



CHILD SEXUAL ABUSE PREVENTION EDUCATION:

GUIDANCE AND TRAINING MATERIALS

FALL 2020

The Missouri Department of Elementary and Secondary Education (DESE), pursuant to Section 170.045, RSMo, developed guidance and training materials for sexual abuse training in consultation with the Missouri Task Force on the Prevention of Sexual Abuse of Children. The department utilized a variety of organizations with relevant expertise to develop the materials which include resources districts can use for training and professional development.

DESE would like to thank everyone who contributed to this important work.



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INTRODUCTION

Pursuant to Section 170.045, RSMo, the Missouri Department of Elementary and Secondary Education (DESE) developed a guidance document regarding sexual abuse training in consultation with the Missouri Task Force on the Prevention of Sexual Abuse of Children. This document may be used to help districts choose programs and resources to meet the requirements of Section 170.045, RSMo, which provides as follows:

“In school year 2020-21 and in each school year thereafter, each school district shall provide trauma-informed, developmentally appropriate sexual abuse training to students in all grades not lower than sixth grade. School districts must include the following components in their training:

1. instruction providing students with the knowledge and tools to recognize sexual abuse,
2. instruction providing students with the knowledge and tools to report an incident of sexual abuse,
3. actions that a student who is a victim of sexual abuse could take to obtain assistance and intervention, and
4. available resources for students affected by sexual abuse.”

The reported recommendations are designed for local education agencies, schools, classroom teachers, the surrounding community, and state and local agencies and organizations that are involved in implementing child sexual abuse prevention education in Missouri schools. The information provided will help guide schools through an intentional process of preparing for and providing effective sexual abuse prevention education that uses evidence-informed approaches likely to be effective and will avoid retraumatizing students who may have already experienced some form of sexual abuse.

Education and training materials include information about requirements and best practices for sexual abuse prevention education based on a curriculum review, literature from the sexual abuse field and regional stakeholder meeting input. Districts are encouraged to adapt and customize the guidance to best address and meet the needs of their school community.



Overview of Child Sexual Abuse and the Importance of Prevention Training in Schools

Child sexual abuse is a significant but preventable public health problem. Child sexual abuse refers to the involvement of a child (person less than 18 years old) and an adult (or another child) in sexual activity that violates the laws or social taboos of society, that he or she does not fully comprehend, is unable to give informed consent to or for which the child is not developmentally prepared and cannot give consent to (CDC, 2020a). Child sexual abuse is evidenced between a child and an adult or another child who by age or development is in a position of responsibility, trust or power. This may include but is not limited to the inducement or coercion of a child to engage in any unlawful sexual activity, the exploitative use of child in prostitution or other unlawful sexual practices, or the exploitative use of children in pornographic performances and materials (World Health Organization, 1999). Sexual abuse can include both contact (sexual touching or intercourse) and non-contact (voyeurism, exhibitionism, taking unwanted sexual images or exposing the child to pornography) behaviors. Force may be involved but perpetrators also use deception, threats and other forms of coercion.

Children are most often sexually abused by someone they know; less than 10 percent of child sexual abuse is perpetrated by a stranger. Approximately 30 percent of children are abused by a family member (Finkelhor, 2012). Child sexual abuse is also chronic in nature. It is not typically a one-time event; a child experiences the abuse over and over again and lives in a state of fear. Children who are being abused often face significant barriers to disclosing the abuse, including shame and guilt, fear of not being believed or fear of bodily harm or being removed from the home as a result of threats from and manipulation by perpetrators.

Child sexual abuse is prevalent nationally and in Missouri

Child sexual abuse is a silent epidemic in Missouri and throughout the nation. Children of all ages, races, ethnicities and economic backgrounds may experience sexual abuse. Child sexual abuse affects both girls and boys in all kinds of neighborhoods and communities. According to the CDC, nationally about one in four girls and one in 13 boys experience sexual abuse at some point in childhood (CDC, 2020a). In Missouri, there were 5,225 substantiated cases of child abuse and/or neglect in Fiscal Year 2019, 34 percent of which were cases of sexual abuse Missouri Children's Division, 2020). Additionally, in 2019 Missouri Child Advocacy Centers served over 9,000 children, 6,050 of whom reported sexual abuse (National Children's Alliance, 2020). These numbers mean that whether you work with youth, are a parent or are simply a member of a community, it is highly likely that someone you know or care for has experienced, or is currently experiencing, child sexual abuse.

The impact of childhood sexual abuse is substantial

In the short term, children who are sexually abused may suffer physical injuries as well as emotional and psychological problems. Academic problems are a common symptom of child abuse. Sexually abused children tend to perform lower on tests, have higher absentee rates and are more likely to drop out of



school. Children with a history of child sexual abuse also demonstrate an increase in rates of substance abuse, delinquency and crime. Child sexual abuse can also affect long-term health outcomes, mental health, social development and risk-taking behavior into adolescence and adulthood. Given the high prevalence of child abuse and neglect and its vast consequences, the associated economic impact is substantial. The total lifetime economic burden of child sexual abuse in the United States in 2015 was estimated to be at least **\$9.3 billion** (CDC, 2020).

Why Child Sexual Abuse Prevention Training Should Be in Schools

Ending and preventing child sexual abuse in our society requires a systemic response, and schools are key to this response. No one group or person can prevent sexual abuse; the message that sexual abuse will not be tolerated must come in many voices.

Traumatized students are at risk of suffering from

- lower grade point averages,
- higher school absence rates,
- increased drop-out rates,
- increased suspensions and expulsion, and
- decreased reading ability.

Trauma impacts brain development, which can have severe consequences when it comes to school readiness, academic achievement and behavior. Examples of consequential behaviors include

- displaying aggression and social anxiety,
- lacking behavioral self-regulation, and
- suffering from learning disabilities (Darkness to Light, 2017).

These academic and behavioral risks can be diminished by comprehensive prevention. **It is important to note that prevention programs are not designed to put children in charge of their own safety. That is the role of adults, and schools should explore providing comprehensive training to all adults who interact with children.** Child-focused programs do, however, empower children to trust their feelings. Prevention programs also give them the knowledge and resources they need to avoid potentially harmful situations and confide in trusting adults.

Schools are in a unique position to help young people shape positive, healthy attitudes, beliefs and behaviors that work to prevent sexual abuse. **Research shows that the most effective way to do this is by training adults and teaching students skills through a comprehensive sexual abuse prevention education.** Appendix B contains information on child sexual abuse prevention education for adults as well as children.

Prevention education varies considerably depending on the age of the child, the type of sexual abuse being addressed and community and cultural contexts. This document will use sexual abuse as an umbrella term that includes the range of sexual abuse that may occur throughout childhood and adolescence.



Prevention Approaches

These guidance materials provide examples of several approaches to sexual abuse prevention education that are based on evidence-informed effective prevention programs. When developing a sexual abuse prevention education program, best practices recommend incorporation of the following approaches:

1. **Whole-School, Whole-Community, Whole-Child Approach (WSCC)**
2. **Social-Ecological Approach**
3. **Trauma-Informed Approach**
4. **Culturally Responsive Approach**

Whole-School, Whole-Community, Whole-Child (WSCC) Approach

The *WSCC approach* places each child in our education system at the center of a collaborative system of support that includes educators, families, community members and policymakers (CDC 2020). Research indicates that effective prevention practice involves schools working with the larger community in the development of sexual abuse prevention programming and not in isolation. Schools collaborating with community partners in developing and delivering sexual abuse prevention education can significantly reduce the financial and time burden on local education agencies. State and local resources that schools may want to partner with are cited in Appendix A: National, State and Local Agencies and Organizations.

The whole-child approach to sexual abuse prevention assumes the involvement and interconnectedness of several systems, including families, community organizations, the health care system and state agencies. Schools are encouraged to do sexual abuse prevention work in an intentional and collaborative manner. Collaboration ensures that child sexual abuse prevention education addresses and is based on an understanding of the complexities of the problem and avoids unintended risks to students.



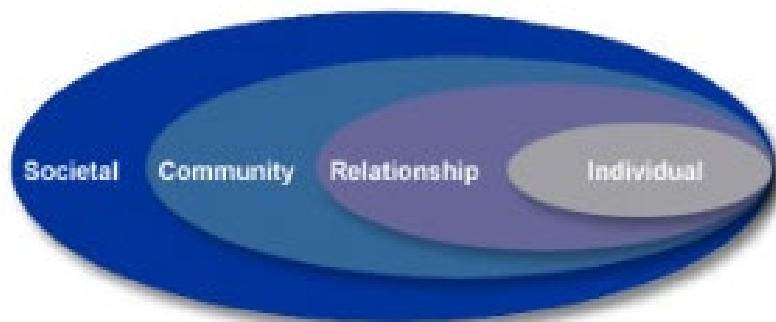


Social-Ecological Approach

The *social-ecological approach* is a public health approach developed by the Centers for Disease Control and Prevention (CDC, 2020). The model recognizes the complex interplay between individual, relationship, community and societal factors that influence issues such as sexual abuse:

- Individual: Identifies a biological or personal history that increases the likelihood of becoming a victim or perpetrator of abuse including age, education, income, substance use or history of abuse. Prevention strategies at this level promote attitudes, beliefs and behaviors that prevent violence. Specific approaches may include conflict resolution and life skills training.
- Relationship: Examines close relationships that may increase the risk of experiencing violence as a victim or perpetrator. A person's closest social circle—peers, partners and family members— influences behavior and contributes to the person's experience. Prevention strategies at this level may include parenting or family-focused prevention programs and mentoring and peer programs designed to strengthen problem-solving skills and promote healthy relationships.
- Community: Explores the settings, such as schools, workplaces and neighborhoods, in which social relationships occur and seeks to identify the characteristics of these settings that are associated with becoming victims or perpetrators of violence. Prevention strategies at this level impact the social and physical environment.
- Societal: Addresses larger macro-level factors that help create a climate in which abuse is encouraged or inhibited. These factors include social and cultural norms that support abuse as an acceptable way to resolve conflicts. Other large societal factors include the health, economic, educational and social policies that help to maintain economic or social inequalities between groups in society.

The most effective prevention efforts move beyond the individual and wrap around the community. Being attentive to factors at all levels ensures that sexual abuse prevention education efforts are successful. Similar to the WSCC approach, the social-ecological model addresses multiple factors and systems that are interrelated and integral to providing effective education and services.





Trauma-Informed Approach

In sexual abuse prevention education, one of the most important considerations is to “do no harm.” A trauma-informed approach recognizes that many students have already experienced some form of sexual abuse. Given the statistics regarding child sexual abuse, teachers should assume that some students in every classroom have been affected by sexual abuse, and administrators should also assume that survivors will be required to teach this content to their students. To prevent unintentional retraumatization of those who have experienced sexual abuse, it is essential that schools offer education, planning and staff training with community organizations, social workers or psychologists before delivering education. This training is critical and necessary for the support of students who may be triggered or who may disclose abuse as a result of education. Staff support may also be needed for those who are triggered when delivering education.

While children experiencing abuse may be removed from instruction by parents or guardians who are perpetrating abuse, providing advanced notice will also allow family members of survivors to appropriately prepare their child and plan for additional support if needed to avoid retraumatization.

Culturally Responsive Approaches

School culture is a microcosm of the greater societal culture. Issues of power and control found within the greater societal culture contribute to conditions in schools that may lead to sexual abuse. To execute effective prevention education, these conditions must be addressed. Violence and inequity are rooted in abuses of power. When power is apportioned unevenly, only some benefit and may use their power to target others. Sexual abuse is not necessarily about sex. Recognizing sexual abuse as an abuse of power and control produces a clear relationship/path between culturally responsive prevention efforts and the root causes of sexual abuse.

Students at greatest risk of being targeted for sexual abuse include those with cognitive or physical disabilities, very young students, students who identify as or are perceived as being LGBTQ, students representing racial or ethnic minorities and students in out-of-home care or who are experiencing homelessness. These students tend to have fewer natural supports, increased dependence on adults and greater barriers to self-advocacy and self-determination. These students may also have greater barriers to accessing sexual abuse prevention education in school. An effective sexual abuse prevention education program provides equitable access and support to these students.

Recognizing the most vulnerable students can help schools tailor their prevention efforts. It is best practice to include a representative of at-risk groups or someone who specializes in the treatment and support of people who are in those groups. To facilitate this, schools need to have identified staff from as many identified populations as possible who possess the extra training to support those who are experiencing abuse or who identify as being at risk. Developing and maintaining an active working relationship with local agencies serving the populations represented in your school is also important.



Nine Principles of Prevention

The Nine Principles of Prevention are a set of criteria used to evaluate the potential, usefulness and efficacy of child sexual abuse prevention programs. The criteria are taken from *What Works in Prevention: Principles of Effective Prevention Programs*, which used a “review of reviews” approach across four areas (substance abuse, risky sexual behavior, school failure, and juvenile delinquency and violence) to identify characteristics consistently associated with effective prevention programs (Nation, et. al. 2003). Implementing these principles will provide a solid foundation for influencing positive outcomes in sexual abuse prevention and awareness.

1. **Comprehensive:** A comprehensive program will incorporate lessons and skill-building into a variety of settings such as student and parent orientation, school sports/activity groups and other school-wide programming or opportunities to reinforce the messages.
2. **Varied teaching methods:** Utilizes varied teaching methods to engage students, including interacting through presentations and dialogue.
3. **Highlights the importance of sufficient instructional time:** Sufficient dosage occurs when participants are exposed to enough of an intervention to produce the desired effects and in addition provides follow-up as necessary to maintain the effects. Research has consistently shown that programs that emphasize a one-time presentation focused on raising awareness rarely produce behavioral change. Concepts must be delivered multiple times per year (or at least in two sessions per year) and reinforced and built upon each year as developmentally appropriate.
4. **Theory driven:** Theory driven requires scientific justification of a preventative intervention. Strategies should be supported by well-validated behavior or social change theories.
5. **Highlights the importance of fostering positive relationships.** An effective program fosters strong, stable, positive relationships between students and adults as well as between students and their peers. Children who have an open and communicative relationship with at least one trustworthy adult are far less likely to become targets of sexual abuse. Adults may need training on how to be open and approachable as well as how to implement steps to intervene, such as reporting or responding to potential sexual abuse, exploitation or violence. Students also need guidance on how to foster positive peer relationships. Respect for boundaries and education around issues of consent are very important to preventing sexual violence in peer relationships.
6. **Appropriately timed.** Program activities should be implemented at developmentally appropriate intervals. Appropriately timed strategies focus on changing the potential trajectory of sexual abuse by reducing risk factors prior to a person perpetrating or experiencing abuse. It also takes the developmental (i.e., intellectual, cognitive and social) needs of participants into consideration.



7. **Socioculturally relevant.** Stresses the importance of socio-culturally relevant programming in order to best reach the target population that is being served. Each school and each district will need to tailor educational materials to best reach the children that they teach in ways that are relevant and motivating to them. This might include establishing a collaborative workgroup to plan, design and evaluate prevention efforts; its members would include students, teachers, administrators and a variety of community members who represent constituent populations such as minority and immigrant communities.
8. **Outcome evaluation.** Emphasizes the importance of building in outcome evaluation methodology into the program in order to assess the efficacy of the programming. The outcome evaluation principle is incorporated when it has clear goals and objectives, and its design includes systematic documentation that enables users to determine whether the training produced the desired effects. Good programming will constantly be evaluating and refining to generate the best outcomes for their students. For example, a school district may use recent Youth Risk Behavior Survey (YRBS) data for behaviors specific to the school district. The school will use future YRBS results to measure whether the program goals and objectives were achieved.
9. **Well-trained staff.** Training needs to be implemented by staff members who are sensitive, competent and have reached sufficient training, support and supervision. Staff tasked with implementing sexual abuse training need to be well-trained in both the content of the child abuse training materials used and be prepared to discuss matters of sexuality. Even well-developed, research-based programs can prove to be ineffective when the people charged with delivering them are not adequately trained. Other factors that can negatively impact the ability to deliver training effectively include personnel turnover and lack of “buy-in.” For example, a school district could offer sexual abuse training materials and teaching methods during an annual in-service day for school personnel.



Identifying and Engaging Community Partners

Missouri school communities are fortunate to have local and statewide child abuse prevention and advocacy agencies with whom to collaborate and seek assistance in this important effort. Statewide and community-based agencies and allies are key partners in school-based child sexual abuse prevention education and have a wealth of knowledge and expertise. It is recommended that schools and local agencies develop relationships with each other. Forging partnerships can build on existing collaborations. Such efforts create opportunities to expand and maximize existing resources and build good working relationships. **Appendix A: National, State and Local Agencies and Organizations contains a list of partners for consideration.**

Schools and community partners should engage in a thorough planning process before deciding on an approach or providing a program. Several resources are available to support the planning process. For example, ASCD, which created the Whole School, Whole Community, Whole Child model provides a free school improvement tool to assist schools in assessing their performance on the components of the whole child approach (ASCD, 2020).

The Importance of Health Education

Health education is integral to the primary mission of schools and vital for providing students with the functional knowledge and essential skills to be successful learners and adopt, practice and maintain health-enhancing behaviors.

Educational institutions are in a unique position to improve health outcomes of children and youth. Schools have access to a critical mass of our population in their formative years, at a time when positive and thorough content coverage may instill knowledge and assist in developing behavioral skills that form the basis of a healthy lifestyle. Providing sound and validated information in a sequential manner is essential to teaching the goal setting and decision-making knowledge and behavioral skills on which healthy lifestyles are built.

In addition to its potential to promote health-enhancing behavior outcomes, health education can contribute to cost containment. Estimates suggest that for every dollar spent on quality health education, society saves more than \$13 in direct costs (medical treatment, addiction counseling, alcohol-related motor-vehicle injuries and drug-related crime) and indirect costs, such as lost productivity associated with premature death and social welfare expenses related to teen pregnancy.

By increasing the capacity of schools to provide state-of-the-art developmentally appropriate health education, the critical need to improve the health of the nation can be addressed more effectively and efficiently. In support of this assertion, a groundbreaking joint position statement was released by the American Cancer Society, the American Heart Association and the American Diabetes Association.



The statement includes a call for states to create and implement health education that examines the protective factors and risk factors associated with each of the critical health outcomes for all health risk areas (2008).

To be effective in minimizing risks for a variety of conditions such as sexual abuse, it is critically important that a well-defined comprehensive health education curriculum be in place at all levels of education providing the knowledge and behavioral skills that will be protective. In the school setting, health knowledge and behaviors are reinforced through appropriate role modeling, school health policies and practice, and educators academically prepared to provide developmentally appropriate learning experiences to empower children. Documents that provide a solid needs assessment and curriculum review process that can be implemented by districts include the School Health Index (SHI), the Health Education Curriculum Analysis Tool (HECAT) and the Physical Education Curriculum Analysis Tool (PECAT).

A comprehensive approach to health and wellness looks beyond what is happening in an individual classroom and encourages the support of the whole school, families and extended community. It provides the emphasis, coordination and support from both in and out of school environments to assist students with their health and wellness needs and in developing health and wellness literacy. Such a framework is designed to not only engage students with the issues and decisions that they presently might face, but also to support them in ensuring that they can maintain and improve their health and wellness throughout their lives. It aids students in developing and demonstrating increasingly sophisticated health and wellness related knowledge, skills and attitudes.

Recently, the important role of schools in addressing health issues has been recognized by leading educational professional organizations and policymakers. For example, policies or guidelines have been identified or proposed by the National Association of State Boards of Education (n.d.), National School Boards Association (n.d.), Council of Chief State School Officers (2008), Association for Supervision and Curriculum Development (n.d.) and their “New Compact to Educate the Whole Child,” American Academy of Pediatrics and National Association of School Nurses (n.d.), and A Broader, Bolder Approach to Education (n.d.), and by leading governmental agencies such as the Centers for Disease Control and Prevention.



Sexual Abuse Prevention Curriculum Framework and Teaching Considerations

Pursuant to Section 170.045, RSMo, each school district in Missouri shall provide trauma-informed, developmentally appropriate sexual abuse training to students in all grades not lower than sixth grade. As recommended by the Task Force on the Prevention of Sexual Abuse of Children, the guidance and training materials also include a curriculum framework and teaching suggestions for grades K-2 and 3-5. Stakeholder research and surveys of Missouri school districts show that the majority of sexual abuse prevention programming begins in elementary school. This recommendation also reflects best practices in the field nationally.

Sexual abuse prevention programming should

- be responsive to the needs of each community;
- include staff training;
- include resources to further awareness of the prevalence and how to identify and react responsibly to child sexual abuse for staff, caregivers and students; and
- include age- and developmentally appropriate educational materials for students.

School administrators, mental health and health providers such as school social workers, school psychologists, school counselors, school nurses, health educators and other professionals, as appropriate, should be integral in planning the school district's sexual abuse prevention education program. Each professional has a role to play in this process by serving as a resource. Developing and implementing child sexual abuse prevention education can only be achieved through a collaborative effort.

Professionals responsible for the delivery of sexual abuse prevention education must receive ongoing training to ensure appropriate preparation including content, skill development and comfort level in addressing these areas. **Schools also have the option to access programming taught by experts in the field of sexual abuse prevention education.** When presenting sexual abuse education to students, it is advisable to have trained advocates present to receive potential disclosures and to appropriately support and respond. State and local partners to which schools may want to reach out are included in **Appendix A: National, State and Local Agencies and Organizations.**

Per Missouri law, school districts must notify parents or guardians in advance of the child sexual abuse prevention education and of the parent's or guardian's right to have the student excused from the instruction. A sample parental opt-out letter is included in Appendix D. In addition, it is recommended that parents and guardians be provided with an overview of the content of the curriculum.



The Education Subcommittee of the Missouri Task Force on the Prevention of Sexual Abuse of Children pulled from local expertise and recognized best practices to identify essential skills, knowledge and attitudes to help prevent sexual abuse through bystander intervention and perpetrator prevention.

This section provides a curriculum framework of age-appropriate standards and performance indicators for students in grades K-12. The framework is organized into the following grade clusters: grades K-2; grades 3-5; grades 6-8; and grades 9-12. Within each grade cluster, there is a chart listing the health education standard and performance indicators defining what about sexual abuse education students should know and be able to do by specific grade levels. This section also includes teaching considerations and practical tips for delivering this content. The framework reflects the National Health Education Standards, the National Sex Education Standards, the [Health Education Curriculum Analysis Tool](#), the [Missouri Health Education Grade Level Expectations](#) and the Missouri Comprehensive School Counseling Program [Social Emotional Development Grade Level Expectations](#). These are organized following the eight National Health Education Standards:

1. **CORE CONCEPT:** Students will comprehend concepts related to health promotion and disease prevention to enhance health.
2. **ANALYZING INFLUENCES:** Students will analyze the influence of family, peers, culture, media, technology and other factors on health behaviors.
3. **ACCESSING INFORMATION:** Students will demonstrate the ability to access valid information, products, and services to enhance health.
4. **INTERPERSONAL COMMUNICATION:** Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.
5. **DECISION MAKING:** Students will demonstrate the ability to use decision-making skills to enhance health.
6. **GOAL SETTING:** Students will demonstrate the ability to use goal-setting skills to enhance health.
7. **SELF-MANAGEMENT:** Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.
8. **ADVOCACY:** Students will demonstrate the ability to advocate for personal, family and community health.



SEXUAL ABUSE EDUCATION STANDARDS AND PERFORMANCE INDICATORS: Grades K-2

STANDARD 1: CORE CONCEPTS

What do I need to know about my growth and development, its relationship to others, and the awareness and prevention of sexual abuse to stay healthy and safe?

By grade 2, students will be able to

Describe healthy relationships between peers, families and other trusted adults and the importance of reporting inappropriate touches to trusted adults.

Identify one's feelings, appropriately express emotions and appropriately communicate feelings to trusted adults.

Identify appropriate and inappropriate touches, recognize the right to say "no," define bodily autonomy and explain the importance of respecting personal space and boundaries.

Describe functions of body parts and identify those parts of the body that are considered private on themselves and others.

Explain that a child is not at fault if someone touches him or her in an inappropriate way.

STANDARD 2: ANALYZING INTERNAL AND EXTERNAL INFLUENCES

What influences my attitudes, behaviors and decisions related to my sexual health and my awareness and ability to help prevent sexual abuse?

By grade 2, students will be able to

Explain similarities and differences between peers, families, society and culture and understand the importance of being accepting of those differences.

Recognize safe and unsafe uses of technology/media.

STANDARD 3: ACCESSING HEALTH INFORMATION AND RESOURCES

How and where do I find valid sexual health information and resources considering sexual abuse awareness and prevention?

By grade 2, students will be able to

Identify safe spaces and trusted adults they can tell if they are feeling unsafe or uncomfortable.

**STANDARD 4: INTERPERSONAL COMMUNICATION**

What interpersonal communication skills do I need to positively affect my sexual health and safety regarding sexual abuse awareness and prevention?

By grade 2, students will be able to

Practice appropriate ways to communicate their needs, wants and feelings to peers and trusted adults.

Identify safe and unsafe situations and practice personal safety strategies.

STANDARD 5: DECISION MAKING

What decision-making skills do I need for safety in my sexual health and awareness and prevention of sexual abuse?

By grade 2, students will be able to

Identify and practice problem solving and decision making for personal safety.

Explain that it is important to keep telling trusted adults until one of the adults takes action.

STANDARD 6: GOAL SETTING

How do I use the goal-setting process to take responsibility for my sexual health and safety regarding to sexual abuse awareness and prevention?

By grade 2, students will be able to

Practice setting personal goals around safety.

STANDARD 7: SELF-MANAGEMENT

What can I do to achieve my sexual health and my awareness and prevention of sexual abuse?

By grade 2, students will be able to

Show self-control and demonstrate appropriate personal boundaries.

Identify and use appropriate coping strategies.

STANDARD 8: ADVOCACY

What can I do to advocate for responsible behaviors related to sexual health and sexual abuse awareness and prevention based on accurate health information?

By grade 2, students will be able to

Demonstrate skills needed to advocate for the needs of self and others.



SEXUAL ABUSE EDUCATION STANDARDS AND PERFORMANCE INDICATORS: Grades 3-5

STANDARD 1: CORE CONCEPTS

What do I need to know about my growth and development, its relationship to others, and the awareness and prevention of sexual abuse to stay healthy and safe?

By grade 5, students will be able to

Describe characteristics of healthy relationships, identify safe and trusted adults and peers and explain the importance of reporting inappropriate touches to trusted adults.

Describe different types of violence and harassment and identify strategies for intervention

Describe basic male and female reproductive body parts and their functions.

Explain the relationship between consent, personal boundaries and bodily autonomy.

Explain why it is not the child's fault if someone touches him or her in an inappropriate way.

STANDARD 2: ANALYZING INTERNAL AND EXTERNAL INFLUENCES

What influences my attitudes, behaviors and decisions related to my sexual health and my awareness and ability to help prevent sexual abuse?

By grade 5, students will be able to

Compare positive and negative ways friends and peers can influence relationships

Evaluate peer influence on problem-solving and decision-making skills

Explain why people tease, harass or bully others

Identify healthy uses of technology and how to leave online situations that feel uncomfortable or seem dangerous.

**STANDARD 3: ACCESSING HEALTH INFORMATION AND RESOURCES**

How and where do I find valid sexual health information and resources considering sexual abuse awareness and prevention?

By grade 5, students will be able to

Identify parents and other trusted adults they can talk to about relationships or if being teased, harassed or bullied

Identify parents or other trusted adults they can tell if they are being sexually harassed or abused.

STANDARD 4: INTERPERSONAL COMMUNICATION

What interpersonal communication skills do I need to positively affect my sexual health and safety regarding sexual abuse awareness and prevention?

By grade 5, students will be able to

Demonstrate healthy and appropriate ways of communicating needs, wants and feelings (i.e., affection, love, friendship and concern).

Demonstrate positive ways to communicate differences of opinion while maintaining relationships.

Identify strategies a person could use to call attention to or leave an uncomfortable or dangerous situation (e.g., clear “NO” statement, walk away, repeat, refusal).

STANDARD 5: DECISION MAKING

What decision-making skills do I need for safety in my sexual health and awareness and prevention of sexual abuse?

By grade 5, students will be able to

Explain that some survivors are not believed when they disclose sexual abuse or harassment and that it is important to keep telling trusted adults until one of the adults takes action.

STANDARD 6: GOAL SETTING

How do I use the goal-setting process to take responsibility for my sexual health and safety regarding sexual abuse awareness and prevention?

By grade 5, students will be able to

Practice setting personal goals around safety.



STANDARD 7: SELF-MANAGEMENT

What can I do to achieve my sexual health and my awareness and prevention of sexual abuse?

By grade 5, students will be able to

Discuss effective ways in which students could respond when they are or someone else is being teased, harassed, bullied or abused.

Persuade others to take action when someone is being teased, harassed or bullied.

Discuss strategies to reduce risk of sexual abuse. Examples:

- *Instruct children to notify parents or another trusted adult if they do not know if they should keep something a secret (for example, if a friend tells them something or they see something). Explain the difference between secrets and surprises.*
- *Do not go alone with anyone, even someone you know, without permission from mom, dad or the person in charge.*
- *Inform a trusted adult if another adult spends special time with them, buys special presents, sends inappropriate photo or frequent texts, or takes them places they want to go alone.*

STANDARD 8: ADVOCACY

What can I do to advocate for responsible behaviors related to sexual health and sexual abuse awareness and prevention based on accurate health information?

By grade 5, students will be able to

Demonstrate ways to treat others with dignity and respect.



SEXUAL ABUSE EDUCATION STANDARDS AND PERFORMANCE INDICATORS: Grades 6-8

STANDARD 1: CORE CONCEPTS

What do I need to know about my growth and development, its relationship to others, and the awareness and prevention of sexual abuse to stay healthy and safe?

By grade 8, students will be able to

Describe healthy ways to express affection, love, friendship, and concern and identify thoughts and feelings and how they related to self-concept.

Compare and contrast the characteristics of healthy and unhealthy relationships.

Analyze the similarities and differences between friendships, romantic relationships and sexual relationships.

Describe a range of ways people express affection within various types of relationships.

Explain the qualities of a healthy dating relationship.

Describe how power differences such as age, gender, socio-economic status, immigration status, race or unequal position (student/teacher, supervisor/employee) may impact relationships.

Recognize and describe techniques that are used to coerce or pressure someone to engage in sexual behaviors. Examples:

- Special advantages (a higher grade in a class or a starting position in a sports activity) are offered in return for sexual favors
- Alcohol and other drugs can be used to inhibit the right to consent
- Threatening to tell of a supposed wrongdoing in return for sexual favors
- Feigning romantic feelings for students so they will believe they are in a romantic situation rather than an abusive one.
- Peer pressure – everyone else is doing this so you should to.

Define interpersonal and sexual violence (e.g., sexual harassment, sexual assault, incest, rape, domestic violence) and describe their impacts on sexual health.

Explain why a person who has been sexually harassed, abused, or assaulted or has been victim of incest, rape, domestic violence, or dating violence is never to blame for the actions of the perpetrator and is illegal.



Define sex trafficking, sexual exploitation and gender-based violence.

Describe and discuss situations and behaviors that constitute violent behaviors (e.g., bullying, hazing, fighting, dating violence, sexual assault, family violence, verbal abuse, acquaintance rape). Also discuss why/how these violent behaviors are harmful and the potential short-term and long-term impact.

Explain the role of bystanders in escalating, preventing or stopping violence or supporting the victim.

Explain why individuals have the right to refuse sexual contact and no one has the right to touch anyone else in a sexual manner without consent.

Explain the importance of talking with parents and/or other trusted adults about issues related to feelings, relationships, growth and development, sexual health, and interpersonal and sexual violence.

Explain that a person who has been sexually assaulted, raped or exploited is not at fault.

STANDARD 2: ANALYZING INTERNAL AND EXTERNAL INFLUENCES

What influences my attitudes, behaviors and decisions related to my sexual health and my awareness and ability to help prevent sexual abuse?

By grade 8, students will be able to

Analyze how peers, family, media, society, culture, and a person's intersecting identities can influence attitudes, beliefs, and expectations about relationships.

Evaluate the impact of technology (e.g., use of smart phones, GPS tracking) and social media on relationships (e.g., consent, communication).

STANDARD 3: ACCESSING HEALTH INFORMATION AND RESOURCES

How and where do I find valid sexual health information and resources considering sexual abuse awareness and prevention?

By grade 8, students will be able to

Identify community resources and/or other sources of support, such as trusted adults, including parents and caregivers, that students can go to if they or someone they know are being sexually harassed, abused, assaulted, exploited or trafficked.

**STANDARD 4: INTERPERSONAL COMMUNICATION**

What interpersonal communication skills do I need to positively affect my sexual health and safety regarding sexual abuse awareness and prevention?

By grade 8, students will be able to

Demonstrate communication skills that support healthy relationships.

Demonstrate effective ways to communicate personal boundaries and show respect for the boundaries of others.

Demonstrate effective skills to establish boundaries about the use of technology in relationships.

Demonstrate how to ask for help and to report sexual mistreatment, grooming, harassment, abuse, assault, exploitation and trafficking.

Evaluate the negative consequences of sending sexually explicit pictures or messages by e-mail or cell phone or posting sexually explicit pictures on social media sites (e.g., chat groups, e-mail, texting, websites, phone and tablet applications).

STANDARD 5: DECISION MAKING

What decision-making skills do I need for safety in my sexual health and my awareness and prevention of sexual abuse?

By grade 8, students will be able to

Apply individual and collaborative decision-making processes related to sexual health safety situations, including active consent, sexual mistreatment, grooming, harassment, abuse, assault and exploitation.

STANDARD 6: GOAL SETTING

How do I use the goal-setting process to take responsibility for my sexual health and safety regarding sexual abuse awareness and prevention?

By grade 8, students will be able to

Develop a plan to stay safe when using social media.

**STANDARD 7: SELF-MANAGEMENT**

What can I do to achieve my sexual health and my awareness and prevention of sexual abuse?

By grade 8, students will be able to

Describe strategies a person could use, when it is safe to do so, to intervene when someone is being sexually harassed or someone he or she knows is perpetuating unhealthy or coercive behaviors.

Describe strategies a student might use to end an unhealthy relationship, including involving a trusted adult who can help.

STANDARD 8: ADVOCACY

What can I do to advocate for responsible behaviors related to sexual health and sexual abuse prevention based on accurate health information?

By grade 8, students will be able to

Describe ways to treat others with dignity and respect with a focus on respecting boundaries.

Develop a plan for the school to promote dignity and respect for everyone (e.g., race, ethnicity, socio-economic status, gender identity, sexual orientation, differing abilities, immigration status, family structure).



SEXUAL ABUSE EDUCATION STANDARDS AND PERFORMANCE INDICATORS: Grades 9-12

STANDARD 1: CORE CONCEPTS

What do I need to know about my growth and development, its relationship to others, and the awareness and prevention of sexual abuse to stay healthy and safe?

By grade 12, students will be able to

Summarize healthy ways to express affection, love, friendship and concern.

Analyze characteristics of healthy relationships.

Explain how to build and maintain healthy family and peer relationships.

Describe a range of ways to express affection within relationships.

Describe and or summarize the characteristics of healthy and unhealthy, romantic and/or sexual relationships.

Analyze how power and control differences in relationships (peer, dating, or family relationships) can contribute to aggression and violence.

Compare and contrast situations and behaviors that may constitute bullying, sexual harassment, sexual abuse, sexual assault, incest, rape and dating violence including online and electronic communications.

Summarize the importance of talking with parents and other trusted adults about issues related to relationships, growth and , and sexual health.

Describe what constitutes sexual consent, its importance and legal consequences of sexual behavior without consent.

Describe the potential impact of power and privilege within romantic or sexual relationships.

Explain why it is wrong to trick, threaten or coerce another person into having sex, and analyze techniques that are used to coerce or pressure someone to have sex.

Explain why rape and sexual assault should be reported to a trusted adult.

Explain why a person who has been sexual assaulted or raped is not at fault.

**STANDARD 2: ANALYZING INTERNAL AND EXTERNAL INFLUENCES**

What influences my attitudes, behaviors and decisions related to my sexual health and my awareness and ability to help prevent sexual abuse?

By grade 12, students will be able to

Explain how media can influence one's beliefs about what constitutes a healthy sexual relationship.

Analyze the external influences and society messages that impact attitudes about bullying, sexual harassment, sexual abuse, sexual assault, incest, rape and dating.

STANDARD 3: ACCESSING HEALTH INFORMATION AND RESOURCES

How and where do I find valid sexual health information and resources considering sexual abuse awareness and prevention?

By grade 12, students will be able to

Access valid resources for help if they or someone they know is being bullied or harassed or has been sexually abused or assaulted including online and/or electronic communication.

Demonstrate ways to access accurate information and resources for survivors of sexual abuse, incest, rape, sexual harassment, sexual assault, dating violence and relationships.

STANDARD 4: INTERPERSONAL COMMUNICATION

What interpersonal communication skills do I need to positively affect my sexual health and safety regarding sexual abuse awareness and prevention?

By grade 12, students will be able to

Demonstrate effective strategies to avoid or end an unhealthy relationship.

Demonstrate effective ways to communicate personal boundaries as they relate to intimacy and sexual behavior.

Demonstrate effective ways to communicate with trusted adults about bullying, harassment, abuse or assault.

Identify ways in which they could respond when someone else is being bullied or harassed, including if they are pressured into sending sexually explicit pictures or messages by e-mail or cell phone.



Evaluate the negative consequences of sending sexually explicit pictures or messages by e-mail or cell phone or posting sexually explicit pictures on social media sites (e.g., chat groups, e-mail, texting, websites, phone and tablet applications).

STANDARD 5: DECISION MAKING

What decision-making skills do I need for safety in my sexual health and my awareness and prevention of sexual abuse?

By grade 12, students will be able to

Apply a decision-making model to various situations relating to sexual health.

STANDARD 6: GOAL SETTING

How do I use the goal-setting process to take responsibility for my sexual health and safety regarding sexual abuse awareness and prevention?

By grade 12, students will be able to

Develop a plan to stay safe when using social media.

STANDARD 7: SELF-MANAGEMENT

What can I do to achieve my sexual health and my awareness and prevention of sexual abuse?

By grade 12, students will be able to

Explain how to promote safety, respect, awareness and acceptance.

Demonstrate respect for the boundaries of others as they relate to intimacy and sexual behavior.

Describe strategies to use social media safely, legally and respectfully.

STANDARD 8: ADVOCACY

What can I do to advocate for responsible behaviors related to sexual health and sexual abuse prevention based on accurate health information?

By grade 12, students will be able to

Advocate for school policies and programs that promote dignity and respect for all.

Advocate for safe environments that encourage dignified and respectful treatment of everyone.

Engage in authentic experiences of caring, compassion and advocating for others.

Demonstrate how to support a friend/peer who discloses sexual assault/abuse.



TEACHING CONSIDERATIONS

Below are teaching considerations and practical tips for delivering sexual abuse prevention education:

1. Remember that for some children a *trusted adult* may not be their parent or family member. There are many adults children can tell if they are sexually abused—adults at home (parents, grandparents, foster parents, other family members), at school (teacher, principal, nurse, counselor) and in communities (mandated reporters: police officers, doctors, nurses, clergy, coaches, after-school or extracurricular activity leaders).
 - a. Encourage children to keep telling different adults until someone *helps* them. Adults may tell children that it is a secret, that it is their fault, that they are not telling the truth, that they believe them but that the behavior is acceptable or that they do not know how to help them. If this happens, children may tell another adult and keep telling until someone *helps* them.
 - b. Instruct children there are special people they can talk with about their feelings – mental health professionals such as counselors or therapists.
 - c. Instruct older students on calling the Missouri Child Abuse Hotline 1-800-392-3738.
 - d. Children may also call 911 if they are abused – this is considered an emergency.
2. Avoid blaming language such as “don’t let someone hurt you.” Blaming language may make children who have been victimized believe they have done something wrong. They may hesitate to seek help if they believe in any way that they are at fault.
3. Avoid saying that students “must” or “have to” or “should” tell someone if they think something is wrong. Instead, use empowering language that they “can” ask for help. The distinction is important to avoid putting the burden of disclosure on children.
4. Help children understand that touch and physical affection are never a secret.
5. Teach healthy boundaries around physical touch – i.e., asking for permission before touching others and everyone has the right to say “no” to touch. Model this yourself by asking permission before giving a child a hug and by not commanding children to give hugs to others.
6. Use the anatomically correct names for body parts.
7. Avoid telling young children (grades K-2) to identify if a touch is “good,” “bad,” “appropriate,” “inappropriate,” “safe,” “unsafe,” etc. because they are not developmentally able to make these distinctions.
8. Avoid making promises to the child such as “I promise this will never happen to you again” or “I promise I can make it stop.”



9. Inform children that if they have been sexually abused, *any* feeling they have is fine; there are no “wrong” feelings.
10. Be careful not to focus solely on safety techniques for young women (example: don’t walk at night alone, don’t put yourself in risky situations) as this can lead to victim blaming. The fault lies with the perpetrator, not the victim. Focus should be on perpetrator prevention, bystander intervention and teaching all students how to recognize and avoid potentially unsafe situations.
11. Use supportive and non-blaming language to encourage all disclosure, regardless of whether they are a victim, witness/bystander, or perpetrator. Resources for youth with problematic sexual behaviors are available throughout Missouri. Call Missouri Children’s Division to report if a student discloses that he or she has sexually abused another student or child. It benefits the child with sexual behavior problems and his or her family to work with Children’s Division. Youth with problematic sexual behavior who receive appropriate treatment and support are less likely to reoffend.
12. It is important to educate youth about the value of respect and the characteristics of healthy and unhealthy relationships even before they start to date. Youth may not be equipped with the necessary skills to develop and maintain healthy relationships and may not know how to break up in an effective and safe way when necessary. Maintaining open lines of communication may help them form healthy relationships and recognize the signs of unhealthy relationships, thus preventing the violence before it starts. Unhealthy relationships are marked by characteristics such as disrespect and control. It is important for youth to be able to recognize signs of unhealthy relationships before they escalate. Some characteristics of unhealthy relationships include control, hostility, dishonesty, disrespect, dependence, intimidation, physical or sexual violence.
13. During discussions that might bring up cultural differences, emphasize that these differences should not only be tolerated, but respected.
14. This work isn’t for everyone. If you are not comfortable talking about sexual abuse, seek assistance. Students will sense your discomfort and learning will be affected.



Considerations for Students with Disabilities:

- Promote that students express their knowledge and understanding in a variety of ways to incorporate multiple communication differences.
 - Examples include but are not limited to pointing, speaking, typing
- For students who are non-speaking, teach multiple ways to communicate “no” to unhealthy actions and to communicate affection, love and friendship.
 - Examples include but are not limited to typing, PECS, sign language, physically leaving the setting
- Special education staff should be included in the teaching to assist in differentiating instruction and promote generalization of the concepts.
- Inclusion of pictures for students with moderate to profound disabilities may be necessary to support learning and retention of the material.
- The inclusion of caregiver education is even more important for students with disabilities due to the need for continued repetition to enhance learning and generalization.
- For students with multiple caregivers, consistent language and the identification of trusted adults is imperative for the safety of these students.
- Special attention should be given to students with mobility needs and movement disorders to promote autonomy, privacy and independence with bathroom skills and other personal needs to provide greater protection to this population.
- The “no” of students with disabilities must be respected, even when it may look different than those of their general education peers.



Mandated Reporting and Handling Disclosures

The Missouri Children's Division relies on people notifying them of their concerns for a child's safety. Mandated reporters make up almost 75 percent of calls to the Missouri Child Abuse and Neglect hotline with school professionals reporting more than any other category of workers, including police or medical personnel.

In the event that a child discloses abuse or abuse is suspected, school professionals must understand their role as mandated reporters.

Who is required to report?

The following adults are mandated (required) to report child abuse and neglect under Missouri law: physician; medical examiner; coroner; dentist; chiropractor; optometrist; podiatrist; resident; intern; nurse; hospital or clinic personnel who are engaged in the examination, care, treatment or research of persons and any other health practitioner; psychologist; mental health professional; social worker; day care center worker or other child-care worker; juvenile officer; probation or parole officer; jail or detention center personnel; teacher; principal or other school official; minister as provided by section 352.400, RSMo; police officer or law enforcement official; and volunteer or personnel of a community service program that offers support services for families in crisis to assist in the delegation of any powers regarding the care and custody of a child by a properly executed power of attorney in accordance with Sections 475.600 to 475.604 RSMo.

In addition to those persons and officials required to report actual or suspected abuse or neglect, any other person may report, if such person has reasonable cause to suspect that a child has been or may be subjected to abuse or neglect or observes a child being subjected to conditions or circumstances which would reasonably result in abuse or neglect (Section 210.115(4)RSMo).

Legal Requirements of a Mandated Reporter

If a mandated reporter has reasonable cause to suspect that a child has been or may be subjected to abuse or neglect or observes a child being subjected to conditions or circumstances which would reasonably result in abuse or neglect, that person **shall immediately report** to the Children's Division (Section 210.115(1)RSMo). **The hotline number is 1-800-392-3738.** Note: the term "abuse" is not limited to abuse inflicted by a person responsible for the child's care, custody and control as specified in Section 210.110, but shall also include abuse inflicted by any other person.



Responsibilities as a mandated reporter:

- If a child discloses abuse to you, do not conduct an internal investigation.
- Directly report child abuse and neglect to Children's Division at 1-800-392-3738
 - The reporting requirements are individual, and no supervisor or administrator may impede or inhibit any reporting.
- Law enforcement can be contacted in addition to the Children's Division. Calling law enforcement **does not** fulfill your duty as a mandated reporter to report the abuse to the Children's Division.
- Mandated reporters must make a report if they have received information from a third party.

Rights of a mandated reporter:

- Mandated reporters acting in good faith are immune from criminal or civil liability or adverse employment action for making such report
- Your employer must make reporting possible
 - Every employer shall ensure that any employee required to report has immediate and unrestricted access to communications technology necessary to make an immediate report and is temporarily relieved of other work duties for such time as is required to make any report.
- A mandated reporter's information is held confidential
 - A mandated reporter may not make an anonymous report to the hotline; however, his or her name and personally identifiable information will be held confidential (Section 210.109.3, RSMo). The reporter's information is not released to parents, alleged perpetrators, children or other family members.
- Others can be present when you make a hotline call (i.e., teacher, counselor, principal).
- Mandated reporters are entitled to learn the outcome of their report and will receive a report form Children's Division.

If you fail to report as a Mandated Reporter:

- Any person violating any provision or Missouri's mandated reporter requirements can be guilty of a Class A misdemeanor.
- Any person who intentionally files a false report can be found guilty of a Class A misdemeanor.
- A Class A misdemeanor conviction may result in up to a year in jail and/or up to a \$1000 fine.

Effective Reporting

Reports are to be made immediately to the 24-hour, seven-days-a-week Child Abuse/Neglect Hotline telephone number **(1-800-392-3738 or 1-844-CAN-TELL)** maintained by Children's Division. Mandated reporters may also report cases online at <http://dss.mo.gov/cd/can.htm>. It is the hotline unit's role to



gather as much information as possible about the abuse. **It is OK to not know the answer to every question.**

What does the Children's Division screening process decide?

The Child Abuse and Neglect Hotline is staffed by trained Children's Service workers whose responsibility is to accept the information and make the determination that the information constitutes a child abuse/neglect report. The screening will determine that

- the alleged victim is a child (less than 18 years old) at the time of the hotline call;
- whether or not the person who is alleged to have abused the child was "responsible for the care, custody, and control" of the child at the time of the incident;
- the alleged abuse or neglect is having an adverse effect on the child;
- the incident occurred in Missouri;
- the report meets the definition of abuse or neglect as defined by law; and
- identifying information is available to locate the child/family.

What to do if you are dissatisfied with the hotline unit's response?

Within the Children's Division:

- Tell the hotline worker you are not satisfied and ask how you can better convey your concerns.
- Ask to speak to the supervisor and repeat your concerns.
- Notify the local county office and ask for assistance with the hotline unit.
- Contact Children's Division's Constituent Services Unit at 573-751-4920 or at AskCd@dss.mo.gov.

Outside of Children's Division:

- If the child you are calling about is presently being abused or is in need of immediate medical attention, call 911.
- Contact the Office of the Child Advocate. The office serves as the third-party reviewer of the Children's Division. Call 866-457-2302 or OCA@oca.mo.gov.

What do you do after you have made a hotline call?

- Don't investigate further. It is the role of the Children's Division to conduct the investigation.
- Report new or different concerns to the hotline.
- Be a caring adult for the child(ren) and adult(s) involved.
- Allow time for the child protective process to work.



Disclosure is not always obvious and can easily be missed.

Disclosure is often a process rather than a one-time event. While full disclosure happens occasionally, more often information is provided a little at a time—the process may span hours, weeks, months, or even years as a child/youth tests the reactions of the adults around them.

A child/youth may be hesitant, confused, uncertain or agitated during a disclosure. He or she may disclose, then retract and deny abuse. This does not mean that the person isn't telling the truth or that you should disregard the information.

Children/youth often express through behavior rather than words. It is important to know what signals might indicate that something is worrying the young person. Some signs include abrupt changes in temperament including increased anxiety or depression, aggression, or withdrawal; changes in behavior like attendance or grades; physical illness; and sleeplessness.

All mandated reporters should take the free online Missouri Mandated Reporter training: <http://protectmokids.com/>

I	<u>Information.</u> Secure basic information. What happened, who did this, where/when did this happen? Once you have gained enough information to suspect abuse, stop questioning the child. It is our responsibility as mandated reporters to report suspected abuse, not investigate allegations.
C	<u>Calm Demeanor.</u> Remain calm while the survivor is reporting abuse. Children may think your anger or disgust is directed toward them. Remember, you are not angry at the child, but at the abuser. Many children care about the perpetrator. If you act angry at the abuser, the child may recant.
A	<u>Assure the Child.</u> Assure the child what happened was not his or her fault. Children cannot stop abuse, only the abuser can. Things you can say include, "What happened was not your fault" or "I am sorry this happened to you and I believe you."
R	<u>Report Suspected Abuse.</u> Report suspected abuse to Missouri's Child Abuse Hotline at 1-800-392-3738 or 1-844-CAN-TELL or online at http://dss.mo.gov/cd/can.htm .
E	<u>Encourage Counseling.</u> Encourage non-offending family members to schedule counseling, not only for the victim/survivor, but also for non-offending family members. If you need referrals to therapists/counselors who specialize in child sexual abuse, notify your local Child Advocacy Center or counseling agency. See Appendix A for more information about available resources.



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Appendix A: National, State and Local Agencies and Organizations

These resources were collected by the education workgroup of the Task Force on the Prevention of Sexual Abuse of Children. These agencies and organizations may be helpful to school districts for curriculum and program development selection and/or delivery. It is up to each district to assess specific resources and needs and then decide on a program that best suits its students and community.

The following agencies and organizations have important child sexual abuse prevention education resources for staff and community members, as well as referrals for individuals and families who need services.

National Agencies and Organizations

Centers for Disease Control and Prevention — National Center for Injury Prevention and Control

<https://www.cdc.gov/violenceprevention/childabuseandneglect/childsexualabuse.html>

The U.S. Centers for Disease Control and Prevention's National Center for Injury Prevention and Control's mission is to provide leadership in preventing and controlling injuries, including child abuse.

Darkness2Light

<https://www.d2l.org/>

Grassroots national non-profit organization whose mission is to educate adults to prevent, recognize and react responsibly to child sexual abuse through awareness and education.

Monique Burr Foundation

<https://www.mbfpreventioneducation.org/about/foundation/>

The Monique Burr Foundation for Children (MBF) is a nonprofit organization whose mission is to protect children by providing comprehensive, evidence-based prevention education programs. MBF prevention programs educate and empower children and relevant adults with information and strategies to prevent, recognize and respond appropriately to the four types of child abuse (physical, emotional, sexual and neglect), exploitation, bullying, cyberbullying, human trafficking, digital abuse and other digital dangers.

National Association of Adult Survivors of Child Abuse

www.naasca.org

Resources and educational materials on child sexual abuse.

National Center for Missing & Exploited Children (NCMEC)

<http://www.missingkids.com/>

Provides assistance to victims, families, law enforcement, social service agencies, mental health agencies and others when they need help with a missing, exploited or recovered child.

National Child Traumatic Stress Network (NCTSN)

<https://www.nctsn.org/>

NCTSN was created to raise the standard of care and increase access to services for children and families who experience or witness traumatic events. This unique network of frontline providers, family

members, researchers and national partners is committed to changing the course of children's lives by improving their care and moving scientific gains quickly into practice across the U.S.

National Sexual Violence Resource Center

<http://www.nsvrc.org/>

Provides a comprehensive collection of sexual violence information, statistics and resources including a Child Sexual Abuse Prevention Information Packet.

Prevent Child Abuse America

<http://www.preventchildabuse.org>

National nonprofit organization dedicated to promoting services that improve child well-being and developing programs that help to prevent all types of abuse and neglect.

RAINN: Rape, Abuse & Incest National Network

RAINN is the nation's largest anti-sexual violence organization. RAINN created and operates the National Sexual Assault Hotline in partnership with more than 1,000 local sexual assault service providers across the country and operates the DoD Safe Helpline for the Department of Defense. RAINN also carries out programs to prevent sexual violence, help survivors and ensure that perpetrators are brought to justice.

Stop it Now!

<https://www.stopitnow.org/>

National nonprofit organization that created a ground-breaking public health approach to prevent the perpetration of child sexual abuse. Since 1992, Stop It Now!'s public policy, public education, and research programs have protected our children by emphasizing adult and community responsibility.

Zero Abuse Project

<https://www.zeroabuseproject.org/>

National nonprofit organization that is committed to the elimination of child sexual abuse. Zero Abuse Project programs are designed to provide training and education to professionals and students and to help transform institutions to effectively prevent, recognize and respond to child sexual abuse.

State Agencies and Organizations

Missouri Department of Elementary and Secondary Education

<https://dese.mo.gov/>

Missouri Department of Social Services – Children's Division

The Children's Division is responsible for the administration of child welfare services. The Children's Division works in partnership with families, communities, the courts and other governmental entities toward ensuring the safety, permanency and well-being of Missouri children.

<https://dss.mo.gov/cd/>

Missouri KidsFirst

<https://www.missourikidsfirst.org/>

Missouri KidsFirst is the state chapter of Missouri's fifteen accredited regional Child Advocacy Centers (CACs) and the seat of Prevent Child Abuse Missouri. Missouri KidsFirst works to empower adults—including policymakers, children's advocacy centers, law enforcement, Children's Division employees,

prosecutors and medical providers—to protect children from abuse by providing leadership, training, technical assistance, and legislative and public policy advocacy across the state.

Missouri Children’s Trust Fund

<https://ctf4kids.org/>

The Children’s Trust Fund (CTF) is Missouri’s foundation for child abuse prevention. CTF envisions children and families in a safe, nurturing and healthy environment, free from child abuse and neglect.

Missouri Children’s Traumatic Stress Network

<https://www.moctn.com/>

The Missouri Children’s Trauma Network is a network of clinicians and advocates dedicated to expanding access to evidence-based mental health treatment for traumatized children.

Missouri Coalition Against Domestic and Sexual Violence

<https://www.mocadsv.org/>

MCADSV unites Missourians with a shared value that rape and abuse must end and advances this through education, alliance, research and public policy.

Local Organizations

Missouri Child Advocacy Centers (CACs)

Missouri CACs provide safe, child-friendly settings in which to interview victims of child abuse, coordinate investigative team services as well as health and medical services and provide supportive services to assist children and their families begin the path toward healing. **Many of the CACs in Missouri offer school-based child abuse prevention education or have suggestions for educational curricula for parents, schools and children in their geographic regions.**

- **The Child Advocacy Center** (Springfield, West Plains): <https://www.childadvocacycenter.org/>
- **Children’s Advocacy Services of Greater St. Louis** (St. Louis City, St. Louis County): <http://www.stlouiscac.org/>
- **The Child Center** (Wentzville, Hannibal): <https://thechildcenter.com/about-us/>
- **Child Protection Center** (Kansas City—Jackson, Cass, Lafayette Counties): <https://www.cpckc.org/>
- **Children’s Center of Southwest Missouri** (Butler, Joplin, Monette, Nevada): <https://www.childrens-center.org/>
- **Child Safe of Central Missouri** (Sedalia): <https://www.childsafehouse.org/>
- **East Central Missouri Child Advocacy Center** (Farmington, Festus, Union): <https://www.comtrea.org/services/community-services/childrens-advocacy-center>
- **Kids Harbor** (Osage Beach, Fort Leonard Wood): <https://kidsharbormo.org/>
- **Lakes Area Child Advocacy Center** (Branson): <https://www.lacac.com/>
- **North Central Missouri Children’s Advocacy Center** (Trenton): <https://www.ncmochildren.org/>
- **Ozark Foothills Child Advocacy Center** (Poplar Bluff and Doniphan, MO): <https://www.greatcircle.org/index.php/services-by-program/crisis-services/ozark-foothills-child-advocacy-center>
- **Rainbow House** (Columbia): <https://www.rainbowhousecolumbia.org/>

- **Southeast Missouri Network Against Sexual Violence (SEMO-NASV)** (Cape Girardeau): <https://www.semonasv.org/>
- **Synergy Services-Child Advocacy Center (Kansas City--Clay, Platte Counties):** <https://www.synergyservices.org/our-work/Promote-Healing/Childrens-Advocacy-Center>
- **Voices of Courage Child Advocacy Center (St. Joseph):** <https://voicescac.org/>

Metropolitan Organization to Counter Sexual Assault (MOCSA)

<https://www.mocsa.org/>

Based in Kansas City and serving six counties, MOCSA exists to improve the lives of those impacted by sexual abuse and assault and to prevent sexual violence. MOCSA provides free services to youth and adults in the community including a 24-hour crisis line; hospital, legal, police, court and personal advocacy for victims; counseling services for all survivors of sexual violence and their significant others; and education and prevention programs for schools, communities and professionals.

Appendix B: Sexual Abuse Education Programs and Resources

The following programs were collected by the Education Workgroup of the Task Force on the Prevention of Sexual Abuse of Children. This list is a sample of available national, state and local programs and resources and does not constitute endorsement by the Department of Elementary and Secondary Education. It is up to each school and child-serving organization to assess specific resources and needs and then decide on a program that best suits its students and community.

Schools are in a unique position to help young people shape positive, healthy attitudes, beliefs and behaviors that work to prevent sexual abuse. Research shows that the most effective way to do this is by training adults and teaching students skills through a comprehensive sexual abuse prevention education. Appendix B includes information on child sexual abuse prevention education for adults as well as children to inform districts interested in implementing a comprehensive sexual abuse prevention education program.

Appendix B includes:

- **Programs for Children**
- **Programs for Adults (School Employees, Parents and Other Community Partners)**
- **Additional Programs for Children (Online Safety, Mental Health/Suicide Prevention, Dating Violence, Children With Disabilities)**

PROGRAMS FOR CHILDREN

MBF Child Safety Matters & Teen Safety Matters

Organization: Monique Burr Foundation

Targeted Age Group: Grades K-5 (Child Safety Matters); 6-8/9-12 (Teen Safety Matters)

Description: *MBF Child Safety Matters®* is a comprehensive, evidence-based curriculum for elementary school students in grades K-5. The program educates and empowers children and all relevant adults with information and strategies to prevent, recognize and respond appropriately to bullying, cyberbullying, all types of child abuse and digital abuse dangers. Each year the same concepts are covered and reinforced, while expanding definitions, concepts and interactive exercises as developmentally appropriate. Additional reinforcement materials for parents, classrooms and schools are also included with the program.

MBF Teen Safety Matters® is a comprehensive, evidence-informed prevention education program for middle school students in grades 6-8 and high school students in grades 9-12. The program addresses emotional, physical and digital safety and teaches students and adults how to prevent, recognize and respond appropriately to the four types of child abuse (physical, emotional, sexual, neglect), exploitation/trafficking, sexual assault, relationship abuse, bullying, cyberbullying and digital dangers.

Format and Length: Child Safety Matters and Teen Safety Matters are presented in two comprehensive lessons ranging from 35-55 minutes (or in four shorter lessons) by trained facilitators in classrooms. Facilitators present turnkey scripts along with engaging, interactive PowerPoints including lecture, group discussion, skills-practice activities, videos and games. Those who are wanting to implement this curriculum and wanting to facilitate the lessons must take a two-hour online training provided by MBF. It is required that one school staff member be present in the room while the facilitator offers

instruction. A 45-minute introductory training is recommended for these staff members so that they will be aware of the topics to be discussed and are prepared to respond to children who disclose abuse or bullying.

Cost: grades K-5 digital bundle--\$1500; grades 6-8 digital bundle--\$750; grades 9-12 digital bundle--\$500. If purchased individually, \$300 per grade.

CONTACT: www.mbfpreventioneducation.org

Email: Info@mbfpreventioneducation.org

In Missouri, contact Kids' Harbor Child Advocacy Center if you have questions about the program: 1-573-348-6886 <https://kidsharbormo.org/>

Child Abuse Prevention Program (CAPP)

Organization: Jewish Family Services-St. Louis

Targeted Age Group: Preschool through Grade 12

Description: The Child Abuse Prevention Program is offered to schools, daycare facilities, camps, community organizations and others to teach child safety, abuse recognition and abuse prevention. CAPP is based on an empowerment model. For children in early childhood programs and elementary school settings, this translates into knowing how and when to set boundaries and believing that they have the power to set those limits. CAPP teaches children how to distinguish between appropriate and inappropriate touching; learn response skills; understand grooming tactics and tricks used by abusers; identify people who can help; and most importantly, understand that if abuse occurred, it would never be their fault. The presentation incorporates observational and participatory learning, modeling and opportunities to practice learned skills. Videos, songs, child friendly props and activities are incorporated into the program.

Format and Length: Provided in person in St. Louis City and St. Louis County. Children, ages 3 to 19, are taught in a safe and non-threatening manner designed to entertain and inform. Programs are presented using a sensitive, developmentally-appropriate approach. Children receive coloring books or activity books to take home. The interactive multimedia presentations last from 20 to 45 minutes and offer opportunities to learn and practice safety skills which aid in safeguarding children from potentially dangerous situations.

Cost: There is no cost for the program in St. Louis City and County. Beginning in August 2021, school and agency staff may become certified facilitators of the CAPP curriculum.

CONTACT: www.jfcs-stl.org/child-abuse-prevention

Angela McManis, Manager of Community-Based Services, Jewish Family Services

amcmanis@jfsstl.org, 1-314-993-1000

Body Safety Training Program by Dr. Sandy Wurtele

Organization: The Child Center Inc. (Wentzville, Hannibal)

Targeted Age Group: Early Childhood through Middle School

Description: The Child Center Inc. offers prevention education programs for children beginning pre-K through middle school and include topics such as body safety, internet safety/online enticement, and sexual harassment. The primary focus of these programs is to educate children about appropriate boundaries and empower victims to disclose abuse to safe and trusted adults.

Format and Length: Provided in person in schools throughout Northeast Missouri.

CONTACT: <https://thechildcenter.com/prevention/>

Dr. Sandy Wurtele swurtele@uccs.edu

In Missouri, contact The Child Center Inc. if you have questions about the program, call 1-636-332-0899.

Rights, Respect, Responsibility (3Rs) Curriculum

Organization: Advocates for Youth

Targeted Age Group: K-12

Description: Rights, Respect, Responsibility curriculum seeks to address both the functional knowledge related to sexuality and the specific skills necessary to adopt healthy behaviors. Rights, Respect, Responsibility reflects the tenets of social learning theory, social cognitive theory and the social ecological model of prevention. The lesson plans within 3Rs can be used to meet the requirements of sexual abuse education starting with lessons on bodily autonomy, correct names for body parts and knowing whom to seek out for help and then continuing into healthy vs. unhealthy relationships, boundaries and consent in the upper grades.

Format and Length: Trainings are delivered in person, and there are just under 80 lesson plans in the 3Rs curriculum: 18 at the K-5 level with three supplemental lessons, 28 at the middle school level from grades 6-8, and 29 at the high school level from grades 9-12. The lesson plans in grades K-5 are each 40 minutes in length while the lesson plans in grades 6-12 are each 50 minutes in length. While the 3Rs curriculum has been scoped and sequenced for K through 12, and lessons build upon each other when used in its entirety, the curriculum is intended to be flexible. Teachers can select and/or adapt the lesson plans to best meet the needs of their students and align with district and state policies regulating sexuality education.

Cost: No cost. Full curriculum, teacher's guide, adaptations and other resources are available online.

CONTACT: <https://3rs.org/3rs-curriculum/>.

For Missouri support: www.teenpregnancy-mo.org

Play it Safe!®

Organization: The Women's Center of Tarrant County

Targeted Age Group: Preschool through 12th grade

Description: Play it Safe!® Is an evidence-informed, age-appropriate child sexual abuse risk reduction program for children ages pre-school through grade 12, as well as their parents, teachers and caregivers. Play It Safe! reduces risk by teaching children to identify abusive behavior and provides tools children need to be safe including specific, age-appropriate actions to take in threatening situations. It also provides a safe forum for children to outcry and disclose abuse, trains caregiving adults to recognize possible signs of child sexual victimization and to take the necessary steps to support a child's outcry and recovery.

Format and Length: The Play it Safe!® Program was designed so that a teacher, parent, counselor or volunteer can present the program in under an hour. Each grade level program includes an age appropriate video and script. Pre-K through grade 2 also includes dolls with bathing suits on under their clothing to illustrate children's private parts. Coloring books come with pre-K through grade 2 programs so that parents can reinforce the concepts at home. Taught one classroom at a time, each grade level's program, from pre-kindergarten to grade 12, speaks to children in a way they can best learn and respond.

Cost: Each grade level program can be purchased as a hard copy with DVD and Script or online. For K-2 the cost for hard copies of the curriculum and online streaming is \$299 each; \$199 for online only. For grades 3-12 the cost for hard copies of the curriculum and online streaming is \$199 each; \$149 for online programs. There is a yearly license renewal fee of \$25 to continue online streaming for each program. The total hard copy cost for all 14 programs is \$3,186. For online purchases only, the total cost for the entire set of 14 programs is \$2,286. Each program is a stand-alone presentation.

CONTACT: <https://www.playitsafe.org/index.php>

In Missouri, contact Voices of Courage Child Advocacy Center if you have questions about the program: 1-816-232-1744, <https://voicescac.org/>

Project Aware & Middle and High School Education

Organization: Metropolitan Organization to Counter Sexual Assault (MOCSA)

Targeted Age Group: Pre-K through Grade 5 (Project Aware); 6-12 (Middle and High School Education)

Description: Project Aware is MOCSA's sexual abuse education program for children in pre-K through grade 5, as well as their parents and teachers. Project Aware educates students about body safety in an age-appropriate manner and teaches adults about their role in preventing and responding to child sexual abuse.

Middle and High School Education includes classroom-based presentations for middle and high school students. Presentations focus on various topics related to sexual violence including consent, healthy relationships, sexual harassment, bystander engagement and sexual assault. Sessions available are as follows:

- **For Middle School:** Healthy and Unhealthy Relationships, Sexual Harassment and Bystander Engagement
- **For High School:** Safety in Relationships, Consent and Sexual Assault, and Gender and Violence

Format and Length: This program is available to schools in Jackson, Platte, Clay and Cass counties in Missouri and is offered in English and Spanish. Presentations are classroom based and run from 35-60 minutes.

Cost: MOCSA's education programs are offered at no cost.

CONTACT: <https://www.mocsa.org/prevention-education/school-based-education>; communityed@mocsa.org; 1-816-285-1354

Green Dot

Organization: Metropolitan Organization to Counter Sexual Assault (MOCSA)

Targeted Age Group: Grades 6-8 (middle school students)

Description: The Green Dot middle school program is a bystander intervention program focused on training student leaders and the whole school community to create an environment where bullying, dating violence and harassment are not part of the school culture by using peer conformity to encourage positive choices. The program aims to make schools safer by ensuring that green dots, which are choices to help someone, outnumber red dots, which are choices to hurt someone. Green Dot's approach to violence prevention involves mobilizing bystanders to create cultural change, centering students as key change makers within their school, with school staff, parents and the broader community providing support and reinforcement. Green Dot's slogan summarizes this community approach in saying, "No one has to do everything, but everyone has to do something."

Format and Length: This program is available to schools in Jackson, Platte, Clay and Cass counties in Missouri.

Cost: MOCSA's education programs are offered at no cost.

CONTACT: <https://www.mocsa.org/prevention-education/school-based-education>;
communityed@mocsa.org; 1-816-285-1354

Youth Led Prevention

Organization: Metropolitan Organization to Counter Sexual Assault (MOCSA)

Targeted Age Group: Grades 9-12 (high school students)

Description: The Youth Led Prevention program is a student leadership program designed to empower high-school youth to create and implement their own sexual-violence prevention programs in school, because allowing youth with social influence to inform their peer groups directly can significantly change social norms. Student leaders complete the Agent of Change curriculum taught by MOCSA staff and then design, implement and evaluate a prevention program. With MOCSA's assistance, students develop project plans, budgets, timelines and evaluation criteria for their campaign's success. Students educate school peers on sexual violence prevention through a school-wide method that shifts the entire culture of a high school using consistent activities and messaging.

Format and Length: This program is available to schools in Jackson, Platte, Clay and Cass counties in Missouri.

Cost: MOCSA's education programs are offered at no cost.

CONTACT: <https://www.mocsa.org/prevention-education/school-based-education>;
communityed@mocsa.org; 1-816-285-1354

The Healthy Relationship Project: Care for Kids, We Care Elementary & SAFE-T

Organization: Prevent Child Abuse-VT

Targeted Age Group: Pre-K through Grade 2 (Care for Kids); Grades 3-6 (We Care Elementary); Grades 7-8 (SAFE-T)

Description: The Healthy Relationships Project is a comprehensive approach to child sexual abuse prevention. The programs build knowledge and skills for educators, parents, caregivers and young children ages 3-14. All programs include training for school staff on child sexual abuse and its prevention, parent engagement strategies including parent nights, and curricula to be used in the classroom with students. These programs take a developmentally targeted, trauma-informed approach to child sexual abuse prevention through emphasizing the role that adults play in prevention.

Care for Kids--Preschool-Grade 2: Children in this age group are receptive to learning about body parts, health and boundaries, making this an ideal time to lay the foundation for abuse prevention. Care for Kids contains six units: Asking for Help, Feelings, Bodies, Babies, Asking for Permission and Wrap-Up. Each unit teaches and reinforces two to four simple, age-appropriate messages via a circle time, a book, and an activity or craft. The activities are designed to complement the fact that children of this age learn naturally through play and use schemas to assimilate new information. Information is presented in a matter-of-fact way using anatomically correct language.

We Care Elementary-- Grades 3-6. Children in this age range develop awareness of self as well as of peers and social groups. With this newfound awareness comes the capacity for empathy and establishing their ideas about how to be in the world and how to treat others. Physiologically, older

children are approaching puberty and beginning to wonder about sexual development. The curriculum includes six lessons at each grade level: Communication and Understanding Feelings (grade 3); Understanding Personal Boundaries (grade 4); Recognizing Boundaries in Others (grade 5); and Understanding Sexual Harassment (grade 6).

SAFE-T (Sexual Abuse Free Environment for Teens) – Grades 7-8. The SAFE-T program was designed to promote healthy relationships and behaviors in middle school communities, helping youth identify those areas that put them at risk for being hurt and for hurting others. Through ten lessons, SAFE-T continues the process of developing social emotional skills and introduces age-appropriate information about topics such as sexual harassment and sexually abusive behaviors.

Format and Length: Classroom based, in person. Care for Kids and We Care Elementary have six lessons and SAFE-T has 10. Each grade is developmentally appropriate and builds on concepts from the year before. They can function independently of each other.

Cost: Care for Kids (\$550); We Care Elementary (\$400); SAFE-T (\$400); All three (\$1,200). Includes a facilitator's guide, books and flash drive with handouts for printing.

CONTACT: <https://www.pcavt.org/child-sexual-abuse-prevention-training>

Speak Up, Be Safe

Organization: Childhelp

Targeted Age Group: Pre-K through Grade 12

Description: Speak Up, Be Safe helps children and teens learn the skills to prevent or interrupt cycles of neglect, bullying and child abuse—physical, emotional and sexual. The program uses a social-ecological approach to prevention education by providing materials to engage parents and caregivers, teachers, school administrators and community stakeholders. The comprehensive preK-12 curriculum provides developmentally-appropriate lessons at each grade

PreK-Grade 2 - A primary focus is to shift the responsibility for child abuse and neglect prevention away from children and onto the adults in their lives. Children learn basic concepts around personal safety and how to identify safe adults.

Grades 3-5 - Lessons emphasize that adults are responsible for child safety, but by learning and using a few key safety rules, children can help those adults keep them safe. Children learn how to recognize potentially unsafe situations, how to identify safe adults and how to talk about feeling unsafe.

Grades 6-8 - While adults continue to be responsible for child safety, lessons acknowledge the growing responsibilities and privileges of children in this age group and the new opportunities for potentially unsafe situations. Children learn how to recognize potential risks as well as resistance strategies that can be used until they can talk to a safe adult.

Grades 9-12 - Lessons address the increasing responsibility of adolescents and young adults for their own personal safety in each setting where they may be at risk of experiencing abuse. Students develop a broader understanding of abusive behavior and preventative approaches while also continuing to identify the safe adults and peers supportive of a robust safety network.

Format and Length: Two 30- to 45-minute sessions per grade level. The content and delivery of all Childhelp Speak Up, Be Safe lessons is based on best practices from research in child development, learning styles, social psychology, and child abuse and neglect prevention. The implementation of the program is supported by a "virtual campus," which includes scripted, engaging lessons for each grade level; online facilitator training modules; teacher reinforcement activities; and resources for parents, teachers, school administrators and community members to help implement the curriculum.

Cost: \$5/student for the first year; \$3/student in subsequent years. Contact Childhelp for personalized quotes for each district.

CONTACT: <https://www.childhelp.org/subs/childhelp-speak-up-be-safe/> 1-480-922-8212

Shifting Boundaries: Lessons on Relationships for Students in Middle School

Organization: N/A

Targeted Age Group: Grades 6-8

Description: Shifting Boundaries is an evidence-based, multi-level primary prevention program for middle school students on sexual harassment and precursors to dating violence. The program embraces an environmental approach that identifies multiple strategies to support young people – both school-wide interventions and classroom. It addresses boundary setting, measuring personal space, avoidance of inappropriate behaviors including sexual harassment, appropriate response, consequences, and mapping safe and unsafe spaces at school. This primary prevention program aims to

- increase knowledge and awareness of sexual abuse and harassment,
- promote prosocial attitudes and a negative view of dating violence and sexual harassment,
- promote nonviolent behavioral intentions in bystanders,
- reduce the occurrence of dating and peer violence, and
- reduce the occurrence of sexual harassment.

Format and Length: The classroom curriculum consists of four to seven lessons. The four school-wide interventions include using temporary school-based restraining orders called “respecting boundaries agreements”; mapping safe and unsafe areas.

Cost: Free

CONTACT: Materials available at

<https://vawnet.org/material/shifting-boundaries-lessons-relationships-students-middle-school>

Second Step—Child Protection Unit

Organization: Committee for Children

Targeted Age Group: Pre-K through Grade 5

Description: Keeping children safe is a role many adults share. The research-based *Second Step* Child Protection Unit gives teachers the tools to recognize and respond to abuse and the confidence to comfortably teach students about this sensitive subject. The early learning-grade 5 bundle includes age-appropriate lessons on safety, not keeping secrets, and touching.

Second Step is a classroom-based social skills curriculum for students from preschool through middle school. The curriculum aims to reduce impulsive and aggressive behaviors and increase protective factors and social-emotional competence. Organized by grade level, the program teaches children empathy, problem-solving skills, risk assessment, decision-making and goal-setting skills. The Second Step program is classified as a universal intervention, meaning that it is appropriate for whole classrooms of children and not just those at risk.

The Child Protection Unit (CPU) is an additional unit of the Second Step program designed for students, staff, and families. The classroom lessons build on foundational skills students learn in the Second Step program—in particular, the self-talk, help-seeking, and assertiveness skills – and teach additional skills students need to recognize, report and refuse unsafe and sexually abusive situations and touches.

Students learn important rules about general safety and touching safety that will help keep them safe from dangerous or abusive situations. Students also learn how to report any unsafe or abusive situations to a caring adult.

Format and Length: The CPU includes a robust training for administrators and program leaders that helps them assess their current child protection policies and procedures. This helps them develop a comprehensive child protection strategy that aligns with current research and best practice, including specific policies and procedures designed to protect children from abuse in a school or youth program setting, such as a staff code of conduct and procedures for reporting staff violations of protection policies. Online training modules equip teachers or counselors with lesson plans, talking points, research, family materials, interactive activities and several materials for use and display in the classroom

Cost: Approximately \$1,300 for the early learning-grade 5 bundle. Other packages available.

Contact: <https://www.secondstep.org/child-protection>
clientsupport@cfchildren.org; 1-800-634-4449

Think First & Stay Safe/Teen Lures TV Newscast

Organization: Child Lures Prevention

Targeted Age Group: Pre-K through Grade 6 (Think First & Stay Safe); Grades 7-12 (Teen Lures TV Newscast)

Description: The Think First & Stay Safe program teaches children the importance of treating themselves and others with kindness and respect. They practice being kind and respectful to friends and family. They learn what constitutes healthy and respectful social relationships. When children know how to build and maintain healthy social relationships from a young age, it is easier for them to recognize and avoid inappropriate and abusive behaviors as they grow. Students also learn how to set personal boundaries and how to respect the boundaries of others. The program teaches students how to identify trusted adults, as well as how and where to reach out for help. The program emphasizes that all kids have a right to be safe, and there are laws to help keep kids safe. It assures children that being bullied or abused is never a child's fault.

The goal of Teen Lures Prevention is to bring about peer-to-peer conversations regarding sexual crimes against teens. By providing a platform to openly discuss sexual crimes and their prevention, Teen Lures Prevention ensures the information teens are sharing about their personal safety is accurate and productive in preventing crimes against them. The Teen Lures TV Newscast provides an opportunity for middle and high school students to actively participate in preventing sexual crimes against youth. Students serve as news anchors, offering their peers safety solutions in the face of troubling news.

Format and Length: The Think First & Stay Safe curriculum consists of scripted interactive lesson plans, which are presented incrementally to build knowledge and understanding and to reinforce the safety messages. Each lesson plan includes a topic introduction with learning objectives, a quick review of previous lesson, discussion and interactive classroom activities, take-home handout, lesson recap and positive thinking skill.

The Teen Lures TV Newscast consists of ten video news clips, each with a corresponding news anchor script. Each video news clip reveals a technique sexual predators use to lure teens, college students and even adults into sexual assault, abduction and worse. Corresponding anchor scripts provide lead-ins and tags for each video news clip. Newscasts can be augmented with corresponding classroom lesson plans.

Support materials for both programs include presenter's guide, USB flash drive, school poster series, parent guide, student workbook, policy/procedures checklist, pre-/post-tests, evaluations and additional resources for administrators and parents. Program support staff coordinators available during implementation at no additional cost.

Cost: \$489 for six kits, bulk pricing available.

Contact: www.childluresprevention.com; info@childluresprevention.com; 1-800-552-2197

Green Bear Program & S.A.F.E. Guides

Organization: Southeast Missouri Network Against Sexual Violence (SEMO-NASV)

Targeted Age Group: Pre-K-5 (Green Bear); 6 (S.A.F.E Guide to Growing Up); 7-8 (S.A.F.E. Guide to Healthy Relationships)

Description: The Green Bear Program is a 30-minute program created for students in pre-kindergarten through grade 5 which teaches students primary child abuse prevention through puppet shows, stories and fun books. Children learn how to recognize and report abuse while the program emphasizes that the abuse is not their fault.

The S.A.F.E. programs encourages students to develop healthy relationships with both other students and adults. This 45-minute to one-hour program discusses sexual abuse as well as preventing drug-facilitated sexual assault, acquaintance rape and online sexual exploitation.

Format and Length: In person, 30 minutes (Green Bear); S.A.F.E. Guides (2-5 sessions; 45-60 minutes/session). Younger children (preK-grade 2) participate in a puppet show. Older children complete age-appropriate books that discuss primary sexual abuse prevention. A parent note is sent home with all students discussing class content, protection interventions and what to do if abuse is suspected/disclosed. All teachers receive a teacher's guide discussing the psychology of abuse, protecting students, signs and symptoms of abuse and steps to take if abuse is disclosed/suspected.

Cost: SEMO-NASV's education programs are offered at no cost to schools in the following counties: Bollinger, Butler, Cape Girardeau, Dunklin, Mississippi, New Madrid, Pemiscot, Perry, Scott and Stoddard.

CONTACT: 1-573-332-1900; info@semonasv.org

Keeping Kids Safe: Sexual Abuse Prevention Programs

Organization: Health World

Targeted Age Group: Age-appropriate programs for grades K-2, 3-5 and 6-8.

Description: The Keeping Kids Safe program teaches students in grades K-2, 3-5 and 6-8 age-appropriate sexual abuse prevention and personal body safety education. Aligns with the National Sexuality Education Standards Core Content and Skills and the National Health Education Standards.

Format and Length: Between 6-7 lessons each 15-25 minutes.

Cost: Individual courses are priced at \$75.

Contact: <https://www.healthworldeducation.org/sexual-abuse-prevention>

TRAINING FOR ADULTS

Stewards of Children

Organization: Darkness2Light

Audience: Appropriate for parents as well as professionals and volunteers in youth-serving organizations such as schools, faith centers, camps, daycares, sports leagues and clubs.

Description: Stewards of Children is the only adult-focused, evidence-informed curriculum proven to increase knowledge and attitudes about child sexual abuse and to change behaviors promoting child protective behaviors. It informs organization administrators, staff and volunteers how to implement effective prevention policies, recognize the signs of sexual abuse in children and react and report responsibly if abuse occurs. It also teaches parents how to advocate for child protection policies in youth-serving organizations and how to talk to their children about their bodies and sexual abuse.

Format and Length: The 2.5-hour Stewards of Children program is available through a group session led by an authorized facilitator as well as online. Authorized facilitators are located throughout Missouri.

Cost: Training is provided at no cost.

CONTACT: Missouri KidsFirst leads the statewide Stewards of Children initiative which includes a network of trained facilitators across the state. 1-573-632-4600; contact@missourikidsfirst.org

ProtectMO Kids: Missouri Child Abuse and Neglect Mandated Reporter Training

Organization: Missouri KidsFirst in collaboration with the Missouri Task Force on the Prevention of Sexual Abuse of Children

Audience: Mandated reporters, including teachers, principals, other school officials, physicians and other medical personnel or health practitioners, dentists, mental health professionals, social workers, childcare center employees, juvenile officers, law enforcement and clergy. The training is also available to any other adult interested in protecting children.

Description: The Missouri Task Force for the Prevention of Sexual Abuse has developed free online education for mandated reporters and all adults interested in protecting children. All mandated reporters are strongly encouraged to complete this training course. The training consists of four lessons that can be completed at the participant's own pace:

Lesson 1: Introduction and Legal Requirements of Mandated Reporters

Lesson 2: Child Abuse/Neglect Defined and Indicators of Child Abuse and Neglect

Lesson 3: Plan for Responding to Suspicion, Discovery or Disclosure of Child Abuse and Neglect

Lesson 4: Effectively Reporting Child Abuse and Neglect

The training also has pre- and post-tests. While participants must earn a score of 80 percent or better on the post-test for successful completion, the test can be retaken to achieve this goal. Participants who score 80 percent or greater on the post-test have successfully completed the training and may earn 0.5 Continuing Education Units (CEUs).

Format and Length: The training is intended to be used as an ongoing resource for mandated reporters. Participants may choose to explore the supplemental resources provided throughout the training. The training is self-paced; participants should allow themselves one to three hours to complete.

Cost: Training is available online at no cost.

CONTACT: Visit <https://protectmokids.com/> to register and complete the training. For more information contact Missouri KidsFirst at contact@missourikidsfirst.org or 1-573-632-4600.

Enough! Preventing Child Sexual Abuse in My School

Organization: Enough Abuse

Audience: School employees including teachers, administrators, counselors, coaches, bus drivers, security staff and food service staff. Parents, school volunteers and members of parent teacher associations and other local school committees could also participate.

Description: “Enough! Preventing Child Sexual Abuse in My School” is a nationally available, evidence-based online learning course developed exclusively to address the specific needs of schools and the challenges they face in preventing child sexual abuse. In this one-hour, interactive course, public and private school employees will learn about the nature and scope of sexual abuse and how they can take actions to prevent it from ever occurring.

Enough! was selected by the U.S. Department of Justice in 2019 for inclusion in its crimesolutions.gov national repository of effective, quality programs and practices in the fields of criminal justice, juvenile justice and crime victim prevention. A study published in the Journal of Child Sexual Abuse documented increased knowledge about child sexual abuse and its prevention, ability to identify boundary-violating behaviors that if left unchecked could lead to sexual misconduct or abuse, and confidence and willingness to report suspected or disclosed cases.

Format: The one-hour online course includes knowledge checks, a short pre- and post-test to measure knowledge gains, and a brief evaluation survey to document self-reported anticipated changes in responding and reporting behaviors. A resource bank is also provided with over a dozen downloadable prevention resources which teachers and administrators can use to support post-viewing discussions and policy actions. A certificate of completion is available for download. The course uses closed captioning for those with hearing impairments.

Cost: The course is available for free preview for administrators of schools and school districts, state department of education, and schools of education by contacting info@masskids.org.

CONTACT: More information is available at <https://elearning.enoughabuse.org/>.

Crossing the Lines: When Educators Become Predators

Organization: Missouri School Boards' Association-Center for Education Safety

Audience: School employees and board members

Description: Too often the news headlines carry the story of a teacher having sexual relations with his or her student. If we do not bring child sexual abuse into the open, how can we hope to protect those we love most: our children? Research for this program included interviewing six former Missouri teachers who are either in prison or on parole. Two teachers consented to be videotaped, and participants will hear their stories firsthand. A survivor has also agreed to tell her story.

Format: Video series

Cost: Available to Missouri schools and colleges at no cost.

CONTACT: <https://www.mosba.org/ces/> To schedule this training, contact MSBA 1-573-638-7501

Straight Talk About Child Sexual Abuse: A Prevention Guide for Parents

Organization: Enough Abuse

Audience: Parents

Description: Every parent is concerned about keeping his or her children safe from those who might sexually abuse or exploit them. This "Straight Talk" guide will give parents the information and skills they need to strengthen safety within their family and community and reduce the risks of sexual abuse. The tool is intended to support parents who have not spoken to their children about body boundaries because they think they don't know enough, don't know what to say, or don't know how to approach the subject. With this booklet, parents can gain knowledge, skills and confidence to help protect their child from sexual abuse and its consequences.

Format and Cost: The downloadable guide is free for individuals and includes the most highly recommended resources for prevention, reporting and treatment. Also available in Spanish. All versions of "Straight Talk" are also available for purchase and available for localization by states, counties and organizations. For more information please contact info@masskids.org.

More information: <https://www.enoughabuse.org/for-ind/straight-talk-about-csa.html>

Downloadable guide here:

<https://www.enoughabuse.org/images/stories/Bookshelf/Straight Talk/st usa interactive.pdf>

ONLINE SAFETY

NetSmartz

Organization: National Center for Missing & Exploited Children (NCMEC)

Audience: Resources are available for families and students grades K-12. NSTeens is available to intermediate, middle school and high school students.

Description: NetSmartz is NCMEC's online safety education program. It provides age-appropriate videos and activities to help teach children how to be safer online with the goal of helping children become more aware of potential online risks and empowering them to help prevent victimization by making safer choices on- and offline. Topics include cyberbullying, online enticement, smartphones, gaming, sexting and sextortion and social media.

NSTeens is a free NCMEC program that teaches tweens and teens about making safer choices online through animated videos, short films, games and interactive comics.

Format: NetSmartz provides videos, games, comics, tip sheets and PowerPoint presentations.

Cost: Free

More information: <https://www.missingkids.org/NetSmartz> or <https://www.nsteens.org/>

Stop. Think. Connect

Agency: The U.S. Department of Homeland Security leads the campaign.

Audience: Information available for elementary, middle and high school students and parents.

Description: STOP. THINK. CONNECT. is the global online safety awareness campaign to help all digital citizens stay safer and more secure online. The message was created by an unprecedented coalition of private companies, nonprofits and government organizations. Free booklets are provided by the Federal Trade Commission educating students and parents on online safety, including "Rethink Cyber Security" and the "Tech Talk" With Your Teens" and "Online Gaming Tips for Kids, Tweens & Teens."

Cost: Free—Booklets can be ordered in bulk online or downloaded. Also available in Spanish.

More information: <https://www.stopthinkconnect.org/resources>

MENTAL HEALTH/SUICIDE PREVENTION

Empowering Educators to Lead Depression Awareness Initiatives in Their Schools

Organization: Erika's Lighthouse

Audience: Middle and high school students

Description: Free teen depression awareness programs designed to create discussion in classrooms. Comprehensive enough to use immediately. Flexible enough to fit every school. Provides videos, lesson plans and questions to allow educators to adapt materials according to the needs of their school and create a healthy environment for students to talk to educators and to each other.

Format: Videos and lesson plans available. Also provides school support to help schools adapt the materials to their needs.

Cost: Free

More information: <https://www.erikaslighthouse.org/get-to-know-us/>

DATING VIOLENCE

Dating Matters: Strategies to Promote Healthy Teen Relationships

Agency: Centers for Disease Control and Prevention

Audience: 11- to 14-year-olds

Description: Dating Matters is a comprehensive teen dating violence prevention model developed by the CDC to stop teen dating violence before it starts. Dating Matters is an evidence-based teen dating violence prevention model that includes prevention strategies for individuals, peers, families, schools and neighborhoods. It focuses on teaching 11- to 14-year-olds healthy relationship skills before they start dating and reducing behaviors that increase the risk for dating violence, like substance abuse and sexual risk-taking.

Format: All programs are designed to be delivered in school by teachers or prevention educators. Programs for grades 6 and 7 have seven sessions; the grade 8 program has 10 sessions. Training for educators on the program is available as well.

Cost: Free

More information:

<https://www.cdc.gov/violenceprevention/intimatepartnerviolence/datingmatters/index.html>

Project Consent

Organization: Project Consent

Audience: Elementary and middle school students

Description: The goal of the Project Consent curriculum is to teach children the values of respect, communication and conscientiousness. Students will understand the importance of bodily autonomy and respect of other's boundaries, the concept of consent and when it is withheld and the characteristics of unhealthy and healthy relationships (romantic, family and friend). Students will also be given the tools to respect themselves mentally and physically and to feel comfortable asking questions.

Format: Project Consent lesson plans are meant to be a week-long unit within a health class in a middle school. The lessons and presentations are meant to help middle school students establish the characteristics of a healthy relationship with others and with themselves.

Cost: Free

More information: <https://www.projectconsent.com/>

Curriculum available here: <https://www.projectconsent.com/s/Project-Consent-Project-Educate-Curriculum.pdf>

Consent Campaign

Agency: Vermont Network Against Domestic and Sexual Violence and Vermont Sexual Violence Task Force

Audience: Middle and high school students

Description: The Consent Campaign guidebook is an essential tool for promoting healthy relationships in school communities. The guidebook contains step-by-step advice for creating a Consent Campaign, lesson plans for grades 7-10 and helpful materials and resources. Teaching these middle and high school lesson plans will strengthen students' skills and encourage prosocial behaviors.

Format: Classroom teaching tools, planning information and resource lists for middle and high school educators teaching consent and sexual violence prevention.

Cost: Free

More information: <https://vtnetwork.org/consent-campaign/>

Guidebook: <https://vtnetwork.org/wp-content/uploads/2017/08/CCguidebook-2019-web.pdf>

RESOURCES FOR CHILDREN WITH DISABILITIES

Straight Talk About Child Abuse: A Prevention Guide for Parents of Children with Disabilities

Agency: Enough Abuse

Audience: Parents

Description: This prevention guide gives parents and caregivers of children with disabilities specific knowledge and skills to keep their children safe. Every parent is concerned about keeping his or her children safe from those who might sexually abuse or exploit them. For parents of children with disabilities, the question of how to prevent sexual abuse can loom even larger. This special extended "Straight Talk" guide will give you the information and skills you need to strengthen safety within your family and reduce the risks of sexual abuse. The guide outlines some concerns specific to parents of children with disabilities, some of the particular factors that may increase the risks of abuse for individuals with disabilities and how to reduce those risks.

Format, Length and Cost: The 28-page guide can be downloaded online for free and it is also available for bulk purchase and can be localized with specific state or county resources.

More information: Guide available at https://www.enoughabuse.org/images/stories/Bookshelf/FD_ST-DA_1-21-2017.pdf

Center for Parent Information and Resources: Sexuality Education for Students with Disabilities

Description: A collection of resources for teaching children with intellectual and developmental disabilities about sexuality. Materials developed for specific disabilities available.

More information: <http://www.parentcenterhub.org/repository/sexed/>

Appendix C: Guidance for Implementation of Sexual Abuse Prevention Education

It is the responsibility of educational institutions to promote optimal learning environments by ensuring the well-being and safety of their students. Sexual abuse prevention education will differ in each school community due to community needs and available resources. With the understanding that each local education agency (LEA) or school approach will be different, this section provides recommended best practices.

When child sexual abuse or sexual exploitation threatens that sense of safety, the educational process is obstructed. Schools are in a unique position to help young people shape positive, healthy attitudes, beliefs, and behaviors that work to prevent sexual violence and other forms of abuse. Research shows that the most effective way to do this is by training adults (all school staff and caregivers) and teaching students skills. This can be done by creating a comprehensive sexual abuse awareness and prevention program that incorporates evidence-informed best practices inclusive of policies and procedures, teacher and staff training, student education and family education.

Local Education Agencies (LEAs)

To provide effective sexual abuse prevention, LEAs should

- identify sexual abuse prevention education, equity and inclusion as a priority both in and out of the school system.
- assess and update existing sexual abuse prevention and child protection policies, procedures and practices that aid in the development of evidence-informed comprehensive strategies. Considerations of policies and procedures that are in place include (1) prevention activities for school staff, administrators and students and (2) trauma-informed response when violence does occur.
- mirror community needs, cultures, LEA capacity and state requirements (staff training and mandatory reporting) in policies and procedures.
- develop a positive, healthy school climate and culture that values respect, equity and inclusion with no tolerance for abuse or violence.
- adopt sexual abuse prevention education curricula that is evidence-informed and reflects the needs of student population to ensure appropriate scope and sequence (Universal Design for Learning, trauma-informed, and equity).
- establish a personnel code of conduct for children and adults.
- implement procedures for screening and hiring staff and volunteers.
- report staff violations of protection policies and reporting abuse when it occurs.

Schools

To provide effective sexual abuse prevention education, principals, administrators and other key staff should

- plan and provide sexual abuse prevention education as a schoolwide initiative:
 - Promote a climate and culture of respect, safety, nonviolence, inclusion and trust for all staff and students.
 - Provide awareness about sexual abuse and information to families about planned instruction.
 - Apply schoolwide prevention through staff buy-in and training.
 - Engage students in age-appropriate opportunities.

- foster staff support of sexual abuse prevention education:
 - Provide teacher and staff training that includes information on recognizing indicators of child abuse and neglect, mandated reporting of suspected abuse and neglect and providing support for students who may have experienced sexual abuse.
 - Be aware of traumatic stress related to hearing disclosures and providing access to support services.
 - Be aware of and provide support services access to staff that may be survivors of sexual abuse.
 - Provide adequate time and resources for staff training and for promptly reporting disclosures.
- support students who disclose sexual abuse:
 - Ensure that students are able to connect to services that are available in schools (e.g., counselors, social workers, psychologists, nurses).
 - Build relationships with the local Children's Division office to support effective reporting and investigation that is consistent with Missouri state law.
 - Form partnerships with local community agencies (e.g., child advocacy centers, law enforcement, after-school programs, and community and faith-based organizations).
 - Create referral lists of community agencies or organizations that provide services to children and families who have experienced sexual abuse.

Classrooms

To provide effective sexual abuse prevention education, educators should

- provide Instruction delivery that accounts for
 - classroom structure with norms that promote and model respect, safety, nonviolent, inclusion and trust between teachers and students and students and their peers.
 - appropriately planned and timed instruction that ensures support staff availability and notifies families and students in advance.
 - age-appropriate instruction that provides student leadership and ownership opportunities (peer learning and mentorship and awareness events).
 - confidentiality and comfort for a system where students can anonymously submit questions.
- partner with local agencies and organizations that can provide support and assist with delivery of education.
- develop relationships with families and community members along with distribution of resources to reduce discomfort about sexual abuse prevention education (e.g., engage parent-teacher associations, include content during parent nights and parent-teacher conferences).

Student Education

School-based sexual abuse prevention education is supported by strong evidence and has demonstrated beneficial effects on academic outcomes, such as attendance and school performance. Universal school-based education directs age-appropriate grade level activities toward all students and does not target those whose circumstances place them at increased risk for perpetuating or being victims.

Sexual abuse prevention strategies are more likely to be learned when received through comprehensive skill education that provides opportunities to practice skills in class, instruction that spans multiple days, and the engagement of parents or guardians through take-home activities to foster discussions.

Research advises that education that exercises concepts of Universal Design for Learning through the use of more active modes of teaching (modeling, rehearsal, and reinforcement) results in greater gains of knowledge and skills than those that simply provide information, particularly when working with students with disabilities (intellectual or developmental).

Curriculum Selection

School sexual abuse prevention approaches will differ depending on the grade level of students. Comprehensive sexual health education is an effective sexual abuse prevention strategy. Information and skills provided in grades K-5 lays the groundwork for healthy relationship education in later grades, which demonstrates importance of the implementation of a K-12 Comprehensive Health Education.

Grades 6-12

When working with youth in middle and high schools, peer-to-peer and dating relationships that have a major influence on youth should be considered. A profitable aspect of working with secondary students is furnishing them with opportunity, knowledge, skills and resources to address sexual abuse within their own school community. Implementing a prevention model focused on empowerment can help youth become leaders of change and may include

- engaging youth in planning and delivery of education,
- developing interesting opportunities for youth (mentoring, leadership),
- empowering youth with skills to end/dissolve/cease harmful behaviors observed/seen in their communities, and
- conducting student surveys to inform education.

Teachers and school staff play a key role in fostering a positive school climate and culture. Education about sexual abuse, how to interrupt behaviors and ways to incorporate prevention strategies into their classroom (culture, lesson plans) can empower/equip teachers and school staff in taking an active role in addressing sexual abuse prevention within their school community.

Assessment is an integral part of prevention and provides educators with information about whether or not students are learning and informs improvements for classroom lessons and activities.

Families

Research suggests that schools can help families fulfill their role as protectors by engaging them in sexual abuse education and prevention efforts (Wurtele & Miller-Perrin, 1992). Families play a crucial role in sexual abuse prevention by/when communicating with their children about sexual abuse, supporting and reinforcing education received at school and providing safer environments by recognizing potential grooming patterns of offenders. As sexual abuse occurs mostly within families and other trusted relationships, providing sexual abuse prevention education that includes parents, guardians and other caregivers as partners often can protect children from maltreatment or make it easier for children to disclose if abuse has occurred. Strategies for families might include

- supporting and reinforcing education with suggested books and family homework assignments,
- arranging a training for parents and guardians on sexual abuse prevention,
- sending education materials and resources both electronically and as hard copies, and
- reviewing school norms and values during family-teacher conference.

Appendix D: Draft Opt-Out Letter

Per Missouri law, school districts must notify parents or guardians in advance of child sexual abuse prevention education and of the parent's or guardian's right to have the student excused from the instruction. A sample parental opt-out letter is included in Appendix D. In addition, it is recommended that parents and guardians be provided with an overview of the content of the curriculum.

Dear Parent or Guardian,

Beginning in school year 2020-21 and every year thereafter, our district will provide age- and developmentally appropriate sexual abuse prevention education to students. The goal of this programming is to keep your children safe. This programming may include a variety of discussions, activities, videos and role play scenarios. These lessons empower children to respond to child sexual abuse and to provide students with the tools needed for personal safety. Under Missouri law this education will include the following components, at a minimum:

1. instruction providing students with the knowledge and tools to recognize sexual abuse,
2. instruction providing students with the knowledge and tools to report an incident of sexual abuse,
3. actions that a student who is a victim of sexual abuse could take to obtain assistance and intervention, and
4. available resources for students affected by sexual abuse.

Nationwide, one in 10 students will be the victim of child sexual abuse before the age of 18. Through this program aimed at educating and empowering students, we want to provide your student with the knowledge and skills to use if ever affected by sexual abuse. If you have any questions about the content of the program, please contact your school's principal or counselor.

All students will participate in sexual abuse prevention lessons unless you choose for your child to NOT participate. Please sign below and return only if you do NOT WANT YOUR CHILD TO PARTICIPATE.

Sincerely,

Parent/Guardian Signature _____

Student's Name _____ Grade _____

Teacher _____

_____ I would prefer my child **not** participate in the lessons on sexual abuse prevention.

*Please return by _____

APPENDIX E: Glossary

Best practice: The elements and activities of learning design, planning and implementation that are recommended on the basis of the best knowledge and research currently available.

Child Advocacy Center: Missouri Child Advocacy Centers (CACs) provide a safe, child-friendly location in which members of multi-disciplinary child abuse investigation teams (e.g., law enforcement, Children's Division case workers, prosecutors, medical and mental health providers and CAC staff) conduct and observe forensic interviews with children who are alleged victims of crimes, and where the child and non-offending family members receive support, crisis intervention and medical and mental health services (or referrals for services).

Community partners: Community-based organizations, agencies, providers and other professionals who may collaborate with a local education agency to provide sexual abuse prevention resources or education or services for survivors of sexual abuse.

Curriculum: Materials and resources selected to support the implementation of state learning standards.

Department of Elementary and Secondary Education (DESE): State agency responsible for administering primary and secondary public education in the state of Missouri.

Evidence-based practices: Approaches to prevention or treatment that are validated by some form of documented scientific evidence. This includes findings established through controlled clinical studies, but other methods of establishing evidence are valid as well ([Children's Bureau \(HHS\), Child Welfare Information Gateway](#)).

Evidence-based programs: Programs that use a defined curriculum or set of services that, when implemented with fidelity as a whole, have been validated by some form of scientific evidence ([Children's Bureau \(HHS\), Child Welfare Information Gateway](#)).

Evidence-informed: Evidence-informed practices use the best available research and practice knowledge to guide program design and implementation. An evidence-informed program replicates evidence-based programs or substantially incorporates elements of effective programs. This informed practice allows for innovation while incorporating the lessons learned from the existing research literature. Ideally, evidence-based and evidence-informed programs and practices should be responsive to families' cultural backgrounds, community values and individual preferences ([Children's Bureau \(HHS\), Child Welfare Information Gateway](#)).

Grooming: A deliberate process by which offenders gradually build relationships, trust and emotional connections with children in order to initiate and maintain sexual relationships with them in secrecy. Grooming allows offenders to slowly overcome natural boundaries long before sexual abuse occurs. On the surface, grooming a child can look like a close relationship between the offending adult, the targeted child and (potentially) the child's caregivers. The grooming process is often misleading because the offender may be well known or highly regarded in the community. As a result, it's easy to trust them ([Darkness to Light](#)).

Health Education Curriculum Analysis Tool (HECAT): The Health Education Curriculum Analysis Tool (HECAT) is an assessment tool to help school districts, schools and others conduct a clear, complete and

consistent analysis of health education curricula based on the National Health Education Standards and CDC's Characteristics of an Effective Health Education Curriculum. HECAT results can help schools select or develop appropriate and effective health education curricula, enhance existing curricula and improve the delivery of health education. The HECAT can be customized to meet local community needs and conform to the curriculum requirements of the state or school district ([Centers for Disease Control and Prevention](#)).

Missouri Health Education Grade Level Expectations: The Health Education Grade Level Expectations (GLEs) represent content that Missouri students are expected to know at each grade level. The GLEs are not a curriculum. They are, however, the learner outcomes that should be assessed at the local level to appraise student achievement ([DESE](#)).

Missouri KidsFirst: State chapter of Missouri's 15 accredited regional Child Advocacy Centers (CACs) and the seat of Prevent Child Abuse Missouri. Missouri KidsFirst works to empower adults to protect children from abuse by providing leadership, training, technical assistance and legislative and public policy advocacy.

National Health Education Standards: The National Health Education Standards (NHES) were developed to establish, promote and support health-enhancing behaviors for students in all grade levels—from pre-kindergarten through grade 12. The NHES provide a framework for teachers, administrators and policy makers in designing or selecting curricula, allocating instructional resources and assessing student achievement and progress. Importantly, the standards provide students, families and communities with concrete expectations for health education ([Centers for Disease Control and Prevention](#)).

National Sex Education Standards: The National Sex Education Standards (NSES) outline the foundational knowledge and skills students need to navigate sexual development and grow into sexually healthy adults ([Advocates for Youth](#)).

Primary prevention: A prevention approach that is directed at the general population and attempts to stop maltreatment before it occurs. All members of the community have access to and may benefit from these services. Primary prevention activities with a universal focus seek to raise the awareness of the general public, service providers and decision-makers about the scope and problems associated with child maltreatment ([Children's Bureau\(HHS\)-Child Welfare Information Gateway](#)). This prevention practice is often referred to as "moving upstream."

Protective factor: Protective factors may lessen the likelihood of children being abused or neglected. Protective factors are conditions or attributes in individuals, families, communities or the larger society that mitigate or eliminate risk in families and communities, thereby increasing the health and well-being of children and families ([Children's Bureau \(HHS\)-Child Welfare Information Gateway](#)).

Risk factor for child abuse: Those characteristics linked with child abuse and neglect, but they may or may not be direct causes. A combination of individual, relational, community and societal factors contribute to the risk of child abuse and neglect. Although children are not responsible for the harm inflicted upon them, certain factors have been found to increase their risk of being abused and or neglected ([Children's Bureau \(HHS\)-Child Welfare Information Gateway](#)).

School climate: The school's effects on students, including teaching practices, diversity and the relationships among administrators, teachers, parents and students ([ASCD](#)).

School culture: School culture refers to the way teachers and other staff members work together and the set of beliefs, values and assumptions they share. A positive school climate and school culture promote students' ability to learn ([ASCD](#)).

Secondary prevention: A prevention approach that focuses on populations that have one or more risk factors associated with child abuse. Programs may target services for communities or neighborhoods that have a high incidence of risk factors ([Children's Bureau\(HHS\)-Child Welfare Information Gateway](#)).

Sexual abuse: The involvement of a child (person less than 18 years old) and an adult (or another child) in sexual activity that violates the laws or social taboos of society, that he or she does not fully comprehend, is unable to give informed consent to or for which the child is not developmentally prepared and cannot give consent to ([Centers for Disease Control and Prevention](#)). Child sexual abuse is evidenced between a child and an adult or another child who by age or development is in a position of responsibility, trust or power. This may include but is not limited to the inducement or coercion of a child to engage in any unlawful sexual activity, the exploitative use of child in prostitution or other unlawful sexual practices, or the exploitative use of children in pornographic performances and materials (World Health Organization). Sexual abuse can include both contact (sexual touching or intercourse) and non-contact (voyeurism, exhibitionism, taking unwanted sexual images or exposing the child to pornography) behaviors. Force may be involved, but perpetrators also use deception, threats and other forms of coercion.

Sexual violence: Any sexual act, attempt to obtain a sexual act, unwanted sexual comments or advances, or acts to traffic or otherwise directed against a person's sexuality using coercion by any person regardless of his or her relationship to the victim, in any setting, including but not limited to home and work ([World Health Organization](#)). Examples of sexual violence include child sexual abuse, incest, drug-facilitated sexual assault, rape, sexual assault, internet-based sexual crimes, commercial sexual exploitation of children, sexual harassment, sexual bullying, sexual violence by professionals, stalking, statutory rape and sex trafficking.

Social-ecological model: A public health approach developed by the Centers for Disease Control and Prevention that recognizes the complex interplay between individual, relationship, community and societal factors that influence issues like sexual abuse ([Centers for Disease Control and Prevention](#)).

Task Force on the Prevention of Sexual Abuse of Children: Statewide task force established by the Missouri General Assembly to study and identify strategies for reducing child sexual abuse and treating children who experience sexual abuse. Task force membership is comprised of individuals who are actively involved in the fields of the prevention and treatment of child abuse and neglect and child welfare ([RSMo. Section 210.120](#)).

Tertiary prevention: A prevention approach that focuses on families where abuse has already occurred and seeks to reduce the negative consequences and to prevent its recurrence ([Children's Bureau\(HHS\)-Child Welfare Information Gateway](#)).

Trauma-informed approach: An approach that involves understanding and responding to the symptoms of chronic interpersonal trauma and traumatic stress across the lifespan ([RSMo. Section 161.1050](#)). A trauma-informed approach to sexual abuse education recognizes that many students have already experienced some form of sexual abuse and the adults in the schools and communities are prepared to recognize and respond to abuse in a way that does not retraumatize the individual.

Whole-school, whole-community, whole-child (WSCC) approach: CDC's framework for addressing health in schools. The WSCC model is student centered and emphasizes the role of the community in supporting the school, the connections between health and academic achievement and the importance of evidence-based school policies and practices. The WSCC model has 10 components: physical education and physical activity, nutrition environment and services, health education, social and emotional school climate, physical environment, health services, counseling, psychological and social services, employee wellness, community involvement and family engagement. ([Centers for Disease Control and Prevention](#)). The whole-child approach to sexual abuse prevention assumes the involvement and interconnectedness of several systems, including families, community organizations, the health care system and state agencies.

APPENDIX F: References

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