

# Child Sexual Abuse and Exploitation Prevention Programs: A review of current child-focused programs for use in schools and youth serving organizations

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# Presentation Objectives

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By the end of this presentation, you will be able to:

- Identify best practices for sexual violence prevention.
- Determine steps for developing a prevention plan.
- Identify principles of prevention
- Appraise which of 7 child-focused programs might best be incorporated into your prevention efforts.
- Consider how you might support a local school in implementing a program.

# Georgia Statewide Human Trafficking Task Force

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- Led by the Georgia Criminal Justice Coordinating Council
- Addresses the 5 elements of the human trafficking continuum:
- Vulnerability → Recruitment → Exploitation → Withdrawal → Reintegration
- Eight Work Groups consisting of federal, state, and local government agencies, law enforcement, and judicial representatives — to victim service providers, business leaders, educators, and advocacy groups.

	Population:	Factors:	Goals:
WORK GROUP TWO: Youth Aware and Safe	Youth and their parents/guardians; as well as schools and youth-serving organizations.	Lack of awareness of child sexual abuse and child sexual exploitation prevention strategies and curricula.	<p>Primary Goal: Reducing vulnerability of youth by increasing their awareness and knowledge on how to keep themselves safe through child sexual abuse and child sexual exploitation prevention curricula delivered in schools and youth-serving organizations.</p> <p>Secondary Goal: Increasing awareness of parents/guardians on how to protect their children from child sexual abuse/exploitation.</p>

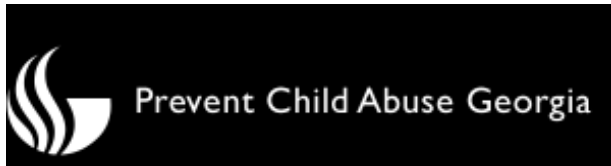
# Work Group 2: Youth Aware & Safe

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2015-2016 FOCUS: School-aged youth prevention education

2015-2016 PROJECT: Youth-focused program analysis

2015-2016 OBJECTIVE: Gaining a better understanding of child sexual abuse and child sexual exploitation prevention programs currently being implemented.



Children's Healthcare of Atlanta



Georgia Division of Family and Children Services

# Definitions – Sexual Violence Continuum

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- Sexual Violence is ‘any sexual act, attempt to obtain a sexual act, unwanted sexual comments or advances, or acts to traffic or to otherwise directed against a person’s sexually using coercion, by any person regardless of their relationship to the victim, in any setting.’
- Examples of sexual violence include:
  - **child sexual abuse**
  - **rape**
  - sexual assault
  - internet based sexual crimes
  - **commercial sexual exploitation of children**
  - sexual bullying
  - statutory rape
  - **sex trafficking**
  - ritualistic sexual abuse

# Why Prevention?

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- Exposure to Adverse Childhood Experiences (ACEs) lead to depression, substance abuse, poor school performance and falling grades, inappropriate sexual behaviors, eating disorders, and poor interpersonal relationships.
- 325,000 children are at risk of becoming victims of commercial sexual exploitation each year.

# Signs seen in Schools

Child Sexual Abuse is likely the most prevalent health problem children face with the most serious array of consequences. School systems are affected in a significant way, even if it is not always obvious. Physical signs are not common among children and teens who have been sexually abused. Emotional & behavioral signs and changes are more common; many observed in schools on a daily basis:



CHILD LABELED  
AS "THE BAD  
STUDENT"



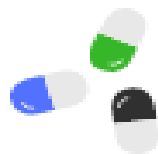
DEPRESSION,  
ANXIETY, FEAR,  
AGGRESSION



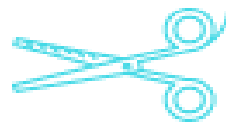
HYPERAROUSAL  
AND DIFFICULTY  
CONCENTRATING



SEXUAL BEHAVIOR  
& NON AGE-  
APPROPRIATE  
LANGUAGE



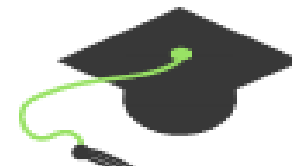
SUBSTANCE  
AND ALCOHOL  
ABUSE



SELF-INFLICTED  
HARM & SUICIDE  
IDEATION



RUNAWAY  
BEHAVIOR



DECREASED  
SCHOOL  
PERFORMANCE  
& DROP OUT

# Best Practices for Sexual Violence Prevention

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- Collaborative effort between schools and allied community partners
- Familiarity with risk and protective factors and align strategies accordingly
- Efforts beyond individual level addressing all levels of the social-ecological model
- Implementing universal school-based programs intended to prevent violent behavior
- Incorporating elements addressing several points of view: that of the victim, bystander and perpetrator



# Comprehensive Strategies for Primary Prevention

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- Training for all adults who work with children and youth is essential.
- Youth-serving organizations should have appropriate screening, child protection policies to include a code of conduct and reporting procedures.
- Protecting children requires an environment where children understand body safety, healthy relationships, appropriate boundaries and how to identify and talk with safe adults.

# Making a Prevention Plan

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- Assess community needs and establish capacity-building and prevention goals
- Prioritize target population(s) and identify implementation tools
- Create a logic model and timeline
- Design an evaluation plan

# Turn and Talk to a Partner (7 mins)

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- Discuss prevention strategies that exist within your community.
- Which community partners are engaged in those efforts?
- What barriers exist to implementing sexual violence prevention into schools?
- How can you be a resource to schools and other youth serving organizations in your community?

# Principles of Prevention

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- Comprehensive
- Varied Teaching Methods
- Sufficient Dosage
- Theory Driven, Evidence-Based
- Positive Relationships
- Appropriately Timed
- Socio-Culturally Relevant
- Outcome Evaluation
- Well-Trained Staff
- Encourage Parental Involvement

(Source: Nation M., et al 2003, American Psychologist)

# Age Appropriate Teaching Examples

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- Teach students:
  - Proper names for all body parts (K-2)
  - Setting and maintaining boundaries (3-4)
  - Non-violent and non-verbal communications skills (5-6)
  - Dynamics of healthy versus unhealthy relationships (7-8)
  - Clear and accurate information about the concept of consent (9-12)

# Program Analysis: “At a Glance”

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- Identified and reviewed 25 programs:
  - K – 5 (elementary-aged) and 6 – 12 (middle and high school-aged)
- The rubric process revealed seven programs that rose to the top based upon the principles of prevention
- Conducted an in-depth review of the seven recommended programs including in-person observations of program delivery within the classroom setting.
  - When classroom observations were not available in Georgia, program developers delivered mock presentations to the work group members.

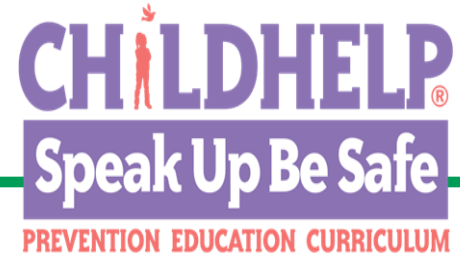
# Child-focused Programs Highlighted

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- Speak Up Be Safe: Child Help USA
- Child Safety Matters: Monique Burr Foundation
- Second Step, Child Protection Unit: Committee For Children
- Healthy Relationship Project: Prevent Child Abuse Vermont
- Think First & Stay Safe: Child Lures Prevention
- Teen Lures TV News Cast School Program: Teen Lures Prevention
- Not A #Number: Love 146

# Speak Up Be Safe

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- Organization: Child Help USA
- Target Audience: K-6 (now has 7-12 and athletics, *not reviewed*)

## Summary

- 5 Safety Rules
- Updated version of Good Touch, Bad Touch
- Excellent Resources for Teachers, Administrators, Parents
- Resources and interactive web support for teachers via online platform with on-demand facilitator training and support
- Builds on skill set each year; developmentally appropriate
- Covers overall safety from all forms of abuse, bullying and internet safety.





## MY 5 SAFETY RULES

1. It's MY body!
2. Ask an adult if I am safe.
3. I have choices.
4. Tell someone.
5. It's NEVER my fault!



Navigation bar with icons and labels:

- Childhelp Campus (Icon: Building)
- Curriculum Hall (Icon: Whiteboard)
- Resource Center (Icon: Chair)
- Founders' Office (Icon: People)
- Map (Icon: Location pin)
- Attendees (Icon: People)
- Chat (Icon: Speech bubble)
- Briefcase (Icon: Briefcase)

← K-6

7-12 →

- Pre-K & K
- Grade 1
- Grade 2
- Grade 3
- Grade 4
- Grade 5
- Grade 6

Welcome  
to the  
Curriculum Hall

- Grade 7-8
- Grade 9-10
- Grade 11-12
- Athletic Curriculum

I'm interested in purchasing the curriculum!



I'm interested in purchasing the curriculum!



Childhelp Campus



Curriculum Hall



Resource Center



Founders' Office



Map



Attendees



Chat



Briefcase



**CHILDHELP**  
Speak Up Be Safe  
PROFESSIONAL EDUCATION CURRICULUM

It's my body  
I have choices  
No one should hurt me

www.childhelp.org/Grade4Curriculum  
1 (800) 4-A-CHILD



# GRADE 4 Curriculum

NOTICE: By accessing this curriculum, you acknowledge all materials, supporting documents, and intellectual property contained herein are the sole property of Childhelp under the protection of all applicable copyright laws.

**CALL IF YOU NEED HELP.**  
No one has the right to hurt you.

Childhelp National Child Abuse Hotline  
**1-800-4-A-CHILD**  
(1-800-422-4453)

WINGS



I'm interested in purchasing the curriculum!

- Childhelp Campus
- Curriculum Hall
- Resource Center
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- Chat
- Briefcase

# Child Safety Matters

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Powered by  
Monique Burr Foundation for Children

- Organization: Monique Burr Foundation for Children
- Target Audience: K-6 Child Safety Matters (7-8 Teen Safety Matters, *not reviewed*)

## Summary

- Developmentally appropriate
- Very interactive and engaging for kids (videos, rap, poetry, games)
- 2 modules per grade level, builds on concepts each year
- Tools for parents, teachers
- In-person training of trainers
- Updated each year
- There's an app for that (for parents)

# MBF Child Safety Matters Safety Rules



Know What's Up



Spot Red Flags



Make a Move



Talk It Up



No Blame / No Shame



# Second Step – Child Protection Unit

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- Organization: Committee For Children
- Target Audience: K-5<sup>th</sup> grade

## Summary

- CPU is an additional unit for schools already implementing the Second Step safety and social skills curriculum
- Teaches students how to recognize, report, and refuse unsafe situations and touches
- Include a robust training for administrators and program leaders
  - Online training modules
    - Lesson plans
    - Talking points
    - Research
    - Family materials
    - Interactive activities
    - Materials for use and display in classroom
- Includes take home activities for student to do with caregiver





## Lesson Time

Your child is learning to ask for what he or she needs or wants. When asking for help, your child needs to:

- Face the person he or she is speaking to
- Use a strong, respectful voice

Asking for help when stuck is an important part of learning. Knowing how to ask for help respectfully helps your child at school and at home.

## Play Time

Play a game with your child during mealtime to practice asking for what you need or want.

Say: **We're going to play a game of Please Pass while we eat. When you want something passed to you, face the person who has it, use a strong, respectful voice, and ask for what you want. I will start.** Face your child. **Please pass me the bread.**

If someone forgets to face the person, use a strong, respectful voice, or say "please pass," have that person try again.

## Story Time



Gloria

This week's story is about Gloria. Gloria needs help zipping up her coat. Ask your child about this story.

- **What do you see in this photo?**
- **Who can Gloria ask for help?** (Her teacher. A friend.)
- **How should she ask for help?** (She should face her teacher and use a strong, respectful voice.)

**Let's practice how Gloria should ask for help.** Have your child face you and ask for help in a strong, respectful voice: "Will you please help me?"



**What is My Child Learning?**

Your child is learning that safe touches are positive and caring, unsafe touches hurt your body, and how to assertively say no to unwanted touches, safe or unsafe.

**Why is It Important?**

Students need to know that unsafe touches are not okay, and that they can refuse any touch they don't want, even if it's safe. This can help protect them from sexual abuse.

**Ask your child: What is the difference between a safe and unsafe touch?**

**Read Together**

People touch each other every day. Some touches make you feel happy or loved and are good for your body. These are safe touches. Hugs, holding hands, and pats on the back are examples of safe touches.

Other touches hurt. These are called unsafe touches. Pushing, kicking, hitting, and pinching are examples of unsafe touches. If you don't want a touch, even if it is a safe touch, it's okay to say no to the person touching you.

**Practice Together**

For this activity, you and your child will create lists of safe and unsafe touches:

1. Separately write lists of safe and unsafe touches.
2. Share lists and explain why you picked the touches you did.
3. Work together to create your family's definition of what safe and unsafe touches are.

**Child's Touches**

**Adult's Touches**

Safe	Unsafe	Safe	Unsafe

_____ <small>(CHILD'S NAME)</small>	_____ <small>(DATE)</small>	_____ <small>(ADULT'S SIGNATURE)</small>
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## Scope and Sequence: Grade 5

	Lesson Concepts	Objectives—Students Will Be Able To
<b>LESSON 1</b> Keeping Yourself Safe	<p>When you're on your own or just with friends, you are responsible for your own safety.</p> <p>It's important to know what to do and who to contact in case of emergency.</p> <p>The Ways to Stay Safe are: Recognize, Refuse, Report.</p>	<p>Apply the Ways to Stay Safe in response to scenarios</p>
<b>LESSON 2</b> Always Ask First	<p>Always ask a parent or the person in charge first before going somewhere, doing something, or accepting something from someone.</p> <p>Following the Always Ask First Rule helps you stay safe.</p> <p>If you are on your own, waiting until you can ask first will help you keep yourself safe.</p>	<p>Identify how to apply the Always Ask First Rule in response to scenarios</p> <p>Identify how to use the Ways to Stay Safe in response to scenarios</p>
<b>LESSON 3</b> Unsafe and Unwanted Touches	<p>Your body belongs to you.</p> <p>Unsafe touches are never okay.</p> <p>Paying attention to uncomfortable feelings in your body can help you recognize unwanted touches.</p> <p>You can refuse any unwanted touch, even if it's safe.</p>	<p>Understand the difference between unsafe and unwanted touches</p> <p>Identify and refuse unsafe and unwanted touches in response to scenarios</p>
<b>LESSON 4</b> The Private Body Parts Rule	<p>Using the Ways to Stay Safe helps you stay safe if someone breaks the Private Body Parts Rule.</p> <p>Private body parts are private. No one should ever touch or ask to see yours, except a doctor or nurse. No one should ever make you look at his or hers, or anyone else's. Never touch anyone else's.</p>	<p>Understand all parts of the Private Body Parts Rule</p> <p>Recognize when someone is breaking the Private Body Parts Rule</p> <p>Report the broken Private Body Parts Rule in response to scenarios</p>
<b>LESSON 5</b> Practicing the Ways to Stay Safe	<p>Never keep secrets about someone breaking the Private Body Parts Rule.</p> <p>It's never your fault if someone else breaks the Private Body Parts Rule.</p> <p>Breaking the Private Body Parts Rule is wrong. People who break it may do things to keep it secret.</p>	<p>Identify what people who break the Private Body Parts Rule do to keep it secret</p> <p>Report broken a Private Body Parts Rule in response to scenarios</p>
<b>LESSON 6</b> Reviewing Safety Skills	<p>Using the Ways to Stay Safe and following the Always Ask First Rule will help keep you safe.</p> <p>Private body parts are private. They belong to you. Never keep secrets about broken rules.</p>	<p>Explain why it is important to use the Ways to Stay Safe</p> <p>Recognize when a person has broken the Private Body Parts Rule</p> <p>Apply the Ways to Stay Safe and the Always Ask First Rule to scenarios from <i>Lee Keeps Himself Safe</i></p>

# Think First & Stay Safe



- Organization: Child Lures Prevention
- Target Audience: Pre-K – 6<sup>th</sup> Grade

## Summary

- Built upon identifying and nurturing healthy social relationships
- Pre-K - Grade 2 curriculum – 7 interactive lessons
- Grades 3-6 curriculum – 4 interactive lessons
- Builds on skills/information each year to reinforce
- Covers all forms of abuse and bullying



# There's No Lost Puppy!



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Pets can be used as Lures.

If asked to help find a lost pet,  
quickly get to safety and  
tell a Trusted Adult.

Grades K-4  
Classroom Poster

National Child Abuse Hotline: 1-800-422-4453  
[www.childluresprevention.com/hotlinks/index.asp](http://www.childluresprevention.com/hotlinks/index.asp)



# Healthy Relationships Project

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- Organization: Prevent Child Abuse Vermont
- Target Audience: PreK – 8<sup>th</sup> Grade



## Summary

- Care for Kids – PreK - 2
  - 6 units: asking for help, feelings, bodies, babies, asking for permission, wrap-up - Delivered via a circle time, a book, an activity or craft
- We Care Elementary – Grades 3-6
  - 6 lessons at each grade level, focusing on different topics related to healthy relationships
- Sexual Abuse Free Environment for Teens (SAFE-T) – Grades 7&8
  - 10 lessons : includes healthy relationships, sexual harassment, sexually abusive behaviors

## Care for Kids Program Objectives

Victim and victimizer prevention are included in **protective and risk factors** for children. In order to meet these objectives, early care and education providers/teachers and others implementing the program are assumed to have received training by an authorized Care for Kids Trainer.

Session	Objectives
Bodies	<ul style="list-style-type: none"> <li>• Identify private parts</li> <li>• Understand body boundaries</li> <li>• Celebrate body differences</li> <li>• Create a safe environment with clear boundaries</li> <li>• Develop and practice self-care skills</li> <li>• Recognize and respect public and private spaces</li> </ul>
Babies	<ul style="list-style-type: none"> <li>• Experience and understand different types of touch</li> <li>• Identify and understand personal preferences for touching</li> <li>• Communicate and negotiate boundaries</li> <li>• Celebrate and respect differences in touching preferences</li> </ul>
Feelings	<ul style="list-style-type: none"> <li>• Identify and understand facial expressions</li> <li>• Learn to recognize and name emotions</li> </ul>

Session	Objectives	Protective Factors	Risk Factors
		<ul style="list-style-type: none"> <li>• Social and emotional competence</li> </ul>	<ul style="list-style-type: none"> <li>• Delayed speech and language development</li> <li>• High emotional distress</li> </ul>
Bedtime	<ul style="list-style-type: none"> <li>• Understand that children may need help washing and/or wiping private parts.</li> <li>• Understand that adults and other children do not need help with their private parts from children.</li> <li>• Explore a variety of common and healthy bath and bedtime routines.</li> <li>• Identify and celebrate the tasks associated with self-care that each child has mastered.</li> </ul>	<ul style="list-style-type: none"> <li>• Balance between help seeking and autonomy</li> <li>• Secure attachments; positive and warm parent-child relationship</li> <li>• Positive self-esteem</li> <li>• Independence appropriate to age</li> </ul>	<ul style="list-style-type: none"> <li>• Delayed speech and language development</li> <li>• Isolation</li> <li>• Insecure attachments</li> <li>• Self-doubt</li> <li>• High emotional distress</li> </ul>
Touching	<ul style="list-style-type: none"> <li>• Explore personal preferences for touching.</li> <li>• Practice asking for permission to hug or touch.</li> <li>• Practice accepting “no” for an answer respectfully.</li> </ul>	<ul style="list-style-type: none"> <li>• Active coping style</li> <li>• Positive social orientation</li> <li>• Internal locus of control – emotional regulation</li> <li>• Communication skills</li> <li>• Empathy</li> </ul>	<ul style="list-style-type: none"> <li>• Aggressive behaviours</li> <li>• Lack of trust</li> <li>• Poor impulse control</li> <li>• Delayed speech and language development</li> <li>• Antisocial beliefs and attitudes</li> </ul>
Asking for Help	<ul style="list-style-type: none"> <li>• Recognize that asking an adult for help is an option in all situations.</li> <li>• Identify accessible grown-ups who could be asked for help.</li> <li>• Practice asking for help</li> </ul>	<ul style="list-style-type: none"> <li>• Balance between help seeking and autonomy</li> <li>• Secure attachment to caregivers</li> <li>• Communication skills</li> <li>• Active coping styles</li> <li>• Concrete support in times of need</li> </ul>	<ul style="list-style-type: none"> <li>• Delayed social and emotional developmental</li> <li>• Isolation</li> <li>• Delayed speech and language development</li> <li>• Inhibitions</li> </ul>



# Teen Lures TV News Cast



- Organization: Child Lures Prevention
- Target Audience: 7-12<sup>th</sup> Grade



## Summary

- Consists of ten video News Clips
- Corresponding News Anchor Script and lesson plans
- Lesson Plans include: Authority Lure, Assistance Lure, Ego/Fame Lure, e-Lure, Name Lure, Games Lure, Emergency Lure, Affection Lure, Trafficking Lure and Pet Lure
- Let's Talk Teens Handbook for Parents



# Not A #Number

**NOT A #NUMBER**

A CHILD TRAFFICKING AND EXPLOITATION

PREVENTION CURRICULUM FROM

**LOVE146**

- Organization: Love 146
- Target Audience: Youth ages 12 – 18

## Summary

- Interactive five-lesson human trafficking and CSEC prevention curriculum
- Youth learn how to recognize recruitment tactics, understand vulnerabilities and develop skills to navigate dangerous situations
- Training and webinar tool very effective; compliments discussions on dating violence, self-image, cyber-safety and risky behaviors

## TAKE NOTE

Don't forget to reword questions, comments, and thoughts to protect the anonymity of a participant who chose to write their name, a specific disclosure, or information that might cause other participants to guess the writer's identity.

**STEP 2:** Review selected index cards from the previous module and answer them as appropriate. If relevant, begin to introduce available resources.

**STEP 3:** Explain that the following activity will involve discussing sensitive topics. Let them know that if the activity brings up difficult emotions, they can just sit and listen. However, if they feel overwhelmed or upset, encourage them to find you after the session, reach out to an adult that can help, or indicate in their comment cards if they need support.

## PART 2 YOU ARE #MORE ⌚ 25 MINUTES

**STEP 1:** Ask participants if they have ever heard the phrase: "Sticks and stones may break my bones, but words will never hurt me." Ask if they think it's true that words don't hurt. Then ask participants to remember a time in their own past when they were called a name and it really hurt their feelings, even though they might not have shown anyone that it hurt.

**STEP 2:** Introduce the "You Are #More" video by explaining that they will be watching a video where youth involved in Love146 programs shared real experiences about how words have been used to hurt them. Encourage participants to remember the team agreements and to show support for everyone in the group, as this activity could be particularly difficult for some of them.

**STEP 3:** Play the "You Are #More" video.



"YOU ARE #MORE" VIDEO 📺 4-A

The "You are #More" activity, partially shown below, creates a space for youth to explore how language can impact them and others, and how negative language has the potential to harm a person's well-being and increase their vulnerability. The curriculum provides extensive direction on important questions and things to keep in mind that the facilitator may employ during the discussion.

**STEP 4:** Ask participants to share their response after watching the video. Field 2-3 comments.

The following questions may assist in the discussion:

QUESTION	COMMON ANSWERS FROM YOUTH	THINGS TO KEEP IN MIND
WHAT DID YOU THINK ABOUT THE VIDEO?	<ul style="list-style-type: none"> <li>It was true</li> <li>It is a good video</li> <li>Are those real people? Do you know them?</li> <li>Where are they from?</li> <li>What do the tags mean?</li> </ul>	<ul style="list-style-type: none"> <li>The voices and the stories in the video are from real youth who have participated in Love146 programs</li> <li>Love146 recorded their voices in Connecticut and Texas, and used actors from California to represent the individual voices</li> <li>The tags represent labels</li> <li>When people are called names, some of those words become like price tags or labels that they carry around and are difficult to get rid of</li> <li>Sometimes they are not even true but that is what people see</li> </ul>
HAVE YOU HAD SIMILAR EXPERIENCES OR BEEN CALLED SIMILAR THINGS? WERE YOU ABLE TO RELATE?	<ul style="list-style-type: none"> <li>Yes</li> <li>Yeah, but I don't care</li> <li>Yeah, people always talk and sometimes it's hard and just so unfair</li> <li>They don't even know what they are talking about and they wouldn't like it if someone was calling them those things</li> <li>Maybe some of the things that people are called are because of things that they did; so maybe they deserve that a little bit</li> </ul>	<ul style="list-style-type: none"> <li>Everyone at some point has been called something that made them uncomfortable or that was intended to hurt and bring them down</li> <li>Not everything people say to us has the same impact (and we are all different), but for some individuals, what has been said to them is serious and painful and has the potential to harm their well-being</li> <li>Regardless of what someone has done, disrespect, bullying, rejection, and isolation are things that no one deserves and are never okay</li> <li>A lot of times when people judge and assume things about others, there is a back story that they don't know</li> </ul>

- Online safety guide for youth on
  - Safety rules
  - Red Flag Words
  - Sexting and pornography
  - What to do if...



# Other Notable Mentions - Supplemental

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- Bodies Are Not Commodities – appropriate for social studies track; great educational program on human trafficking, not prevention focused [www.A21.org](http://www.A21.org)
- CAASE – (Chicago Alliance Against Sexual Exploitation) FREE materials and toolkits but don't have structure for full program <http://caase.org/toolkits>
- Revved up Kids – self defense and how to identify safe adults [www.revvedupkids.org](http://www.revvedupkids.org)
- WISE – (Working to Institutionalize Sex Education) healthy sexual education curriculum; adaptable for local health standards <http://www.gcapp.org/wise>

# Georgia's Child Sexual Abuse and Exploitation Prevention Technical Assistance Resource Guide

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Purpose: To address child sexual abuse and exploitation within the sexual violence continuum while discussing how communities can engage in prevention strategies to improve the health and well-being of their youth population.

<http://georgiacenterforchildadvocacy.org/learn-more/resources/child-sexual-abuse-and-exploitation-prevention-resource-guide.html>

Intended Audience:

- 1) Individuals working in school settings
- 2) Youth-serving organizations

The 7 aforementioned programs are highlighted *in detail* in the TARG

- Including “Evaluators Notes” to highlight specific features of each program to assist others in their review and selection process

# Evaluating Prevention Activities

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- Choose “SMART” Measures
  - Specific
  - Measurable
  - Attainable/Achievable
  - Relevant
  - Time bound
- Consider the following:
  - Clear instructions
  - Confidentiality and Anonymity
  - Appropriate Timeline
  - Legal Implications



# Next Steps:

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- Use this information as guidance for researching programs suitable for your institution/organization
- Consider more than one program
- Following implementation, it is important to do an evaluation
- Georgia's Child Sexual Abuse & Exploitation Prevention Technical Assistance Resource Guide (TARG)
- Engage community resources/stakeholders

# Question and Answer

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# For more information on:

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## **Presentation Information:**

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