gov/ovw/sexual-assault

1.3 CSA Prevention Rubric

1.3.1 Development

The planning group of prevention experts helped review and develop the rubric for evaluating child sexual abuse prevention curricula. The group evaluated several instruments from other states who have already implemented a similar version of Erin's Law, existing instructional materials review tools in use in Washington state, CDC guidance, and population-based prevention strategies.

The initial CSA Prevention Rubric included six sections (scales) designed to address specific aspects of prevention curricula and are described below. Four of the six scales used a Likert response (Strongly Disagree, Disagree, Neutral, Agree, Strongly Agree) and two scales, Topics Covered and Curriculum Design, used check boxes for individual items.
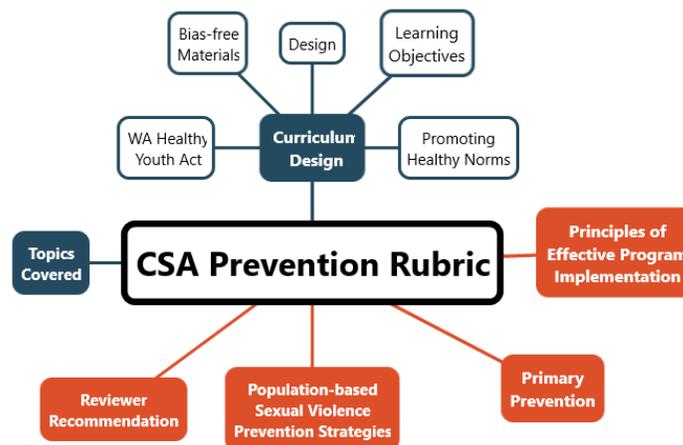

Figure 1. CSA Prevention Rubric structure, showing six scales. The Curriculum Design scale has several subscales with a Check All That Apply structure.

The following sections describe the scales within the rubric and show aggregate results for all instructional materials reviewed.

1.3.2 Topics Covered

CSA prevention curricula covers several potential topics. Reviewers were asked to check all topics that apply as they were reviewing individual curricula.

At all grade levels, boundaries, personal safety, healthy relationships, and consent are the primary topics covered in CSA prevention materials. For each topic, discussion evolves in an age-appropriate way across grade levels. Some topics like dating violence and sex trafficking have heavier coverage at the high school level.
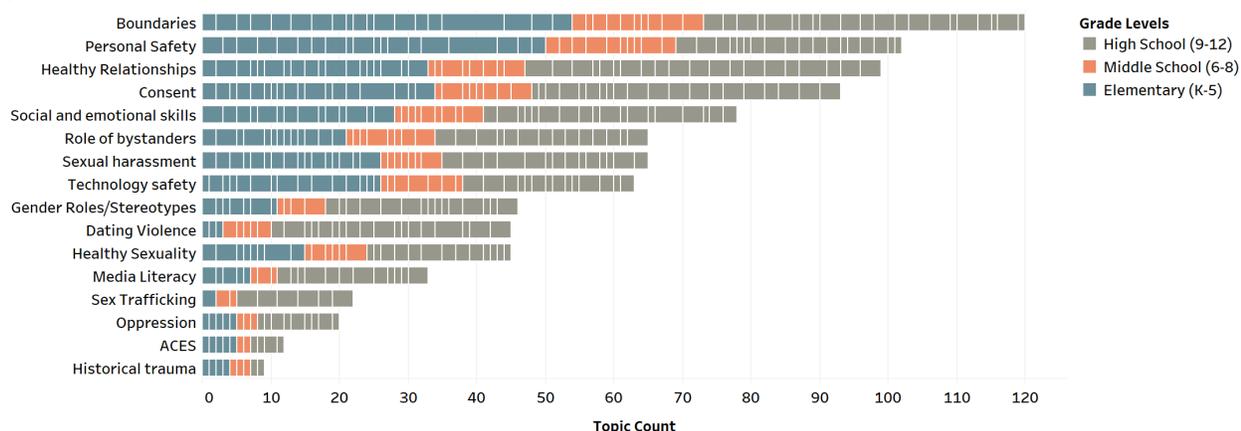
Topics Covered

Figure 2. Topics covered by grade range. Each individual segment on a bar represents a curriculum, and the width of the segment shows how many reviewers identified that topic was covered for a curriculum. The overall length of the bar shows how often reviewers felt the topic was covered in all CSA prevention instructional materials reviewed.

1.3.3 Curriculum Design

Curriculum Design includes several subscales:
* WA Healthy Youth Act – ensures that materials are medically and scientifically accurate, age appropriate, and inclusive
* Bias-free Materials – assesses the degree to which materials are balanced and free from stereotypes or harmful language
* Design – covers appeal to students, support materials like teacher's guides and assessments, and appropriateness for English language learners
* Learning Objectives – evaluates the existence of and the strength of the learning objectives for each lesson
* Promoting Healthy Norms – measures the number of proven effective population-health based strategies for reducing sexual violence.

Each of these subscales had 4 or more items, and reviewers were instructed to check all that apply for each product they reviewed.
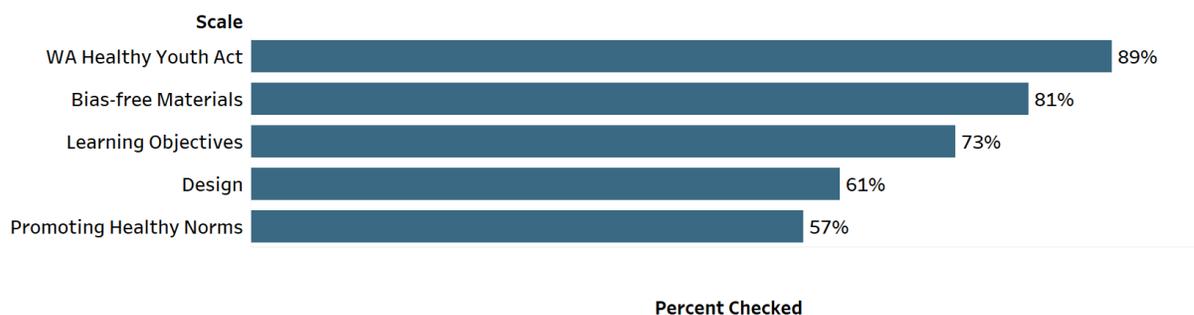
Curriculum Design - All Titles

Figure 3. Percent of items checked by scale, overall average for all titles.

1.3.4 Principles of Effective Program Implementation

The Principles of Effective Program Implementation (PEPI) scale is designed to assess how well the curricula convey that prevention is possible, make consent the basis for human interactions, respect autonomy, and demonstrate interpersonal skills. PEPI uses Likert responses where respondents chose Strongly Disagree, Disagree, Neutral, Agree, or Strongly Agree. The same structure was used for the rest of the scales in the instrument.

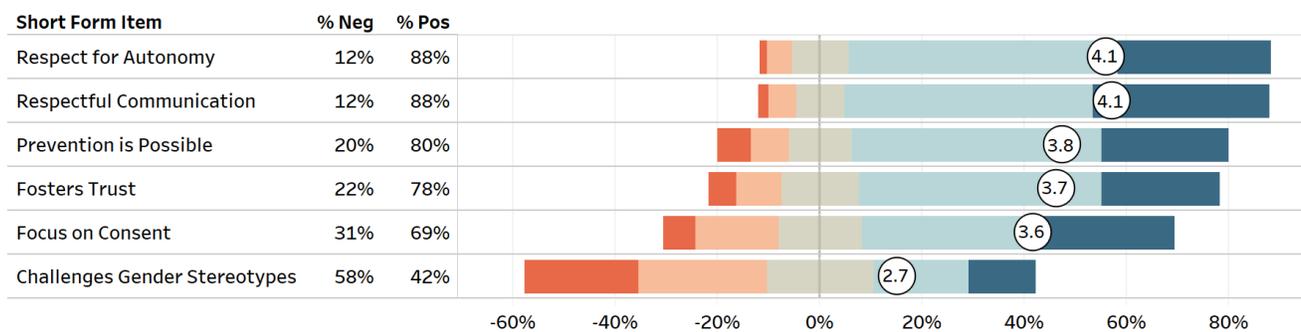### Principles of Effective Program Implementation - All Titles

Short Form Item	% Neg	% Pos
Respect for Autonomy	12%	88%
Respectful Communication	12%	88%
Prevention is Possible	20%	80%
Fosters Trust	22%	78%
Focus on Consent	31%	69%
Challenges Gender Stereotypes	58%	42%

Figure 4. Chart shows average results for all programs for specific items in the scale Principles of Effective Program Implementation. *Taken as a whole, the titles reviewed did a good job addressing respect for autonomy and respectful communications, and a poor job challenging gender stereotypes.*

Sentiment Legend
- Strongly Disagree
- Disagree
- Neutral
- Agree
- Strongly Agree

Figure 5. All sentiment analysis charts use the same legend.

1.3.5 Primary Prevention

The Primary Prevention scale evaluates the degree to which curricula contains certain elements, including comprehensive delivery, varied teaching methods, sufficient dosage, and educator training. It also assesses how well the curriculum fosters positive relationships, is appropriately timed, has socio-cultural relevance, and is theory driven. This scale was developed based on a research article entitled Applying the Principles of Prevention: What Do Prevention Practitioners Need to Know About What Works.

Primary Prevention - All Titles

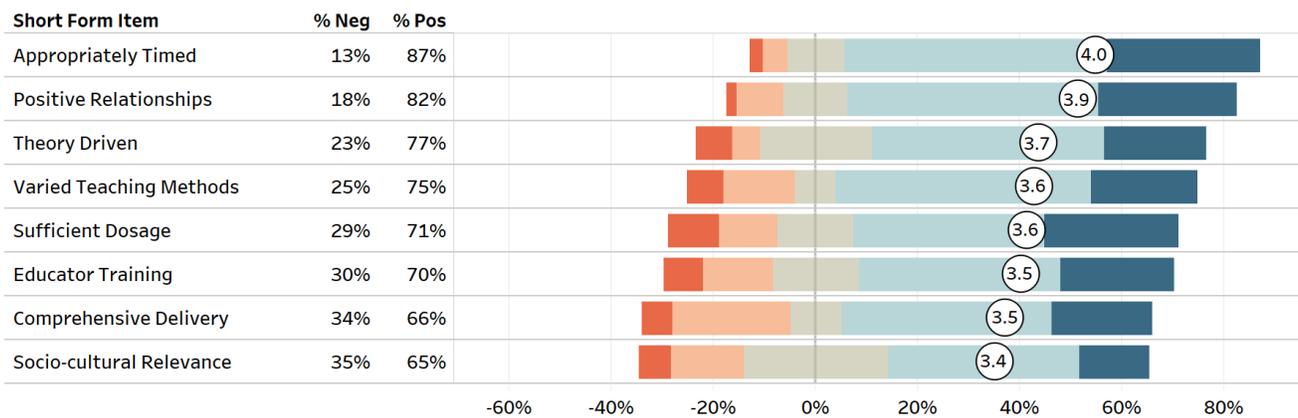| Short Form Item	% Neg	% Pos	
Appropriately Timed	13%	87%	4.0
Positive Relationships	18%	82%	3.9
Theory Driven	23%	77%	3.7
Varied Teaching Methods	25%	75%	3.6
Sufficient Dosage	29%	71%	3.6
Educator Training	30%	70%	3.5
Comprehensive Delivery	34%	66%	3.5
Socio-cultural Relevance	35%	65%	3.4

Figure 6. Chart shows average results for all programs for specific items in the scale Primary Prevention.

Most titles did well with ensuring that instruction or activities happened at a time (developmentally) that can have maximum impact in a participant's life. The curricula also did well as a whole with modeling positive relationships between peers, and between students and adults. On the lower end, the curricula as a whole were adequate but not exceptional with comprehensive delivery and socio-cultural relevance.

1.3.6 Population-based Sexual Violence Prevention Strategies

The Population-based Sexual Violence Prevention Strategies scale measures how well the materials help students demonstrate improvement in sexual violence risk and protective factors.

It assesses knowledge about sexual assault and consent, skills for healthy communication, skills for being a proactive bystander, and mentoring.

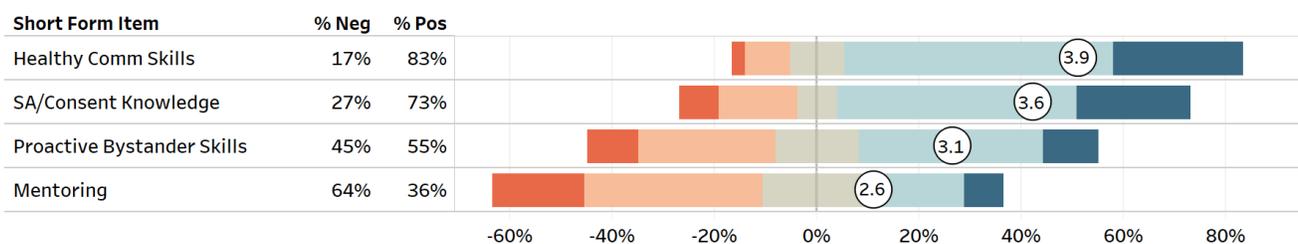## Population-based Sexual Violence Prevention Strategies - All Titles

Short Form Item	% Neg	% Pos	
Healthy Comm Skills	17%	83%	3.9
SA/Consent Knowledge	27%	73%	3.6
Proactive Bystander Skills	45%	55%	3.1
Mentoring	64%	36%	2.6

Figure 7. Chart shows average results for all programs for specific items in the scale Population-based Sexual Violence Prevention Strategies.

Most of the curricula did a good job addressing healthy and respectful communication skills. However, most of the curricula failed to address mentoring for youth and student leaders.

1.3.7 Reviewer Recommendations

After completing their review of each curriculum, reviewers provided their overall assessment for the quality, fit, outcome potential, and appeal for use in their classroom. Reviewers also submitted comments on the materials to help explain their ratings. See the OSPI sexual abuse prevention webpage for reviewer comments specific to each curriculum.
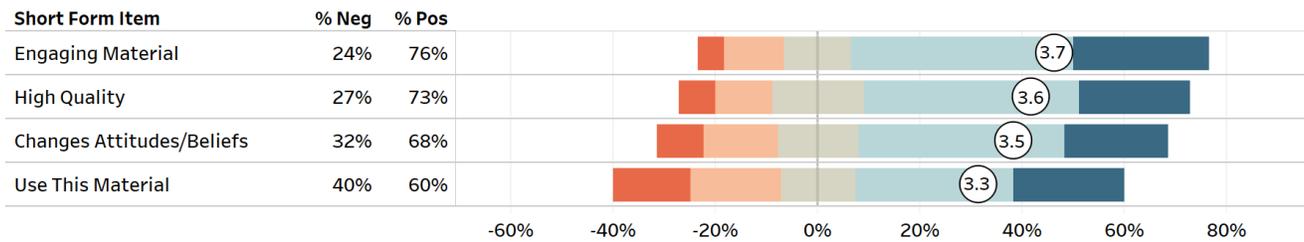
Reviewer Recommendation - All Titles

Short Form Item	% Neg	% Pos
Engaging Material	24%	76%
High Quality	27%	73%
Changes Attitudes/Beliefs	32%	68%
Use This Material	40%	60%

Figure 8. Chart shows average results for all reviewed curricula for specific items in the scale Reviewer Recommendation.

There was high variability among the curricula related to the items in the Reviewer Recommendation scale. Several titles were deemed too juvenile for their target age group. Some used outdated graphics and references that were less relevant to youth today. About a dozen curricula had high positive ratings across this scale, and a similar number had low ratings across this scale, as shown in the detailed chart below.

1.4 CSA Rubric Evaluation and Revision Process

After the instructional materials review process concluded, OSPI and Relevant Strategies engaged in an evaluation of the rubric used in this first review process. The results of the evaluation showed that:

- The rubric would be easier to use if all scales (except Topics Covered) used Likert responses;
- Some of the scales should be renamed to better reflect their contents;
- The rubric overemphasized primary prevention;
- The rubric needs to be revised to better evaluate elementary level instructional materials; and
- The rubric could be shorter and still effectively evaluate CSA prevention curriculum.

This report uses the original rubric scale titles and structure, which can be found in Appendix A of this report. Version 2.0 of the rubric with the improvements noted above is published on the OSPI sexual abuse prevention website.

2 Findings

Child sexual abuse prevention curricula is an emerging content area. Curricula varies considerably in their coverage of sexual abuse prevention strategies. Some of the programs reviewed, like FLASH, are a general sexual health curriculum that also addresses sexual abuse prevention. A few programs, like Commit to Kids, focus on child sexual abuse prevention.

Some curricula address specific subtopics within child sexual abuse prevention. Trafficking Prevention for Schools is an example of a strong supplemental curriculum that address child trafficking specifically.

Reviewers looked for evidence that curricula addressed primary prevention strategies for both people experiencing abuse and people perpetuating abuse. Boundaries and consent were two of the primary topics covered in all the materials reviewed. A well-balanced curriculum not only explicitly taught about affirmative consent, but also taught about respecting boundaries, accepting a "no", and building awareness of harmful behavior or rigid gender norms that contribute to risk.

Three of the curricula were designed for use by students with intellectual/developmental disabilities. The Arc of Spokane, a disabilities advocacy group, developed Healthy Relationships Program to address a lack of materials for students with disabilities. Arc of King County updated and adapted Healthy Relationships Program to local norms. Both programs were reviewed separately and received positive ratings overall. Almost all reviewers commented that both Healthy Relationships Program curricula would be engaging and relevant for students with or without disabilities.

Another program designed for use by students with intellectual/developmental disabilities, Healthy Bodies Toolkit was primarily about puberty and sexual health. While the Healthy Bodies Toolkit does a generally good job with puberty and sexual health, it received poor ratings using the CSA prevention rubric because it didn't address sexual violence or sexual abuse to the extent expected of an abuse prevention program.

Coaching Boys into Men is an example of a supplemental program for male high school students involved in sports. Most of the other curricula was not so specific in terms of target audience. It is one of the few evidence-based programs that has been researched and it received high ratings from reviewers.

Love Notes 3.0 (evidence-based) has been substantially upgraded to be more inclusive based on feedback from prior sexual health reviews. However, it has a strong values-based focus, and uses traditional, primarily heterosexual roles to outline "optimal" relationships and progression to marriage. If used as part of a CSA prevention instructional program, it should be combined with other non-values-based curriculum to ensure comprehensive and balanced coverage.

A few of the titles were more designed for training educators and adults who work with student populations. Commit to Kids is an example of professional development material designed to teach

adults who work with kids to recognize and address child sexual abuse. Darkness to Light is another example of CSA prevention material for adults who work with children. Launch Pad is designed for middle school teachers and relies on teachers to come up with specific lesson plans. Some of these titles may be excellent professional development supports for adults but may have fared poorly in comparison to the intended review of curricular materials for students.

It's Your Body: You're in Charge has been removed from the publisher's website. The version reviewed was somewhat dated. The results have been retained in this report in case some school districts are still using this supplemental material.

People making decisions about which curriculum to use in their classrooms should look at the detailed online results on the OSPI website. One chart shows which topics are covered in each curriculum, which will help determine how comprehensive the materials are. Other charts show how the material performed in the other evaluation scales in the CSA prevention rubric. Online reviewer comments provide additional insight into the strengths and limitations of each curriculum.

2.1 Composite Rankings

A composite score for each curriculum was calculated by equally weighing each scale average and summing all scales. The chart below shows the ranked curriculum based on composite scores.

Overall Composite Score Ranking

Name
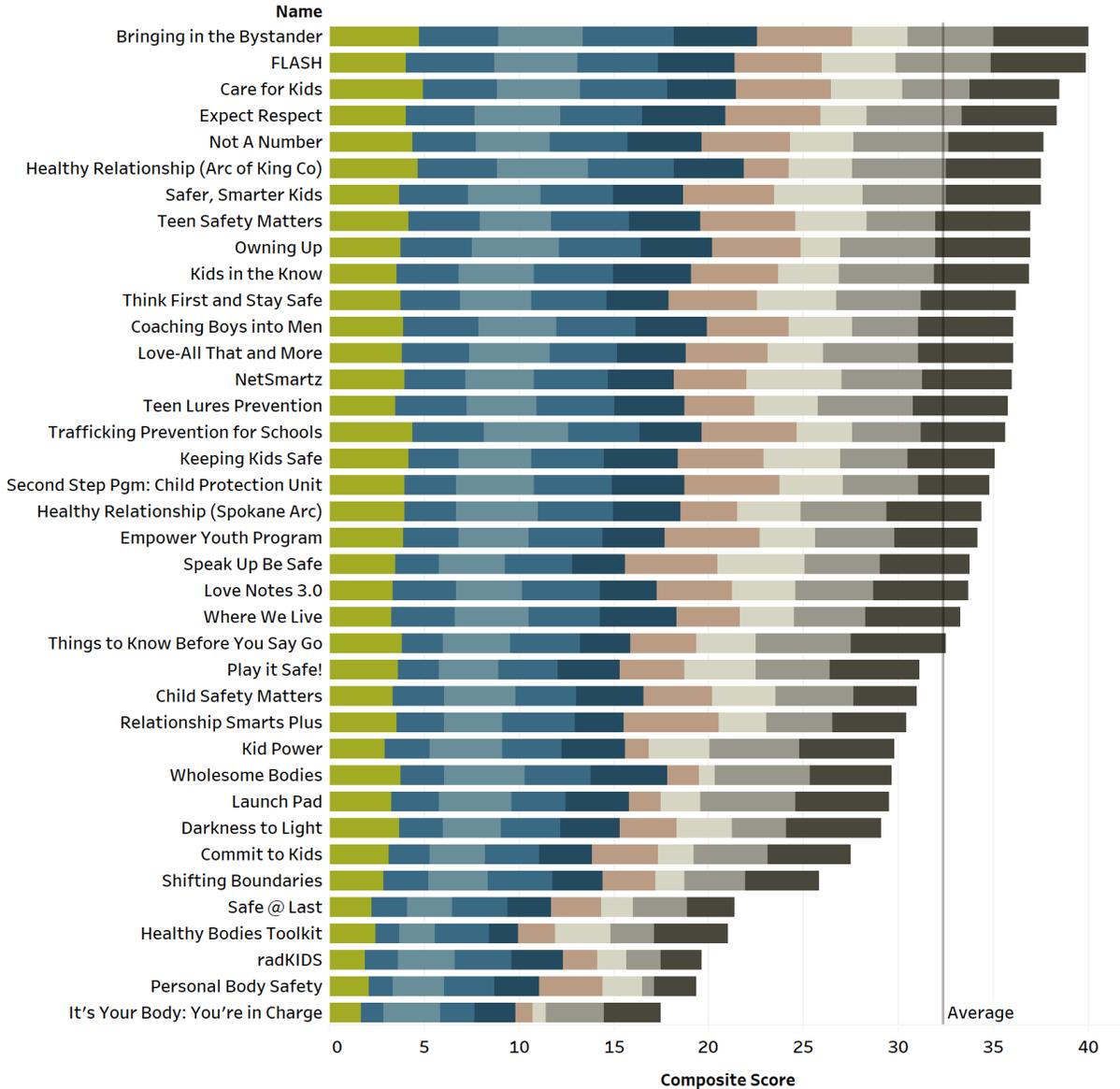
Scale
- WA Healthy Youth Act
- Bias-free Materials
- Design
- Learning Objectives
- Population-based Sexual Violence Prevention Strategies
- Primary Prevention
- Principles of Effective Program Implementation
- Promoting Healthy Norms
- Reviewer Recommendation

2.2 Other Relevant Considerations

There are many factors that influence a curriculum selection decision. In Washington state, local school districts make decisions on which instructional materials to use. If the materials comply with state law regarding the Healthy Youth Act, a district may choose any curriculum they wish. This review attempted to assess a broad range of factors included in the rubric. Cost, local norms, and length of program may also influence local decisions. School districts must evaluate materials by focusing first on what is important for their student populations.

3 Review Process

3.1 Overview

The CSA prevention review followed a similar process to other instructional materials reviews. A notable addition was the development, adoption, and adaptation of existing rubrics from multiple sources for this emerging content area (child sexual abuse prevention).

OSPI and Relevant Strategies engaged a small group of prevention specialists to provide advice, guidance, and resources during the initial development of the CSA prevention rubric. Experts brought examples of review instruments used in their work and reviewed subsequent drafts of the CSA prevention rubric.

OSPI selected a diverse group of twenty reviewers from around the state to participate in the review process. Each reviewer was assigned between 8-10 products to review. Diversity was defined broadly to include racial, ethnic, experience, gender, and geographic diversity. All reviewers had some experience as a child sexual abuse prevention practitioner.

Reviewers participated in a full-day training. A few reviewers who were unavailable for the in-person training received web-based training on a different date. Reviewers used their experience and background as they evaluated materials. As with all instructional materials reviews, each review had some degree of subjectivity. After the training, reviewers had three months to complete their independent reviews. Each review took between 1-2 hours on average. They entered their results and comments into an online form.

Each curriculum received a minimum of three readings from different reviewers. Some titles had more reviews. The review was extended by a month to be able to collect at least three readings for each curriculum. While three readings are considered the minimum, the optimal number of readings is five or more, to reduce the potential for reviewer bias to influence the results. All analysis used averages, so that the number of reviews did not skew the results.

3.2 Identification of Programs

OSPI staff, in conjunction with DSHS, DOH, school districts, and other prevention specialists researched and identified instructional materials related to child sexual abuse prevention.

Thirty-eight unique publications were accepted for review. Some had materials for multiple grade ranges. Due to the limited capacity of the instructional materials review process, programs spanning multiple grade ranges were evaluated as a single unit. See Appendix B for a list of materials reviewed.

Grade Range	Number of Products
Elementary (K-5)	19
Middle School (6-8)	10
High School (9-12)	23

Appendix A.   CSA Prevention Rubric v1.0 (Review Instrument)

Curriculum Information[1]

Curriculum Name: _____

Grade Range: ☐Elementary (K-5)   ☐Middle School (6-8)   ☐High School (9-12)

Reviewer #: _____

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See OSPI website for Version 2.0 of the CSA Prevention Rubric.

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Topics Covered

(Check all that apply)

- ☐ Boundaries
- ☐ Consent
- ☐ Dating Violence
- ☐ Gender Roles/Stereotypes
- ☐ Healthy Relationships

- ☐ Healthy Sexuality
- ☐ Media Literacy
- ☐ Oppression
- ☐ Personal Safety
- ☐ Role of bystanders
- ☐ Sexual harassment

- ☐ Social and emotional skills
- ☐ Technology safety
- ☐ ACES
- ☐ Historical trauma
- ☐ Sex Trafficking

Curriculum Design

WA Healthy Youth Act

	Yes	No	N/A
Materials are medically and scientifically accurate.	○	○	○
Materials are age-appropriate.	○	○	○
Materials are inclusive of all students and their identity variables: sex, race, ethnicity, religion, disability status, gender identity, and sexual orientation.	○	○	○

Bias-free Materials

	Yes	No	N/A
Qualities of character such as leadership, imagination, courage, and integrity are distributed and balanced regarding race, ethnicity, assigned sex, gender identity, sexual orientation, and disability status.	○	○	○

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[1] This instrument shows the original version used in the 2018-19 CSA Prevention Instructional Materials Program. After completion of the review process, Relevant Strategies and OSPI sought feedback on the rubric from participants. Version 2.0 of the rubric can be found on the OSPI website for sexual abuse prevention. Version 2.0 has several improvements, including a better approach to evaluating elementary programs, uses Likert responses for all scales, and uses more descriptive titles for certain rubrics.

	Yes	No	N/A
Intimate and family relationships are presented in a variety of ways and are not limited to heterosexual, same-race, or same ability status.	○	○	○
Materials are free from the language of racism, sexism, homophobia, or transphobia.	○	○	○
Oversimplified generalizations and stereotypes about groups are avoided. People of all groups are presented in a variety of dress and activities, not just associated with the group's traditional or historical culture.	○	○	○

Design

- ☐ The design, graphics, and language are engaging, age-appropriate, current, and positively represent diverse populations.
- ☐ Necessary support materials, such as student texts, assessments, teacher guidance, audiovisuals, and teaching aids, are provided.
- ☐ Materials and activities are appropriate for English language learners.
- ☐ Materials are available in languages other than English (*specify*)._____

Learning Objectives

- ☐ Learning objectives are clearly written and are measurable.
- ☐ Learning objectives address important concepts and skills that support healthy behavioral outcomes.
- ☐ The learning objectives address cognitive, affective, and skills domains.
- ☐ Lesson plans include learning objectives, prerequisites, aligned activities, assessment, additional resources, and closure.
- ☐ Each lesson plan reinforces the one before it and sets the stage for the next one.

Promoting Healthy Norms

- ☐ Materials are designed to reduce rigid gender roles.
- ☐ Materials address social supports and connectedness.
- ☐ Materials are designed to increases empathy.
- ☐ Materials decreases tolerance of violence in the community.
- ☐ Opportunities for peer-to-peer activities are provided.
- ☐ Activities designed to positively influence the behavior of others are included.
- ☐ Activities designed to counter student perceptions that many of their peers engage in unhealthy or risky behaviors are provided.
- ☐ Strategies to actively engage parents and caregivers in promoting healthy norms and behaviors are included.

Principles of Effective Program Implementation

Item	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
The materials convey that prevention is possible.					
The materials challenge power, privilege, and oppression from a gender perspective.					
The materials make consent the basis for sexual relationships and human interactions.					
The materials demonstrate respect for participants' autonomy and development.					
The materials demonstrate respectful communication and interpersonal skills.					
The materials help participants invest in relationships that foster trust, prioritize ending sexual violence, and sustain prevention.					

Primary Prevention

The curriculum contains the following elements	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Comprehensive Delivery: Materials use multiple approaches to address risk and protective factors (e.g. Classroom instruction, social norms campaign, parent involvement, teacher training).					
Varied Teaching Methods: Uses multiple teaching methods including some type of active, skills-based component.					
Sufficient Dosage: Participants are exposed to enough of the activity for it to have an effect.					
Theory Driven: Preventive strategies have scientific or logical rationale. (e.g. evidence informed, evidence based)					
Positive Relationships: Fosters strong, stable, positive relationships between peers and between students and adults.					
Appropriately Timed: Instruction or activities happen at a time (developmentally) that can have maximum impact in a participant's life.					
Socio-cultural Relevance: Tailored to fit within cultural beliefs and practices of specific groups, as well as local community norms.					
Educator Training: Includes professional development, instructional supports, and technical assistance to ensure educators can sensitively and competently teach the content.					

Population-based Sexual Violence Prevention Strategies

The materials help students demonstrate improvement in sexual violence risk and protective factors, specifically:	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Knowledge about sexual assault and consent.					
Skills for healthy/respectful communication.					
Skills for being a proactive bystander.					
Mentoring for youth/student leaders.					

Reviewer Recommendation

Overall Assessment	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
The material is high quality, including audio and visual quality.					
The material is engaging, appealing, and appropriate for the intended audience.					
I believe this material will help change attitudes and beliefs about sexual abuse/violence in a positive way.					
I would use this material in my classroom.					

Notes/Comments: *(long text response)*

Appendix B.   List of Materials Reviewed

Name	Grade Levels	Publisher	Format	Publisher Website
Bringing in the Bystander	Secondary	Soteria Solutions		www.soteriasolutions.org
Care for Kids	Elementary/MS	Prevent Child Abuse - Vermont		pcavt.org
Child Safety Matters	Elementary	Monique Burr Foundation		www.mbfpreventioneducation.org
Coaching Boys into Men	Secondary	Futures Without Violence		www.futureswithoutviolence.org
Commit to Kids	K-12	Canadian Centre for Child Protection		commit2kids.ca
Darkness to Light	Adult	Stewards of Children		www.d2l.org
Empower Youth Program	Secondary	iEmpathize		iempathize.org
Expect Respect	Secondary	Safe Place	Book	www.safeaustin.org
FLASH	K-12	Public Health of Seattle and King Co.	Online	www.etr.org/flash
Healthy Bodies Toolkit		Vanderbilt Kennedy Center		vkc.mc.vanderbilt.edu/healthybodies/
Healthy Relationship Program (King County)	Secondary	Arc of King County		arcofkingcounty.org/services/healthy-relationships.html

Name	Grade Levels	Publisher	Format	Publisher Website
Healthy Relationship Program (Spokane Arc)	I/DD disabilities	Arc of Spokane		www.arc-spokane.org/healthy-relationships
It's Your Body: You're in Charge	K-12	Human Relations Media		
Keeping Kids Safe	Elementary/Secondary	Health World Education		www.healthworldeducation.org/sexual-abuse-prevention
Kidpower	K-12	Kidpower Teenpower Fullpower International (Kidpower)		www.kidpower.org
Kids in the Know	K-9	Canadian Centre for Child Protection		www.kidsintheknow.ca
Launch Pad	Adult (for Elementary)	King County Sexual Assault Resource Center		
Love - All That and More	Secondary	FaithTrust Institute		store.faithtrustinstitute.org/products/love-all-that-and-more-a-dvd-curriculum-on-healthy-teen-relationships
Love Notes	Secondary	Dibble Institute		www.dibbleinstitute.org/love-notes-evidence-based/
NetSmartz	K-12	National Center for Missing and Exploited Children	online videos	www.netsmartz.org/ActivityCards

Name	Grade Levels	Publisher	Format	Publisher Website
Not A Number	Secondary	love146		love146.org
Owning Up	Secondary	Cultures of Dignity	book	culturesofdignity.com/portfolio/owning-up
Personal Body Safety	Elementary	Harford County Public Schools	PDF-text, DVDs	www.hcps.org/departments/docs/studentservices/schoolcounseling/personalbodysafety.pdf
Play it Safe!	Pre-K - 12	The Women's Center of Tarrant County		www.playitsafe.org
radKIDS	K-8	radKIDS Inc.		www.radkids.org
Relationship Smarts Plus	Secondary	Dibble Institute		www.dibbleinstitute.org/relationship-smarts-plus-4-0
Safe @ Last K-6 Curriculum	Elementary	BeSafeAtLast - Sexual Assault Center		besafeatlast.com
Safer, Smarter Kids	Elementary	Lauren's Kids	Online	laurenskids.org/education/curriculum
Second Step Program: Child Protection Unit	Elementary	Committee for Children	Online	www.secondstep.org/child-protection
Shifting Boundaries	Secondary	Prevent Connect	PDF	
Speak Up Be Safe	Pre-K - 12	Childhelp		www.childhelp.org/subs/childhelp-speak-up-be-safe
Teen Lures Prevention	Secondary	Child Lures Prevention	Online	www.teenluresprevention.com
Teen Safety Matters	Secondary	Monique Burr Foundation		www.mbfpreventioneducation.org/why-use-our-programs/mbf-teen-safety-matters

Name	Grade Levels	Publisher	Format	Publisher Website
Things to Know Before You Say Go	Secondary	The Dibble Institute	online or physical versions	www.dibbleinstitute.org/things-to-know-tkk-all-programs
Think First & Stay Safe	Elementary	Child Lures Prevention	Online	childluresprevention.com/product/think-first-stay-safe-school-program
Trafficking Prevention for Schools	Secondary	Seattle Against Slavery		www.seattleagainstslavery.org/trafficking-prevention-for-schools
Where We Live	Elementary	Pittsburgh Action Against Rape		www.wcsap.org/sites/default/files/uploads/preventing_sexual_violence/WhereWeLiveCurriculum.pdf
Wholesome Bodies	Elementary	Vermont Network	Online	vtnetwork.org/wholesome-bodies-curriculum

Appendix C.   Data Collection and Analysis Methods

Reviewers filled out the rubric online as they were completing their reviews. There were three types of data collected:

- Check all that apply (CATA)
- Likert sentiment (Strongly Disagree, Disagree, Neutral, Agree, Strongly Agree)
- Comments

CATA scale analysis consisted of counting the number of boxes checked and dividing that by the total number of boxes to calculate the percent checked for each item. No additional analysis was performed on the CATA scales.

Likert scale analysis consisted of calculating the percent positive and percent negative. Neutral values were equally split between positive and negative. Sentiment analysis was displayed on a bar chart showing the percent of each sentiment (Strongly Disagree…Strongly Agree).

In addition to the display charts, the average Likert score was calculated for each reviewer, to test to see if any positive or negative bias existed among the individual reviewers. A quick visual analysis of the standard error for each reviewer showed that there were no significant differences among individual reviewers, as seen in Figure 3 below. No additional analysis was deemed necessary.
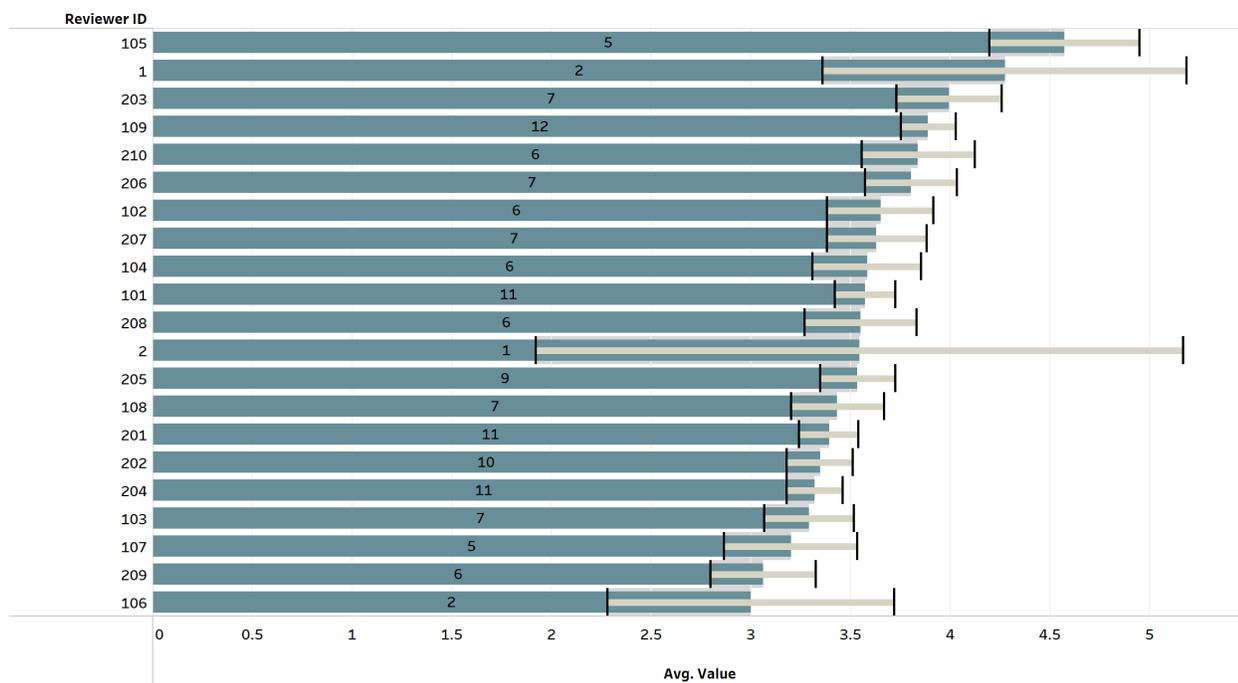
Reviewer Bias

Figure 9. Average Likert score by reviewer, with standard error. The label on the bar shows the number of reviews completed by the reviewer.

Appendix D.   Acknowledgements

The following people participated in the 2018-19 review of child sexual abuse prevention instructional materials. Each volunteer reviewed between 8-12 curricula and carefully evaluated each product reviewed. We are grateful for their work on behalf of students, educators, and school districts in Washington State.

Name	Organization
Alison Price	Rural Resources Community Action
Alissa Hawks	Washington Department of Commerce
Anne Ewalt	Dawson Place Child Advocacy Center
Blanca Ortega	Domestic Violence and Sexual Assault Services
Byron Manering	Brigid Collins Family Support Center
Cheryl Neskahi Coan	WomenSpirit Coalition
Darin Dorsey	Washington Coalition of Sexual Assault Programs
Hilary Bowker	New Beginnings
JoDee Garretson	Support, Advocacy & Resource Center
Karen Winston	Child Advocacy Centers of Washington
Kenia Pineda	YWCA Walla Walla
Lee Collyer	OSPI
Michelle Langstraat	The Center for Prevention and Wellness
Phoebe Anderson-Kline	Seattle Against Slavery
Rebecca Milliman	University of Washington
Sheena Brown	University of Washington
Sierra Abrams	Safe Place
Theresa Fears	The Arc of Spokane
Tracy Dahlstedt-Rienstra	Western Washington University