



Considerations When Implementing a Child Sexual Abuse Curriculum

Preventing child sexual abuse is an adult responsibility. Even when providing a program targeted toward educating children, adults must do their due diligence to assure they are prepared and have taken the steps necessary to ensure the chosen curriculum is effective and does nothing to potentially traumatize or harm students, especially those who may be or have experienced sexual abuse.

Staff Expertise

- Is the staff member responsible for providing the curriculum to students educated in the issue of child sexual abuse? It is vitally important that whoever is delivering and supporting the training has a comprehensive understanding of the issue of sexual abuse/assault.
- Are they able to deliver the program in a trauma-informed manner, recognizing that in any audience there may be children who are either currently/or have been sexually abused?
- Are they trained and able to handle any disclosures that may happen as a result of the program?
- Do all school staff understand Mandated Reporting laws and does the staff member(s) delivering the program understand their responsibility to report any disclosures?

Resources

- What financial resources are available to implement the program – both in terms of staff time and cost of curriculum?
- Have contacts been made with the local Child Advocacy Center or other community related partners to gather information and provide the program with support?
- Is there enough classroom time allocated to fully implement a program and any follow up?

Assessing Curriculum

- Is the curriculum evidence based, evidence-informed, theory-driven, or untested?
- Does the curriculum include any type of evaluation component (pre/post or satisfaction surveys)?
- Has the curriculum been assessed within a comparable school/community environment?

Audience

- Is the curriculum inclusive and representative of the community?
- Is the curriculum accessible to everyone, including students with special needs?
- Is there a plan for students who are absent during the presentation?
- Is there a plan for students/families who may choose not to participate in the curriculum?

Engaging Adults

- Is there a plan for parent notification and explanation of the curriculum?
- Are there informational materials on child sexual abuse available to provide to parents?
- Are there resources available for parents/families who may be affected by the presentations?

Adapted from Awareness to Action Wisconsin's (a2awisconsin.org) "Child Abuse Prevention Curriculum Review".



Curriculum Rubric

This tool is meant to be used by schools and their community partners to begin the process of reviewing and selecting a curriculum that meets the standards of the Missouri statutory requirement for trauma informed 6-12 child sexual abuse prevention education. It is not meant to endorse or discourage the use of any particular curriculum, but rather to provide information that aids in the curriculum selection process.

Name of Curriculum _____

Target Population _____

Cost _____

Scoring Scale: 0-2 (0 = does not address; 1 = partially addresses; 2 = fully addresses)

POINT TOTAL Page 1 _____

Comprehensive: Strategies include multiple components and affect multiple audiences to address a wide range of risk and protective factors of the problem.

Program includes multiple components (ex: information AND skill- building activities)	
Program provides activities with more than one audience	
Activities address risk and protective factors for sexual abuse (see: https://www.cdc.gov/violenceprevention/sexualviolence/riskprotectivefactors.html)	

Varied Teaching Methods: Strategies should include multiple teaching methods, including some type of active, skills-based component.

Program includes more than one teaching method	
Strategy includes interactive instruction, such as role-play and other techniques for practicing new behaviors	
Strategy provides hands on learning experiences, rather than just presenting information or other forms of passive instruction	



Curriculum Rubric Page 2 **POINT TOTAL** Page 2 _____

Name of Curriculum _____

Scoring Scale: 0-2 (0 = does not address; 1 = partially addresses; 2 = fully addresses)

Sufficient Dosage: Participants need to be exposed to enough of the activity for it to have an effect.

Strategy provides multiple sessions (1 session = 0pts; 2 sessions = 1pt; 3+ sessions = 2pts)	
Strategy provides sessions long enough to present the program content	
Strategy offers a variety of sessions to be delivered at different grades	

Theory Driven: Preventive strategies should have a scientific justification or logical rationale.

Program provides (or can you identify) a theory of how the problem behaviors develop	
Program articulates a theory of how and why the intervention is likely to produce change	
Based on the model of the problem and the model of the solution, you believe that the program is likely to produce change	

Positive Relationships: Strategies should foster strong, stable, positive relationships between children and adults.

Strategy provides opportunities for adults and kids to strengthen relationships	
Strategy includes a component for parents/guardians	
Strategy includes training for teachers/staff, including disclosures	

Appropriately Timed: Strategies should happen at a time that can have maximum impact in a participant's life.

Strategy happens before participants develop the problem behavior	
Strategy is timed strategically to have an impact during important developmental milestones	
Strategy content is appropriate for the target population – developmentally, intellectually & cognitively	



Curriculum Rubric Page 3

POINT TOTAL Page 3 _____

Name of Curriculum _____

Scoring Scale: 0-2 (0 = does not address; 1 = partially addresses; 2 = fully addresses)

Socio-Culturally Relevant: Program should be tailored to fit within cultural beliefs and practices of specified groups, as well as local community norms. (Little to no socio-cultural relevance or room for adaptation = 0pts; Some socio-cultural relevance and flexibility for adaptation = 1pt; Program addresses socio-cultural relevance and/or potential adaptations = 2pts)

Strategy appears to be sensitive to social & cultural realities	
Language is inclusive based on race/ethnicity and gender/gender identity	
Strategy is flexible to deal with special circumstances or needs of participants	

Outcome Evaluation: A systematic outcome evaluation is necessary to determine whether a strategy worked.

Plan for evaluating the strategy provided	
Plan for receiving feedback throughout the strategy development & implementation	

Well-Trained Staff: Strategies need to be implemented by staff that are sensitive, competent and have received training, support & supervision.

Strategy provides training materials for staff delivering program (No materials = 0pts, Training = 1pt, Training and resources = 2pts)	
Encourages positive, health promotive language – not fear based	
Focuses on adult responsibility for preventing sexual abuse	

TOTAL Points /52 (Total Points)

Next Step: Dig deeper. Take the top point recipients from this process and compare them against the "Sexual Abuse Prevention Curriculum Framework and Teaching Considerations" in the Guidance Document @ <https://www.missourikidsfirst.org/our-work/school-based-education/guidance-document/>

Adapted from Awareness to Action Wisconsin's (a2awisconsin.org) "Child Abuse Prevention Curriculum Review".