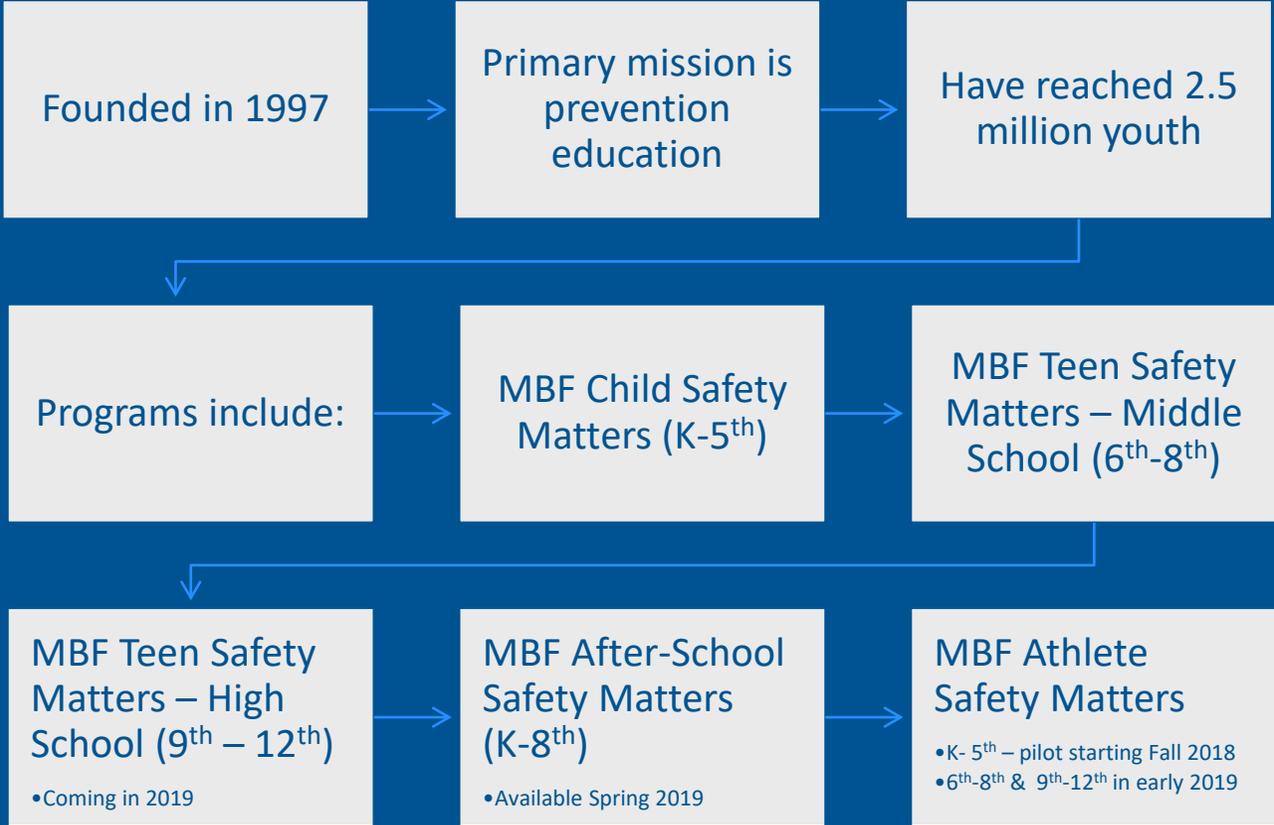


Understanding Research and Prevention Best Practices: Using Adult- and Child-Focused Prevention Programs

Darkness to Light – Ignite Conference
October 2018

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Monique Burr Foundation for Children



Learning Objectives

1. Understand the research related to prevention.
2. Learn how research impacts prevention best practices.
3. Understand how to use both adult-focused and child-focused prevention programs to better protect children from all types of victimization.

Awareness + Action =
PREVENTION

Learning Objectives

1. Understand the research related to prevention.

What does research support?

- Primary, secondary, and tertiary prevention
- Protective and risk factors
- Bystander Intervention
- Parent Education; Early childhood Intervention; Home-based visitation; Relationship Building/Mentoring
- Comprehensive programs targeting adults and children

Adult vs. Child Education



Prevention of Sexual Abuse Through Educational Programs Directed Toward Children – 2007

David Finkelhor, Ph.D.

Director, Crimes Against Children Research Center

University of New Hampshire

PEDIATRICS Volume 120, Number 3, September 2007 643

Downloaded from www.pediatrics.org

What does research say?

Critique	Literature
Concepts are too complex for children to learn.	<ul style="list-style-type: none"><li data-bbox="1098 611 2354 819">• A majority of reviews have found that children at all ages do acquire the key concepts that are being taught.<li data-bbox="1098 915 2354 1196">• A variety of other school-based programs with very similar theoretical underpinnings have been proven effective in high-quality randomized, controlled evaluations.

“In distinction to the critics’ conclusion that the concepts are not appropriate or learnable, a fairer assessment of the scientific literature is that although there has been some scholarly criticism of the concepts, the balance of the literature suggests that young people can learn and understand many or most of the program concepts.”

David Finkelhor, Ph.D.
Director, Crimes Against Children Research Center
University of New Hampshire

What does research say?

Critique	Literature
<p>Children cannot defend themselves against perpetrators.</p>	<ul style="list-style-type: none">• Oversimplifies offender types/characteristics.• Even if resistance strategies are only effective with SOME children, it would be worth it.

“The claim that sexual abuse cannot ever be prevented by children is far too categorical. Children may be able to prevent some or much sexual abuse. Even if difficult, children themselves would undoubtedly prefer to have the knowledge and skills to try. Research is needed to settle the issue, and little of that research has yet been done. However, it is certainly premature to abandon the strategy solely on the basis of speculative arguments.”

David Finkelhor, Ph.D.
Director, Crimes Against Children Research Center
University of New Hampshire

What does research say?

Critique	Literature
<p>No empirical evidence has established that prevention-education programs work to reduce the likelihood of sexual abuse. Hence, they should be abandoned.</p>	<ul style="list-style-type: none">• Oversimplifies offender types/characteristics.• Even if resistance strategies are only effective with SOME children, it would be worth it.

“Most important, it is very difficult for any evaluation study of this issue to assess subsequent victimizations accurately. Because programs encourage children to disclose abuse and help them define what abuse is, it may create additional disclosures from children who have been exposed to the programs in contrast to non-exposed children. Thus, exposed children may tell about more even when they experience less. This can give the misleading impression of no effect or even greater victimization among children who have been exposed to prevention programs.”

David Finkelhor, Ph.D.
Director, Crimes Against Children Research Center
University of New Hampshire

“In addition, even if prevention-education programs conclusively failed to prevent the occurrence of sexual victimization, the programs have a number of other objectives. These other objectives could justify implementation, and the programs need to be evaluated on these merits. These other objectives include:

- the promotion of disclosure by victims;
- the prevention of negative outcomes subsequent to victimization such as guilt feelings, self-blame, and shame; and
- the creation of a more-sensitive environment among adults, other children, and organizations in general to respond to and help child victims.”

David Finkelhor, Ph.D.
Director, Crimes Against Children Research Center
University of New Hampshire

What does research say?

Critique	Literature
<p>May provoke negative effects in children (such as anxiety, failure to listen to adults, false reports, injuries, sexual development problems).</p>	<ul style="list-style-type: none">• No increase in anxiety after program exposure.• Increased parent-child communication.• No increase in false-reports or misinterpreting physical touch.• ONE study found increased injuries to program-exposed children, but not statistically significant.• No support for sexual development problems.

“There has not been comprehensive research conducted on every one of the potential negative adverse effects that have been articulated. However, research on several of the most frequently mentioned adverse effects has not supported the concerns.”

David Finkelhor, Ph.D.

Director, Crimes Against Children Research Center
University of New Hampshire

What does research say?

Critique	Literature
<p>It is not fair or moral to expect children to stop sexual abuse; the burden of prevention should be exclusively on adults.</p>	<ul style="list-style-type: none">• Responsibility to protect children on bikes from collisions with automobiles lies with adult drivers; but we still have children wear helmets and teach them bike safety rules.• Responsibility to protect children from kidnappers is on adults and law enforcement, but we still teach them not to get into cars with strangers.

“The burden-of-responsibility argument means that adults should do everything they can. In fact, most school-based prevention-education programs do try to mobilize parents and teachers. However, it is not an argument against providing children with potentially useful prevention skills. If there are potentially effective things that children can do, it would also be morally reprehensible not to equip them with such skills.”

David Finkelhor, Ph.D.

Director, Crimes Against Children Research Center

University of New Hampshire

Those positively impacted by adult-focused training

Those not impacted by adult-focused training

Adults who voluntarily attend training who are not perpetrators and who care about children's safety.

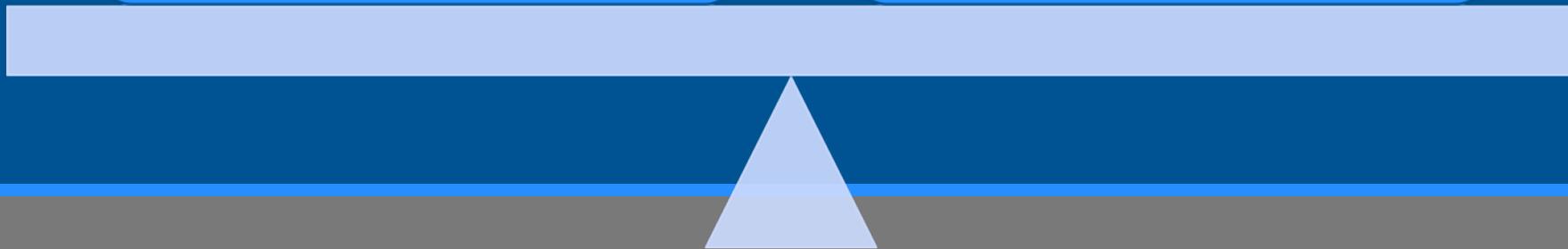
Adults mandated to training who are perpetrators and don't care about children's safety.

Adults mandated to training who are not perpetrators and who care about children's safety.

Adults mandated to training who may be considering harming a child

Adults mandated to training who may be considering harming a child.

Youth who won't attend an adult-focused program.



Many states have statutes requiring abuse and bullying prevention education in schools.

Sexual abuse

Bullying/
cyberbullying

State Departments of Education have policies requiring schools to implement prevention education.

Health
instruction
standards

Internet
safety

Adult vs. Child Education



Learning Objectives

2. Learn how research impacts prevention best practices.

Prevention Research

ACE Study



School-Based Prevention Research - 2003

Outcomes. Teachers who participated in prevention services demonstrated an increased understanding of the principles of nonviolence, appropriate discipline, and nurturing behaviors. They also integrated what they learned into their classroom behavior and lesson plans. Children who attended prevention presentations showed an increased awareness of safety issues and demonstrated greater knowledge of child abuse and neglect. In some cases, this led to disclosures about their own experiences of maltreatment. The community at large benefited from public awareness campaigns by becoming more knowledgeable about child maltreatment issues and the community services available to support families.

Outcomes. Participants demonstrated an increased understanding of the roles and procedures associated with child abuse and neglect investigations. Teachers who attended trainings also indicated a greater willingness to report suspected cases of child abuse or neglect than those who had not attended.

 National Clearinghouse on Child Abuse and Neglect Information
National Adoption Information Clearinghouse
NAIC
Gateways to Information: Protecting Children and Strengthening Families

SCHOOL-BASED CHILD MALTREATMENT PROGRAMS: SYNTHESIS OF LESSONS LEARNED

Available possible by the Children's Bureau, Administration for Children, Youth and Families, Children and Families, U.S. Department of Health and Human Services. The conclusions are solely the responsibility of the authors and do not represent the official views or policies of the U.S. Department of Health and Human Services. The Department of Health and Human Services, Administration for Children and Families, U.S. Department of Health and Human Services, Administration for Children and Families (2003). School-Based Child Maltreatment Programs: Synthesis of Lessons Learned. Washington, DC.

Child Sexual Abuse Research – 2009

The Prevention of Childhood Sexual Abuse

David Finkelhor

Summary

David Finkelhor examines initiatives to prevent child sexual abuse. Primary strategies—offender management and school-based offender management initiatives have included registries about their presence, conducting background checks on offenders can live, and imposing longer prison sentences. Approval from both the public and policy makers, little evidence preventing sexual abuse. Moreover, these initiatives, cautioning against stereotyped characterization of sexual abusers as pedophiles.

Finkelhor explains that school-based educational programs **teach children such** skills as how to identify dangerous situations, refuse an abuser's approach, break off an interaction, and summon help. The programs also aim to promote disclosure, reduce self-blame, and mobilize bystanders. **Considerable evaluation research exists** about these programs, suggesting that they **achieve certain of their goals**. Research shows, for example, that **young people can and do acquire the concepts**. The programs may promote disclosure and help children not to blame themselves. But studies are inconclusive about whether education programs reduce victimization. Finkelhor urges further research and development of this approach, in particular efforts to integrate it into comprehensive health and safety promotion curricula.

Child-Focused Prevention - 2009

Finkelhor explains that school-based educational programs **teach children such** skills as how to identify dangerous situations, refuse an abuser's approach, break off an interaction, and summon help. The programs also aim to promote disclosure, reduce self-blame, and mobilize bystanders. **Considerable evaluation research exists** about these programs, suggesting that they **achieve certain of their goals**. Research shows, for example, that **young people can and do**

themselves. But studies are inconclusive about whether education programs reduce victimization. Finkelhor urges further research and development of this approach, in particular efforts to integrate it into comprehensive health and safety promotion curricula.

Polyvictimization Research - 2011

JUVENILE JUSTICE BULLETIN
OJJDP NATIONAL SURVEY OF Children's Exposure to Violence
Jeff Slowikowski, Acting Administrator
Office of Justice Programs
Innovation • Partnerships • Safer Neighborhoods
October 2011
www.ojp.usdoj.gov
CDC

Polyvictimization: Children's Exposure to Multiple Types of Violence, Crime, and Abuse

David Finkelhor, Heather Turner, Sherry Hamby and Richard Ormrod

All too often, children are victims of violence, crime, and abuse. This victimization may take the form of physical assault, child maltreatment, sexual abuse, or bullying. They may also witness such events in their homes, schools, and communities. Some children suffer several different kinds of such victimization even over a relatively brief timespan. These children and youth are at particularly high risk for lasting physical, mental,

proportion of children surveyed (38.7 percent) reported in the previous year more than one type of direct victimization (a victimization directed toward the child, as opposed to an incident that the child witnessed, heard, or was otherwise exposed to). Of those who reported any direct victimization, nearly two-thirds (64.5 percent) reported more than one type. A significant number of children reported high levels of exposure to different types

DEFENDING CHILDHOOD

PROTECT HEAL THRIVE

A Message From OJJDP

Children are exposed to violence every day in their homes, schools, and communities. Such exposure can cause them significant physical, mental, and emotional harm with long-term effects that can last well into adulthood.

The Attorney General launched Defending Childhood in September 2010 to unify the Department of Justice's efforts to address children's exposure to violence under one initiative. Through Defending Childhood, the Department is raising public awareness about the issue and supporting practitioners, researchers, and policymakers as they seek solutions to address it. A compo-

What is Polyvictimization?

Polyvictimization refers to the experience of multiple victimizations of different kinds, such as sexual abuse, physical abuse, bullying and exposure to family violence, not just multiple episodes of the same kind of victimization.

Research

Children who were exposed to even one type of violence, both within the past year and over their lifetimes, were at far greater risk of experiencing other types of violence. For example, a child who was physically assaulted in the past year

was physically assaulted in the past year would be **five times** as likely also to have been sexually victimized and more than **four times** as likely also to have been maltreated during that period. Similarly, a child who was physically assaulted during his or her lifetime would be more than **six times** as likely to have been sexually victimized and more than five times as likely to have been maltreated during his or her lifetime (Finkelhor, Turner, Ormrod, Hamby, and Kracke, 2009). This helps explain why victimizations cumulate.

The Numbers

- As many as 1 in 5 American children are polyvictims.
- Nearly 66% of the sample was exposed to more than one type of victimization.
- 30% experienced five or more types of victimization.
- A staggering 10% experienced 11 or more different types of victimization.

Implications

◆ **Priority for polyvictims.** Professionals who work with children need to pay particular attention to polyvictims because of their vulnerability to mental health, behavioral, school performance, and other problems. These children can be identified in schools, in social welfare and mental health caseloads, and in the foster care and juvenile justice systems; and they warrant priority

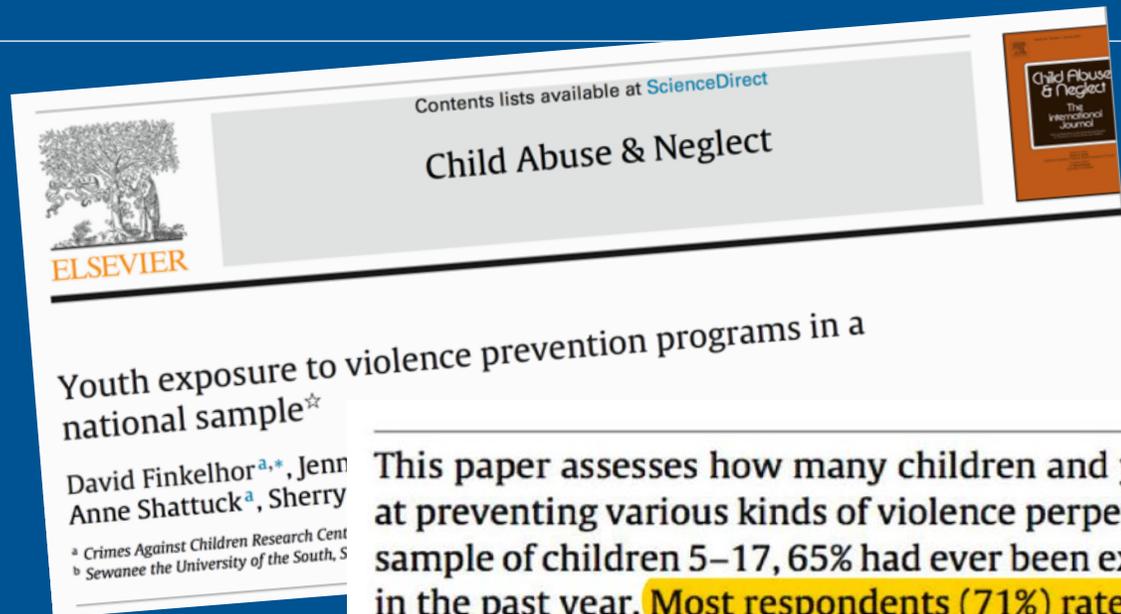
◆ **Polyvictim interventions.** Interventions need to be developed to encompass multiple victimizations. Therapies should not just focus on (for example) sexual abuse alone, but should be multifaceted, addressing multiple types of victimizations, as many of the risk factors for one type of victimization are shared among multiple types of

Implications for Prevention

victimization. Therefore, prevention interventions that focus on addressing common underlying risk factors are likely to have the greatest benefit. Strat-

egies for reducing stigma or traumatic reminders also need to be applied to the full range of victimization exposure.

Prevention Research - 2014



This paper assesses how many children and youth have had exposure to programs aimed at preventing various kinds of violence perpetration and victimization. Based on a national sample of children 5–17, 65% had ever been exposed to a violence prevention program, 55% in the past year. **Most respondents (71%) rated the programs as very or somewhat helpful. Younger children (5–9) who had been exposed to higher quality prevention programs had lower levels of peer victimization and perpetration.** But the association did not apply to older youth or youth exposed to lower quality programs. Disclosure to authorities was also more common for children with higher quality program exposure who had experienced peer victimizations or conventional crime victimizations. The findings are consistent with possible benefits from violence prevention education programs. However, they also suggest that too few programs currently include efficacious components.

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- Based on a national sample of children ages 5 -17, 65% had been exposed to a violence prevention program at some point, 55% in the past year.
- Most respondents (71%) rated the programs as very or somewhat helpful.
- Younger children (5–9) who had been exposed to higher quality prevention programs had lower levels of peer victimization and perpetration.
- Disclosure to authorities was also more common.

Children involved in school-based prevention programs were:

- more likely to use the school-taught self-protection strategies when victimized or threatened;
- more likely to feel they were successful in protecting themselves, and;
- more likely to disclose to someone about the victimization attempts.

Prevention Best Practices

Models of
Prevention

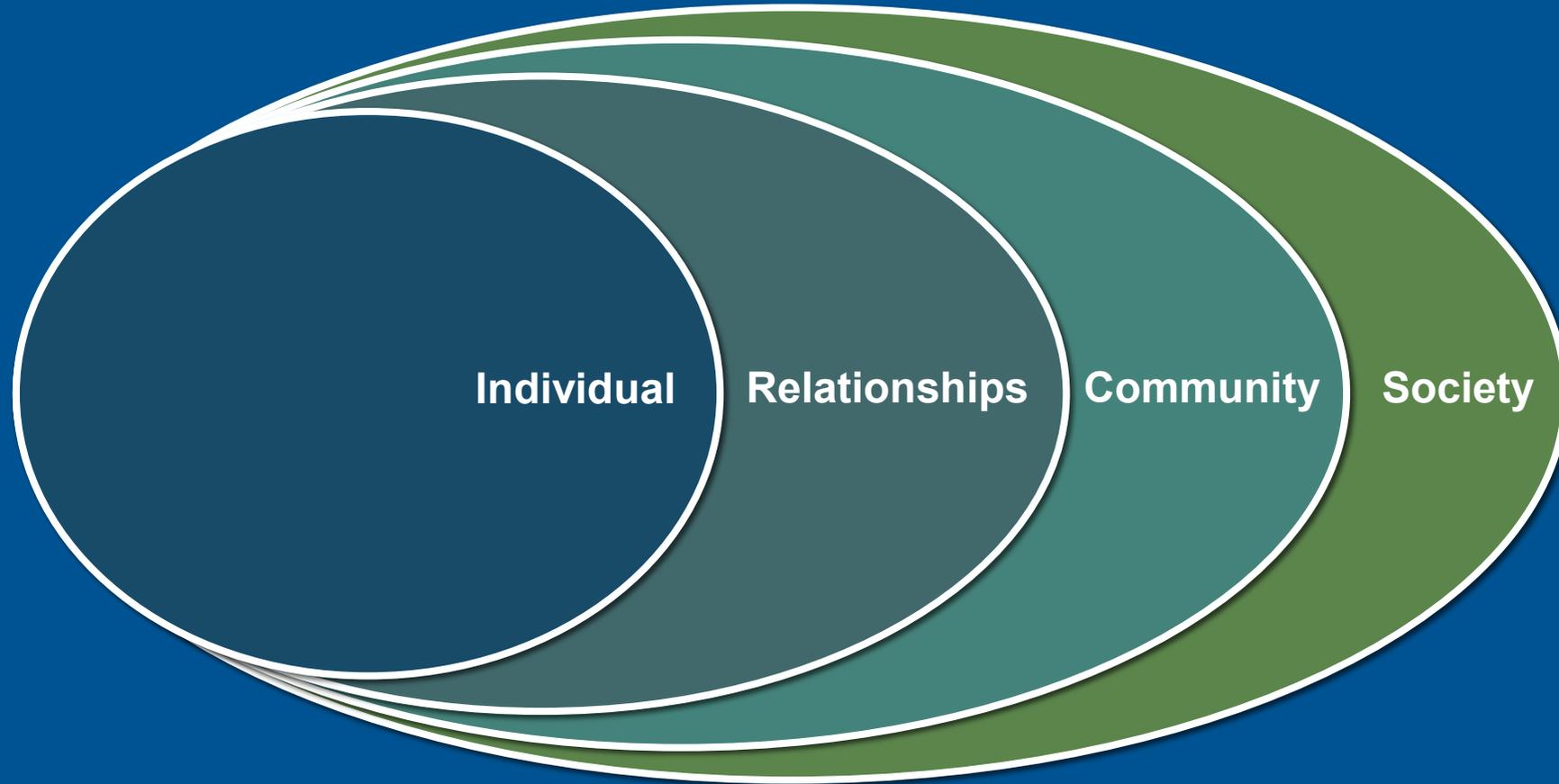
Spectrum of Prevention



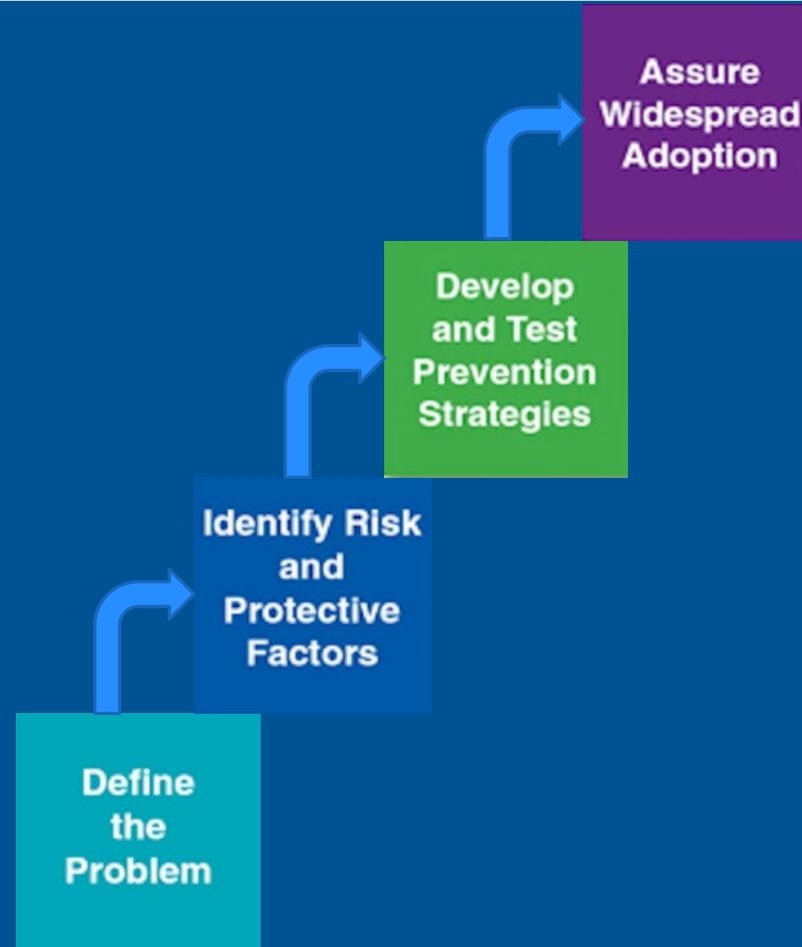
Strategic Prevention Framework



Social-Ecological Model



Public Health Model



Social Norms Theory



1. Describe the problem.



2. Collect data and identify social norms.



3. Develop a strategy.



4. Develop and test messages and materials.



5. Disseminate messages and materials.



6. Monitor activities and evaluate outcomes

Essentials for Childhood Framework

4 goals to creating safe, stable, nurturing relationships and environments

- GOAL 1:** Raise awareness and commitment to promote safe, stable, nurturing relationships and environments and prevent child maltreatment.
- GOAL 2:** Use data to inform actions.
- GOAL 3:** Create the context for healthy children and families through norms change and programs.
- GOAL 4:** Create the context for healthy children and families through policies.

Learning Objectives

3. Understand how to use both adult-focused and child-focused prevention programs to better protect children from all types of victimization.

What can you do to better protect children?

- Understand your organizations/community's needs
- Understand statute and policy requirements (Erin's Law, Bullying prevention, Health instruction standards)
- Awareness campaigns
- Adult-focused prevention efforts
- Child-focused prevention programs

Beginning a Prevention Initiative



Understand state statutes and school guidelines



Determine barriers and resources



Research/Select Program(s)



Outreach and collaboration



Prepare and Implement



Evaluate

Including a Child-focused Component in your Prevention Initiative



Research existing school-based efforts and reach out to districts/schools



Seek additional funding for child-focused program



Research/Select Program(s)



Collaborate with existing partners



Conduct presentations and trainings



Prepare, implement, evaluate

Funding Assistance Guide



Funding Assistance Guide

Page 1

The MBF Child Safety Matters™ program has been provided successfully to Florida's elementary schools since 2010, and has provided critical safety information to over 1.5 million students. Because we believe every child deserves to be safe, the program is now available outside of Florida to both public and private schools, as well as school districts and state Departments of Education. We also partner with Child Advocacy Centers and other organizations that are, or will, implement the program in partnership with their local schools/districts.

The following suggested information is provided to assist schools and/or districts that may be seeking funding to implement the MBF Child Safety Matters program.

Learning Objectives/Outcomes

As a result of participation in the MBF Child Safety Matters program,

Students will

- » demonstrate increased knowledge regarding bullying, cyberbullying, all types of child abuse, digital abuse, and other digital dangers by demonstrating improved communication skills with Safe Adults regarding safety
- » demonstrate an increase in skilled responses to unsafe situations using 5 Safety Rules

Schools will

- » demonstrate increased education of administrators and classroom teachers about bullying, cyberbullying, all types of child abuse, digital abuse, and other digital dangers
- » provide safe and supportive learning environments for students
- » demonstrate increased communication and collaboration with parents/guardians regarding child safety

Parents/guardians will

- » utilize provided program materials and website resources to demonstrate increased knowledge regarding bullying, cyberbullying, all types of child abuse, digital abuse, and other digital dangers
- » demonstrate increased communication with child(ren) regarding child safety

Narrative

The Need for Prevention Education

A high need exists for prevention education in schools as abuse and bullying have reached epidemic numbers in our country:

- » 1 in 10 children will be sexually abused before they reach their 18th birthday¹
- » "Porn" is the 4th most frequently searched term online by children 7 and under²
- » 160,000 students stay home from school every day for fear of being bullied³
- » The Department of Justice reports that 1 in 4 children is or will be bullied, and 1 in 5 cyberbullied⁴

Every child deserves to be safe!

Partnering with Schools



SAFETY BRIEF: PARTNERING WITH SCHOOLS

The Monique Burr Foundation for Children (MBF) provides comprehensive research-based prevention education programs to educate and empower children and teens to prevent, recognize, and respond appropriately to bullying, cyberbullying, all types of abuse, and digital dangers. While it has traditionally been school-based staff who have been trained to present our programs, external organizations such as Child Advocacy Centers have become valuable partners in providing these important prevention lessons to schools who have limited resources and time.

This Safety Brief is a tool for agencies and organizations who are considering partnering with schools to present the MBF Child Safety Matter® and/or MBF Teen Safety Matters® program lessons. Below are some suggestions to help you work with districts and schools to start a collaborative partnership.

Step 1 – Define benefits of a partnership for your organization and school(s).

Organization benefits:

- ⇒ Helps support organization's mission to provide prevention education and support child safety.
- ⇒ Provides positive exposure for organization.
- ⇒ Provides opportunities for grant funding to hire additional staff.
- ⇒ Provides opportunities to train and utilize volunteers.

School benefits:

- ⇒ Provides opportunities for students to learn research-based, universal strategies, to help adults keep them safe and increase academic success.
- ⇒ Increases parent awareness of strategies to keep their children safe and increases communication between home and school.
- ⇒ Supports schools' and/or districts' efforts to create a positive school climate and decrease bullying, cyberbullying, and abuse rates and improve academic achievement.
- ⇒ Helps schools meet state mandates for bullying and abuse prevention education (i.e. Erin's Law).
- ⇒ Provides professional development opportunities for school staff.
- ⇒ Provides schools and/or districts with positive exposure and a meaningful community partnership.

Step 2 – Determine need, interest, and support for a partnership.

- ⇒ Complete a needs assessment to determine if other organizations are doing prevention education and if so, what program(s) they are using.
- ⇒ Assess support from key stakeholders. Talk with principals, teachers, families, and community leaders who are involved with schools and concerned about youth safety to assess their level of support and resources they may provide.
- ⇒ Determine possible barriers, for example:
 - Schools and/or organizations may have limited resources
 - Emphasis on testing/limited classroom time
 - Support from administrators, teachers, and/or parents may be limited
 - Support from legislators and key community stakeholders may be limited
 - Funding may be limited

Choosing a Child-Focused
Prevention Program

Effective Child-Focused Prevention Programs

- Research-based/Evidence-based/Evidence-informed
- Easy and practical to implement; fun and engaging for students using active learning strategies; provide multiple exposures
- Comprehensive in content and audience
- Trained facilitators
- Meets policy and statute requirements
- Supported and trusted by schools, parents, and experts

NCMEC Guidelines

GUIDELINES FOR PROGRAMS TO REDUCE CHILD VICTIMIZATION: A Resource

FOR COMMUNITIES WHEN CHOOSING A PROGRAM TO TEACH PERSONAL SAFETY TO CHILDREN



The National Center for Missing & Exploited Children® (NCMEC) has a twofold mission to

- find missing children and
- prevent the victimization of children

To achieve the second part of that mission, every child should receive instructions on personal safety that are positive, comprehensive, and effective.

NCMEC often is asked to make recommendations, endorse programs, and provide guidance to schools, community groups, and individuals who are trying to choose among various programs that teach personal safety to children. NCMEC does not endorse specific products or programs; however, we undertook a comprehensive process to develop guidelines for educational programs in the hope that educators and parents will use these criteria to review proposed programs. These guidelines are not legal standards, and they are not community-specific. They can, however, provide a framework for communities when selecting safety programs and making curriculum decisions. We also hope that they will raise questions and make school decision-makers think about how they can provide the most effective program possible—one that

- children will enjoy and understand
- will change children's behavior to help keep them safer

For years we have known that 30-minute "stranger danger" programs presented once a year are not adequate. But what is adequate? Today, research and evaluation are available on various educational programs and approaches. Although there is still much to be learned, NCMEC feels that we have a basis on which to make judgments regarding the key elements and content of effective programs.

In developing these guidelines, NCMEC joined with leading experts in the field. We are grateful for their time, energy, creativity, and commitment. Participants represent a broad cross-section of agencies and organizations working on behalf of children. The content of this report is the product of their collaboration and analysis. Members of NCMEC's Education Standards Task Force are listed at the end of this report.

What we learned is that all training and educational materials proposed for use by schools and organizations that serve children should

- be based on accepted educational theories
- be appropriate for the age and educational and developmental levels of the child
- offer concepts that will help children build self-confidence in order to better handle and protect themselves in all types of situations
- have multiple program components that are repeated several years in a row
- utilize qualified presenters who use role-playing, behavioral rehearsal, feedback, and active participation



Safety Brief:
Program Comparison

What is MBF Child Safety Matters™?

MBF Child Safety Matters is a comprehensive, primary prevention education program that effectively educates and empowers students, schools, adults, and communities with information and strategies to prevent bullying, cyberbullying, child abuse, and digital abuse. Based on research that supports the efficacy of school-based child abuse and bullying prevention programs, MBF Child Safety Matters is supported and recommended by Erin Merryn (Erin's Law), National Educators To Stop Trafficking (NEST), Dr. David Finkelhor, Crimes Against Children Research Center, Dr. Sameer Hinduja, Cyberbullying Research Center, Florida Department of Education, and many other subject matter experts and partner organizations.

How does MBF Child Safety Matters compare to other programs?

Use the checklist below of prevention best practices and NCMEC guidelines*, to compare MBF Child Safety Matters to other programs you are currently using, or may be considering.

Effective concepts and best practices in bullying & abuse prevention programs:	MBF Child Safety Matters™	Other Program
Grounded in theory and prevention research / localizes curriculum	X	
Includes multiple lessons over a period of years with multiple reviews/homework	X	
Fosters parent, teacher, and community involvement	X	
Includes comprehensive safety topics, starting with basic safety skills for young children	X	
Includes proper training for presenters and teachers, parents and community	X	
Includes age and developmentally appropriate materials	X	
Is interactive and includes demonstration or behavior rehearsal opportunities	X	
Includes comprehensive evaluation	X	
Fosters communication between parent and child	X	
Teaches children the importance of safe adults and their responsibility for child safety	X	
Fosters responsibility in children for independence and safety, promotes self-esteem	X	
Fosters the right in children to control their bodies and protect themselves	X	
Teaches the proper reporting requirements of bullying and abuse / neglect	X	
Teaches children self-protective skills and strategies, such as saying "no"	X	
Teaches children appropriate/inappropriate touch of private body parts	X	
Teaches children about who may be potential offenders (children, adults, anyone)	X	
Teaches children and adults disclosure and reporting methods and options	X	
Teaches children abuse is never their fault	X	
Promotes social-emotional learning, bullying prevention strategies, and upstander skills	X	
Includes a separate component for special needs children	X	
Teaches universal strategies to prevent multiple types of victimization (polyvictimization)	X	

*Source: Guidelines for programs to reduce child victimization: A resource for communities when choosing a program to teach personal safety to children. National Center for Missing and Exploited Children. Find the full document and more at www.mbfchildsafetymatters.org.

Every child deserves to be safe!



MONIQUE BURR
FOUNDATION FOR CHILDREN

CDC Guidelines



Preventing Child Sexual Abuse Within Youth-serving Organizations:

Getting Started on Policies and Procedures



U.S. DEPARTMENT OF HEALTH AND HUMAN SERVICES
Centers for Disease Control and Prevention



Preventing Child Abuse and Neglect:

A Technical Package for Policy, Norm, and Programmatic Activities

National Center for Injury Prevention and Control
Division of Violence Prevention



National Plan to Prevent CSA&E



National Plan to Prevent the Sexual Abuse and Exploitation of Children

DEVELOPED BY THE NATIONAL COALITION TO PREVENT CHILD SEXUAL ABUSE AND EXPLOITATION



The National Coalition to Prevent Child Sexual Abuse & Exploitation

Six Pillars for Prevention

WHY WE NEED STRONGER PREVENTION POLICIES

There are times when the future health of our nation require that we come together to look at what is possible for every child in our country, and times such as these require action from policy and community leaders. Those fighting the health impact of tobacco learned they needed policy changes to hold the tobacco industry accountable and to make it more difficult for people to harm themselves and children through smoking. Policy changes made it easier for people to make healthier choices and helped change social norms related to smoking. Similarly, a wide range of policies are needed to make sexual victimization of children far less likely and to influence social norms toward prioritizing prevention of sexual abuse and exploitation of children.

INTRODUCTION

When most people think about policies that might help end the sexual victimization of children they tend to focus either on educating children to protect themselves, reporting after a child has been sexually abused, or implementing policies to help manage those who have already committed sex offenses. The Prevention Coalition developed Six Pillars of Prevention to articulate important elements of a comprehensive policy agenda and to focus attention on ending child sexual abuse **before** a child is harmed. There is consensus that no one policy can do it all.

One tempting approach to social change is to identify one major overarching policy that will make a significant impact. While appealing, it is often difficult to find one strategy that will address such a problem as diverse and complex as child sexual victimization. An alternative approach, referred to as Gulliver's Strategy, is to identify numerous smaller impact policies in a variety of related areas that basically nip away at the giant problem until it topples. Strategically speaking, the Prevention Coalition is proposing that a multi-systemic problem such as child sexual abuse and exploitation requires multiple strategies and policies. Clearly, the Prevention Coalition will not be able to champion all such efforts and differing pillars have varying relevance or priority for each member program.

Today's children and youth have never known a world that is not filled with technology. Since technology is now an integral part of all our daily lives, its impact is integrated within each of the pillars rather than separating it out as a pillar of its own. Therefore, all of the policies included will consider the impact of these technologies on healthy and problematic sexual behaviors.



CEBC



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FOR CHILD WELFARE

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Welcome to the CEBC: California Evidence-Based Clearinghouse for Child Welfare

The mission of the California Evidence-Based Clearinghouse for Child Welfare (CEBC) is to advance the effective implementation of evidence-based practices for children and families involved with the child welfare system.



View Programs

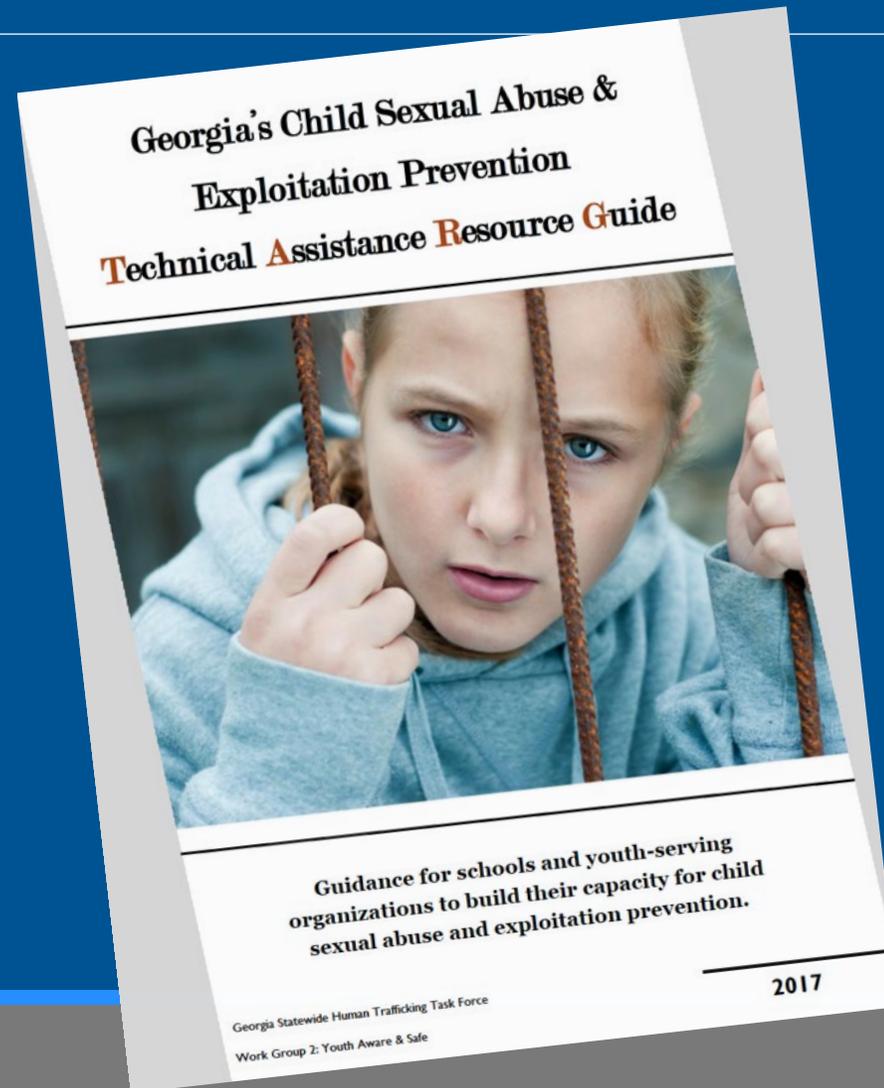
- Searchable database of child welfare related programs.
- Description and information on research evidence for specific programs.



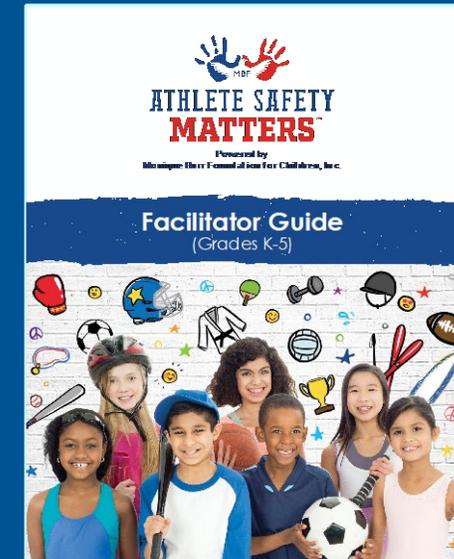
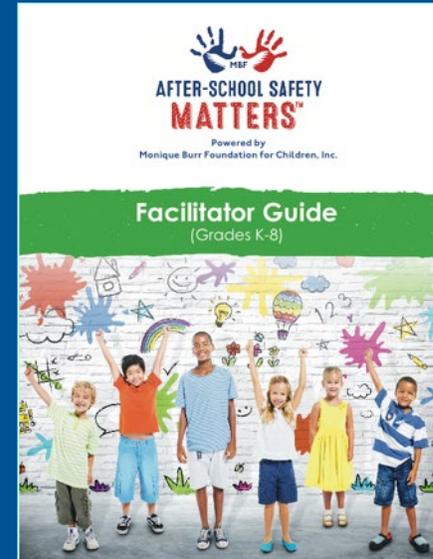
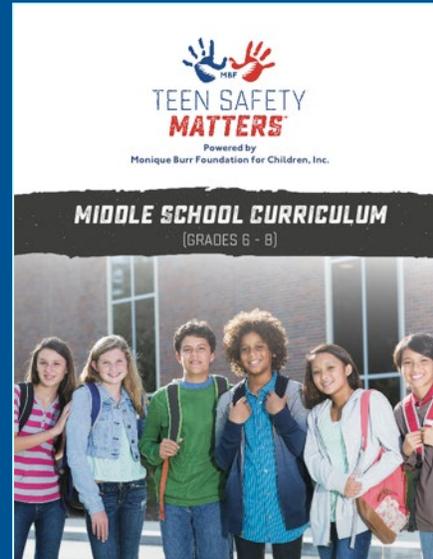
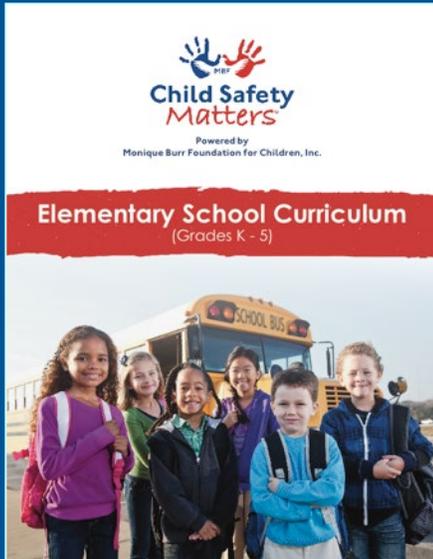
Select and Implement Programs

- Guidance on how to make critical decisions regarding selecting and implementing programs
- Tools and materials to provide support for choosing, implementing and sustaining a program.

Other Guides



MBF Prevention Education Programs



MBF 5 Safety Rules



KNOW WHAT'S UP



SPOT RED FLAGS



MAKE A MOVE



TALK IT UP



NO BLAME / NO SHAME

Comprehensive Content – CSM

Lesson 1

- General safety and prevention
- Shared responsibility
- Types of abuse
- Who harms kids and how
- Safe vs. unsafe strangers
- Safe Adults
- Safety Rules

Lesson 2

- Bullying and cyberbullying
- Digital abuse and safety
- Peers and predators
- Digital citizenship
- Safe Adults
- Safety Rules

Comprehensive Content – TSM

Lesson 1

- Social-emotional skills – All
- Social awareness – 6th
- Relationship skills – 6th
- Peer pressure – 6th
- Coping skills – 6th
- Decision-making – 7th
- Self-awareness – 8th
- Self-management – 8th
- Safe Adults – All
- Safety Rules – All

Lesson 2

- 4 types of child abuse – All
- Relationship abuse – All
- Bullying – All
- Exploitation & Trafficking – All
- Sexual Assault – 7th/8th

Lesson 3

- Bullying and cyberbullying
- Digital abuse and safety
- Peers and predators
- Digital citizenship
- Safe Adults
- Safety Rules

Reinforcements - CSM



I follow the Safety Rules!

- Know What's Up
- Spot Red Flags
- Make a Move
- Talk It Up
- No Blame | No Shame

Child Safety Matters
www.mbfpreventioneducation.org

We follow the Safety Rules!

- Know What's Up
- Spot Red Flags
- Make a Move
- Talk It Up
- No Blame | No Shame

Child Safety Matters
www.mbfchildsafetymatters.org

We follow the Safety Rules!

- Know What's Up
- Spot Red Flags
- Make a Move
- Talk It Up
- No Blame | No Shame

Child Safety Matters
To Our School!
www.mbfchildsafetymatters.org

Safety Connection K2
Parent Information Sheet

Dear Parents & Guardians,

Our organization proudly supports the MBF Child Safety Matters program, which is a leading child abuse prevention program in the state of Florida. The program is based on the research and best practices of the National Children's Advocacy Center (NCAC) and the Florida Department of Children and Families (DCF).

What Your Child Learned:

- Know What's Up: How to identify a safe adult and what to do if you are in a dangerous situation.
- Spot Red Flags: How to recognize and report dangerous situations.
- Make a Move: How to get away from a dangerous situation.
- Talk It Up: How to talk to a safe adult about a dangerous situation.
- No Blame | No Shame: How to report a dangerous situation without being afraid.

How You Can Reinforce Your Child's Learning:

- Review the Safety Rules with your child and discuss the meaning of each rule.
- Practice the Safety Rules with your child through role-play.
- Encourage your child to talk to you about any dangerous situations they may encounter.
- Make sure your child knows who their safe adults are and how to contact them.
- Make sure your child knows how to get away from a dangerous situation.
- Make sure your child knows how to talk to a safe adult about a dangerous situation.
- Make sure your child knows how to report a dangerous situation without being afraid.

MBF Child Safety Matters Safety Rules

- Know What's Up
- Spot Red Flag
- Make a Move
- Talk It Up
- No Blame | No Shame

Every Child Deserves to Be Safe!

Safety Connection K2
Parent Information Sheet

Dear Parents & Guardians,

Our organization proudly supports the MBF Child Safety Matters program, which is a leading child abuse prevention program in the state of Florida. The program is based on the research and best practices of the National Children's Advocacy Center (NCAC) and the Florida Department of Children and Families (DCF).

Find your way safely home from school.

MBF Child Safety Matters Safety Rules

- Know What's Up
- Spot Red Flag
- Make a Move
- Talk It Up
- No Blame | No Shame

Every Child Deserves to Be Safe!

I CHOOSE YOU!

Dear _____

I was asked to identify a safe adult as part of the MBF Child Safety Matters program, and I chose you. I may come to you when I feel unsafe, I have questions about safety, or if I know another child who is unsafe.

You can help keep me safe from bullying, cyberbullying, digital abuse, and child abuse by using the MBF Child Safety Matters Safety Rules on the back of this bookmark and by helping me use the safety rules at work.

To learn more about bullying, cyberbullying, digital safety, child abuse and exploitation, to find additional tools and resources to help you talk to me and other children, and to learn more about the MBF Child Safety Matters Safety Rules, visit www.mbfchildsafetymatters.org.

Help protect all children, tell others about the MBF Child Safety Matters program, share the Safety Rules, the website, and like and share our social media sites.

Child Safety Matters
www.mbfchildsafetymatters.org

Use the Five Safety Rules to Help Keep Children Safe

Know What's Up
Talk to children. Listen to them. Ask them questions about their activities and people they spend time with. Learn about the technology and devices they are using to have access to.

Spot Red Flags
Teach children safety concepts such as personal space and boundaries, to respect themselves and others, secrets and lies, and online safety. Educate them about the dangers present in society. How to spot and respond to security threats, and how to seek help to minimize their risk of being victimized.

Make a Move
When you suspect a child is being harmed, hurt yourself and act. If a child tells you about abuse or bullying that has happened, praise them for telling you and take an immediate action. Call a professional who can act in the best interests of the child. Report bullying to the school or law enforcement. Report abuse to your state's child abuse reporting number. Call www.childabuse.gov or your state's reporting number.

Talk It Up
Talk to children and other adults about safety, unsafe situations, and the Safety Rules. Let them know they can talk to you about safety when the need arises because Child Safety Matters is you.

No Blame | No Shame
Let children know they are never to blame if anything happens to them because adults are responsible for keeping them safe. Let them know they should never be ashamed to tell you about red flags, abuse, bullying, or anything else related to safety. Tell them you will help them.

Reinforcements - TSM



THE 5 SAFETY RULES

- KNOW WHAT'S UP**
Knowing What's Up means you are aware of your environment and people around you, both online and off, that may impact you and others.
- SPOT RED FLAGS**
Spotting Red Flags means recognizing when a person or situation is unsafe. It also means knowing when someone's behavior on social media, apps, or other devices is unsafe or inappropriate.
- MAKE A MOVE**
Making a Move involves using good decision-making skills to respond to unsafe situations, both online and off. You can Make a Move by getting away from an unsafe situation or person or by staying away from unsafe or inappropriate people or situations.
- TALK IT UP**
Talking It Up means using your voice to help keep you safe. You can use an assertive voice to tell an adult or another teen to stop hurting you or someone else, or to report unsafe or inappropriate behavior or situations online or off.
- NO BLAME | NO SHAME**
If you are ever abused, bullied, or hurt by an adult or another teen, no matter what they tell you, you are never to blame, you should not be ashamed to tell a safe adult about abuse, bullying, or Red Flag or unsafe situations. It is never too late to tell.

WE FOLLOW THE SAFETY RULES!

- KNOW WHAT'S UP**
- SPOT RED FLAGS**
- MAKE A MOVE**
- TALK IT UP**
- NO BLAME | NO SHAME**

TEEN SAFETY MATTERS
www.mbfchildsafetymatters.org

KNOW WHAT'S UP WE FOLLOW THE SAFETY RULES!

- SPOT RED FLAGS**
- MAKE A MOVE**
- TALK IT UP**
- NO BLAME | NO SHAME**

TEEN SAFETY MATTERS
www.mbfchildsafetymatters.org

TEEN SAFETY MATTERS 6.1 PARENT INFORMATION SHEET

DEAR PARENT OR GUARDIAN,

Fourth grade students participated in MBF Teen Safety Matters™ today, an emotional, physical, and digital safety program developed by the Monique Burr Foundation for Children (MBF). Based on the latest research, and reviewed and endorsed by national experts, we would like to share with you what they learned in fun and engaging program, and suggest how you can continue these safety lessons at home. The more you talk with your child, the more they will remember this important information and be empowered to use what they have learned to stay safe. To learn more about the program and for additional information and resources, please visit www.mbfchildsafetymatters.org and download the "Child Safety Teacher" app, available at no cost from the App Store or Google Play.

TODAY'S LESSON COVERED	HOW YOU CAN REINFORCE YOUR CHILD'S LEARNING
Changes that occur during middle school years	Spent regular conversation time with your child talking with them about their school and personal life, relationships, and activities. Talking with them on a regular basis about everyday things will help them know that you are available and interested, and may encourage them to talk to you about more important things like bullying, abuse, etc.
5 Safety Rules to keep teens safe	Visit www.mbfchildsafetymatters.org to learn about the 5 Safety Rules. Review the Safety Rules with your child to ensure they understand how to use them. Ask your child what each rule is and how it can help them stay safe. Use daily events as opportunities to ask your child about situations where they might apply the Safety Rules and how they can use them in unsafe or difficult situations. www.mbfchildsafetymatters.org has more information on this topic.
The dangers of peer pressure	Continue conversations about what was taught during the classroom lesson, such as dealing with peer pressure, and ensure they understand the important concepts to help keep them safe and be successful in middle school.
Positive and negative coping skills	Talk to your child about ways to cope with pressure and stress. Be aware of the sign of stress and intervene when your child is checked to ensure they are coping in healthy ways. Do the activity on the next page to help them develop positive and healthy coping skills.
Relationship and social awareness skills	Social awareness teaches children about the world around them and how they fit in. It encourages empathy, acceptance, and learning. Talk to your child about social awareness and use our opportunities for your child to become more socially aware and involved in helping others. Encourage your child to complete the next lesson on their activities to reinforce their learning about these topics.

TEEN SAFETY MATTERS 6.1 PARENT INFORMATION SHEET

RESOURCES TO LEARN MORE

- <http://mbfchildsafetymatters.org/>
- <http://www.mbf.org/mbf-teen-safety-matters/>
- <https://www.facebook.com/mbfchildsafetymatters.org/>
- <https://www.instagram.com/mbfchildsafetymatters.org/>
- <http://mbfchildsafetymatters.org/contact-us/>

ACTIVITY

There are many reasons children may experience their daily middle school social conflict, peer pressure, learning homework and extracurricular activities, etc. If they seem to identify the sources of stress and are dealing coping skills, they will be much better prepared to handle their stress in a healthy way. Help your child identify potential sources of stress in their life and develop a list of positive ways they can cope.

POTENTIAL STRESSOR	POSITIVE COPING OPTIONS

TEEN SAFETY MATTERS

Dear _____

I CHOOSE YOU!

I was asked to identify a Safe Adult as part of the MBF Teen Safety Matters™ program, and I chose you. I may come to you when I feel unsafe, when I have questions about my safety, or if I know someone else who is unsafe. You can help protect me from bullying, cyberbullying, abuse, and digital dangers by using the MBF Teen Safety Matters Safety Rules on the back of this bookmark.

To help protect me and other teens, the Monique Burr Foundation for Children (MBF) offers additional information and resources. Visit their Safe Adult Club and Resource pages at www.mbfpreventioneducation.org.

You can also download the "Child Safety Matters" app at no cost from the App Store or Google Play, and follow MBF's social media sites at @MBFChildSafety. Thank you for helping me stay safe.

Signed: _____

www.mbfpreventioneducation.org

Facebook, Instagram, Twitter, YouTube icons

@MBFChildSafety

THE 5 SAFETY RULES

- KNOW WHAT'S UP**
Talk to children/teens and listen to them. Ask them questions about their activities and people they spend time with. Learn about the technology and devices they are using or can access.
- SPOT RED FLAGS**
Teach children/teens safety concepts such as personal space and boundaries, respecting themselves and others, secrets and tricks, and digital safety. Educate them about the dangers present in social media to spot Red Flag behaviors to identify unsafe situations, and how to seek help to minimize their risk of being victimized.
- MAKE A MOVE**
If you suspect a child or teen is being harmed, trust yourself and act. If they tell you that abuse or bullying has happened, praise them for telling you and take action immediately. Report bullying to the school or organization where it occurred. Report child abuse to your state child welfare agency, and make online referrals to law enforcement or the Cyberline at 800-843-5678.
- TALK IT UP**
Talk to children/teens and other adults about safety, unsafe situations, and the Safety Rules. Let them know they can talk to you about safety when the need arises and you will listen and help.
- NO BLAME | NO SHAME**
Let children/teens know they are never to blame if anything happens to them because adults are responsible for keeping them safe. Let them know they should never be ashamed to tell you about Red Flag, abuse, bullying or other unsafe situations. Let them know you will support them.



Training



Online Facilitator Training



Recognizing & Reporting Child Abuse & Neglect



Protecting Children from Child Sexual Abuse



Real World Safety: Protecting Youth Online and Off



Preventing, Recognizing, and Responding to Human Trafficking

Evaluation



Data Collection



Anecdotal evidence



Program evaluation

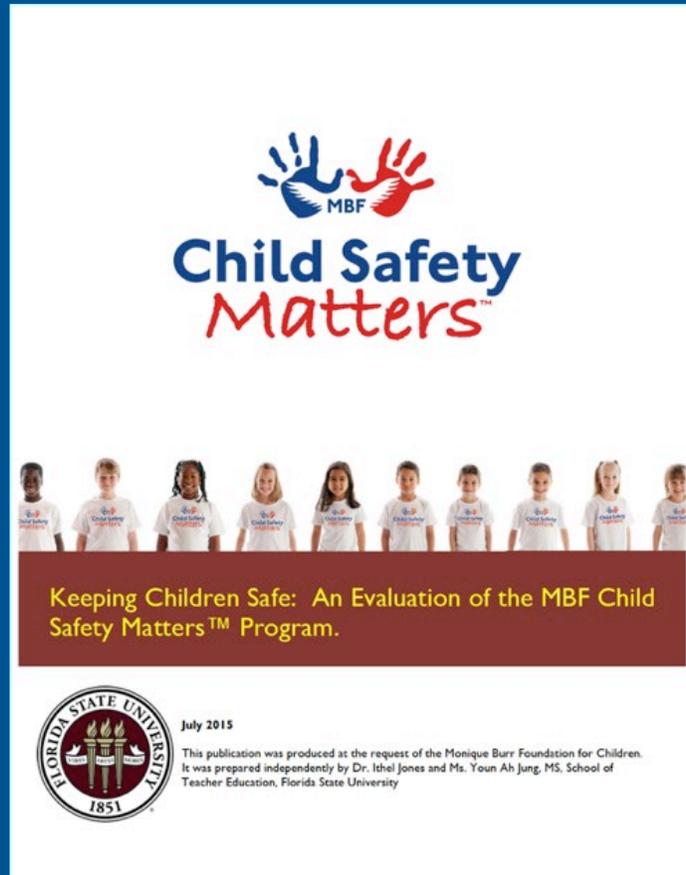
Child Advocacy Center: Athens, Alabama

Met 11 out of 11 objectives on grant.

Grant evaluator teared up when she realized how much schools and kids love program!

She took program information to share with other agencies looking for a program.

Program Evaluation



MBF Child Safety Matters was evaluated in a **2015** independent study by Florida State University's School of Teacher Education.



Found effective at educating students with knowledge and skills (**96%** of 620 students in K-5 had pre to post test gains).



Implemented with high procedural fidelity by facilitators, with **90%** of facilitators adhering to program language and curriculum.

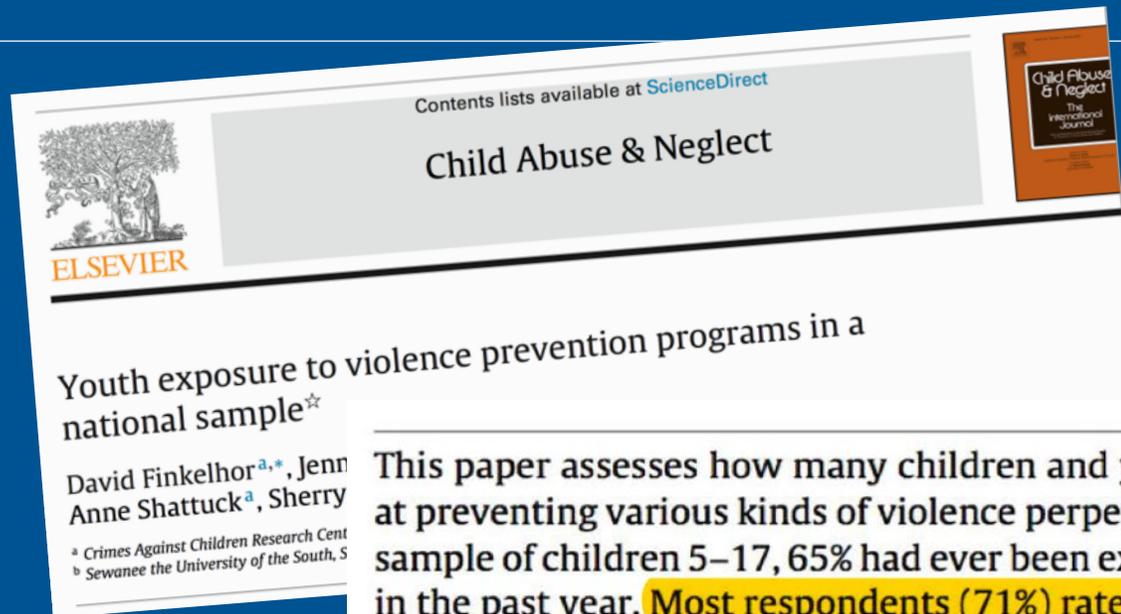


Found to be a quality program; facilitators enthusiastic about program and children respond well to lessons/ activities.



Facilitators expressed that program topics are developmentally appropriate and covered well.

Prevention Research - 2014



Youth exposure to violence prevention programs in a national sample[☆]

David Finkelhor^{a,*}, Jenni Anne Shattuck^a, Sherry

^a Crimes Against Children Research Center
^b Sewanee the University of the South, S

This paper assesses how many children and youth have had exposure to programs aimed at preventing various kinds of violence perpetration and victimization. Based on a national sample of children 5–17, 65% had ever been exposed to a violence prevention program, 55% in the past year. **Most respondents (71%) rated the programs as very or somewhat helpful. Younger children (5–9) who had been exposed to higher quality prevention programs had lower levels of peer victimization and perpetration.** But the association did not apply to older youth or youth exposed to lower quality programs. Disclosure to authorities was also

peer victimizations or conventional crime victimizations. The findings are consistent with possible benefits from violence prevention education programs. However, they also suggest that too few programs currently include efficacious components.

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Developmentally Appropriate



June 12, 2014

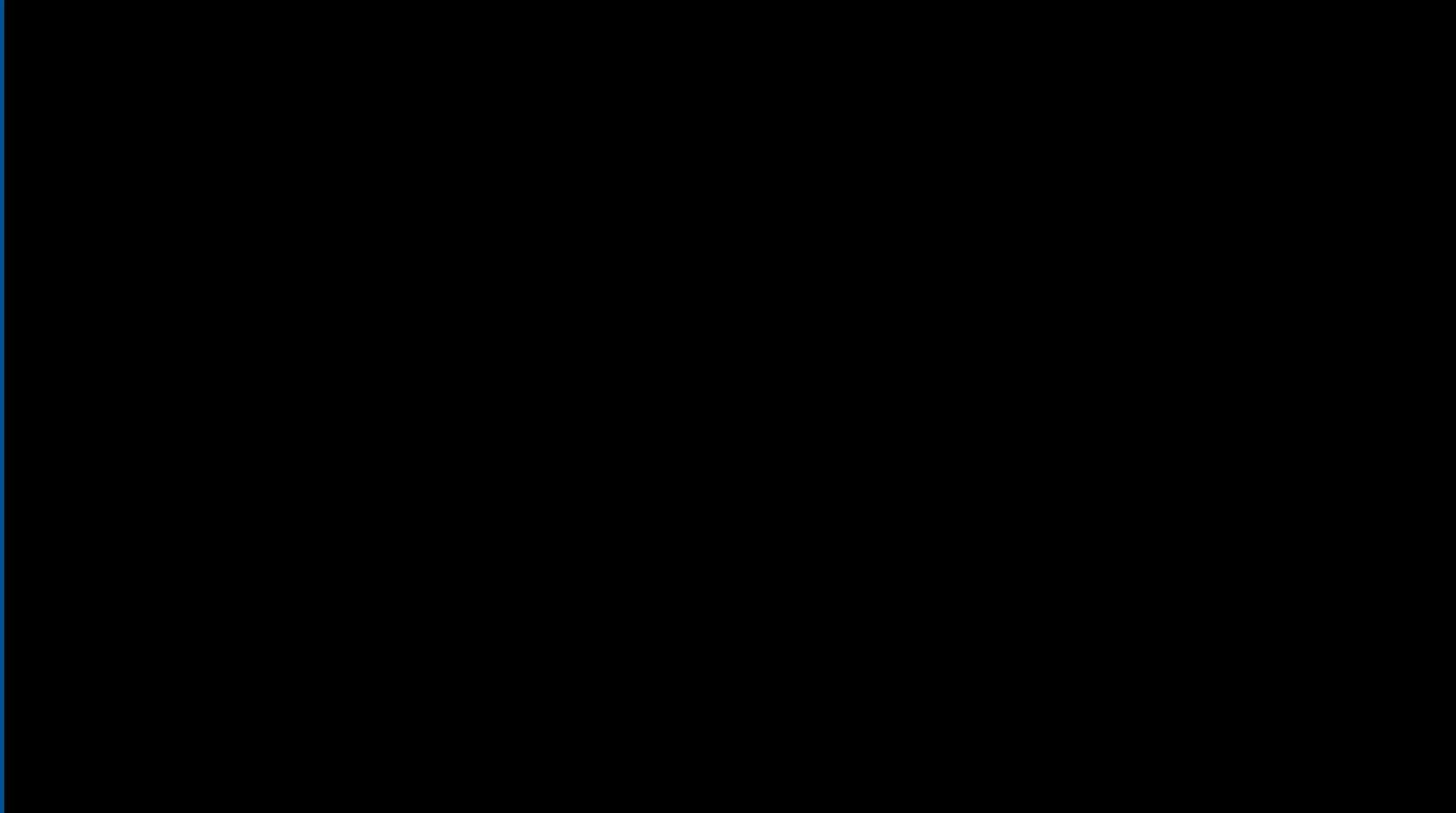
To: Monique Burr Foundation for Children

Re: MBF Child Safety Matters program

I have reviewed the program, and I found it very impressive. There is a large quantity of important information, well formulated and well presented. It seemed developmentally appropriate and based on good understanding of the existing literature.

I have reviewed the program, and I found it very impressive. There is a large quantity of important information, well formulated and well presented. It seemed developmentally appropriate and based on good understanding of the existing literature.

Dr. David Finkelhor



Program Evaluation

With the completion of a 2-year study in 2018, MBF Child Safety Matters is the first comprehensive evidence-based prevention education program.

MBF Prevention Education Programs will continue to undergo evaluation as we seek to obtain evidence-based status for all programs.



David Finkelhor, PhD
Crimes Against Children Research
Center, University of New Hampshire



Anne Seraphine, PhD
University of Florida



David Miller, PhD
University of Florida



Melissa Bright, PhD
University of Florida

Supported and Trusted

- Dr. David Finkelhor, Director, Crimes Against Children Research Center
- Dr. Sharon Cooper, NCMEC Consultant
- Erin Merryn (Erin's Law)
- Dr. Sameer Hinduja, Director, Cyberbullying Research Center
- Florida Department of Education
- Florida Office of the Attorney General, DOE, DCF, Governor's Office
- National Educators to Stop Trafficking (NEST)

Loved by students, supported by experts and schools, trusted by parents and communities.

Including a Child-focused Component in your Prevention Initiative



Research existing school-based efforts and reach out to districts/schools



Seek additional funding for child-focused program



Research/Select Program(s)



Collaborate with existing partners



Conduct presentations and trainings



Prepare, implement, evaluate

Questions



Contact

Stacy Pendarvis, MSW, MA | Program Director

904-562-1845

Stacy@mbfpreventioneducation.org