



awareness to action

Wisconsin
Child Sexual Abuse Prevention

Child Sexual Abuse Prevention Curriculum Review

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Introduction

Awareness to Action (A2A), the Wisconsin Child Sexual Abuse Prevention Project, is an initiative focused on preventing child sexual abuse by helping adults and communities take action to protect children through: awareness, education, prevention, advocacy, and action. The initiative convenes a Steering Committee with partners from throughout the state, including representatives from the Wisconsin Departments of Children & Families, Public Instruction, Health Services, and Corrections, Children's Hospital of Wisconsin Community Services, The Child Abuse & Neglect Prevention Board, Supporting Families Together Association and the Wisconsin Coalition Against Sexual Assault (WCASA).

As more states move to pass legislation requiring schools to provide child sexual abuse prevention curriculum in the classroom, the A2A Steering Committee decided to produce a document to provide an overview of available curricula for schools and organizations. This document is not meant to endorse or discourage the use of any particular curriculum, but rather to provide information that aids in the curriculum selection process. In addition, the committee reviewed several curricula that members were aware were already being used in the state or were available through a simple search. We are committed to reviewing additional curricula as we are made aware of their availability.

A sub-committee was formed which included membership from the Wisconsin Departments of Public Instruction, Health Services, Children's Hospital of Wisconsin, The Child Abuse and Neglect Prevention Board and WCASA. This sub-committee researched curriculum and developed a tool to compare curricula content. The tool (appendix I) was developed utilizing the [9 Principles of Effective Prevention Programs](#) and the 10 Core Concepts to Prevent Child Sexual Abuse (appendix J). Each curriculum was reviewed by two committee members who then filled out a Curriculum Summary Document. The summary pages for each curricula reviewed appears as appendices to this document and include: 1) Empower Me (appendix A), 2) I Can Problem Solve (appendix B), 3) Keeping Kids Safe (appendix C), 4) Kids in the Know (appendix D), 5) Care for Kids, WE Care, Safe-T (appendix E), 6) Play it Safe (appendix F), 7) Our Whole Lives (appendix G), 8) Second Step: Child Protection Unit (appendix H). Additional appendices include: 9) Sample Scoring Sheet (appendix I), 10) 10 Core Concepts for Child Sexual Abuse Prevention (appendix J), 12) Sexual Assault Service Provider Map (appendix K), 13) Sexual Assault Service Providers in Wisconsin – Contact Information (appendix L).

Special Education Services

As a result of guidance received by the Department of Public Instruction (DPI), the committee did not review any curriculum specifically targeted to students with Special Education Services. It is recommended that rather than providing a separate curriculum to students who receive special education services, school teams should ensure that all students are able to access the prevention lessons chosen by the school district. Individualized Education Plans (IEP's) are designed to adapt the content, methodology, or delivery of instruction to address the student's unique needs. In addition, special education provides supplementary aids and services (e.g. accommodations such as additional visual supports, text readers, sensory supports, organizers) that would allow the student to better access curriculum and instruction. Thus, our guidance would be to consider each individual student's needs and adapt the curriculum such that the student can access and engage in the content as opposed to teaching a different curriculum for students with IEP's.

Partnering with Sexual Assault Service Providers

Due to the sensitive nature of this topic and the disclosures of child sexual abuse that often result from education sessions, schools are strongly encouraged to partner with their [local Sexual Assault Service Provider](#) (SASP) that specializes in sexual assault services and prevention education (appendix K). This comes with many benefits, as SASPs are:

- Experts on sexual violence and abuse
- Equipped to handle disclosure of sexual abuse (very common during educational sessions)
- Experienced at answering tough questions about this delicate subject
- Knowledgeable of local resources and systems processes

SASPs may also be able to provide prevention education for free or low-cost.

Comprehensive Prevention

The [social-ecological model \(SEM\)](#) conveys that for prevention efforts to be successful, we must address the individual, relationship, community, *and* societal factors that put someone at risk. This would be truly comprehensive prevention.

The curricula included in this document focus on the “individual” level of the SEM by teaching children about sexual abuse. While individual education is an important part of any prevention plan, there are no clinical studies showing a direct correlation between a child-focused sexual abuse prevention curriculum and a decrease in victimization. The SEM suggests that this strategy alone is unlikely to be successful if the child lives in otherwise unsupportive environments. For example, living in a home where the family does not send clear messages about consent (relationship level), attending a school without adequate policies to prevent abuse (community level), or residing in a society that treats children as though they have no autonomy (societal level).

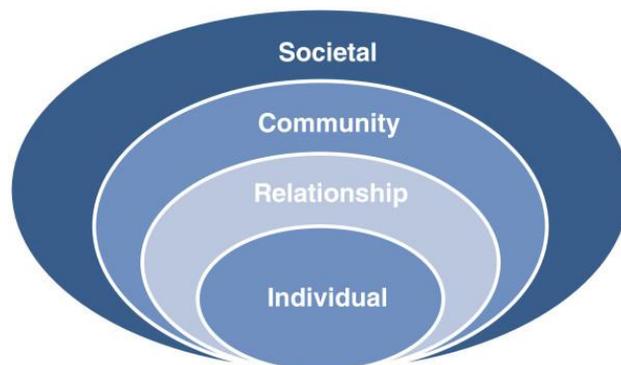
Comprehensive child sexual abuse prevention would also include strategies that involve adults, strengthen policies, and change social norms about the treatment of children, to name a few examples. A comprehensive approach is much more effective at stopping violence before it occurs and presents an excellent opportunity for collaboration between schools, SASPs, families, and other community partners.

If you’d like more information about strategies at the outer levels of the social-ecological model or would like to connect with local sexual assault service providers, contact wcasa@wcasa.org.

Engaging Adults

Through providing students with information is important, it is the job of adults to protect children. A2A focuses on educating adults on how to prevent child sexual abuse across all levels of the model. Trainings are offered to adults within organizations and communities, including the [Stewards of Children™](#) curriculum, the only nationally available program scientifically proven to increase knowledge, improve attitudes and change child-protective behaviors. Appropriate for any adult, this training teaches participants how to prevent, recognize, and react responsibly to child sexual abuse.

Fig. 1: Social Ecological



A2A also offers a Preventing Child Sexual Abuse in Youth Serving Organizations training to help organizations and schools ensure they are doing all they can to protect the students they serve. This training takes an in-depth look at policies and procedures utilizing the 6 Core Components to protect children from sexual abuse developed by the Center for Disease Control and Prevention. To learn more about these trainings, go to www.a2awisconsin.org, or contact A2A@chw.org.

Supporting Evidence Definitions

Each curriculum in this guide has been classified by the level of evidence supporting its use. The categories for this are theory-driven, evidence-informed, and evidence-based. These terms are defined as follows.

- **Evidence-based:** These curricula are based in research, have strong theoretical justification, and have been rigorously evaluated to demonstrate their effectiveness. This means that evaluations have been sufficiently replicated with large enough samples to establish with confidence that the outcomes observed are likely the result of the program.
- **Evidence-informed:** These curricula are based in theory and research, but also integrate a more practice-informed approach. In some cases, adaptations were made to reach an audience or population other than the one which the curriculum was originally evaluated with. It may also be a program that has not reached the threshold of evidence needed to designate it as evidence-based, but has shown promising outcomes.
- **Theory-driven:** These curricula typically have not been rigorously evaluated to prove their efficacy, but the program is supported by theoretical justification or logical rationale. While there is reason to believe this program may be effective, the impact is not yet determined.

Sources:

- <https://www.woundscanada.ca/docman/public/wound-care-canada-magazine/2014-vol-12-no-1/510-wcc-spring-2014-v12n1-research-101/file>
- <http://www.episcenter.psu.edu/ebp/definition>
- <https://jech.bmj.com/content/58/7/538>
- <http://wiki.preventconnect.org/wp-content/uploads/2018/08/Applying-the-Principles-of-Prevention-What-Do-Prevention-Practitioners-Need-to-Know-About-What-Works.pdf>

Considerations When Implementing a Child Sexual Abuse Curriculum

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

1) Staff Expertise:

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

2) Resources:

- What financial resources are available to implement the program – both in terms of staff time and cost of curriculum?
- Is there enough classroom time allocated to fully implement a program and any follow up?
- Have contacts been made with the local Sexual Assault Service provider to either provide the program or support?

3) Assessing Curriculum:

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

4) Audience:

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

5) Engaging Adults:

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

Support for your school's implementation of child sexual abuse prevention programming is available through the [Department of Public Instruction](#), [WCASA](#) and [A2A](#).

Child Sexual Abuse Prevention Curriculum Summary

This dot matrix is provided as a quick summary of all curriculum reviewed for this document. Detailed information is available for each curriculum in the appendix.

		Curriculum Name									
		<i>Empower Me!</i>	<i>I Can Problem Solve</i>	<i>Keeping Kids Safe</i>	<i>Kids in the Know</i>	<i>Care for Kids, WE Care, Safe-T</i>	<i>Body Safety</i>	<i>Play It Safe</i>	<i>Our Whole Lives (OWL)</i>	<i>Child Protection Unit</i>	<i>South Carolina Curriculum</i>
Curriculum Components	<i>Target Age Group</i>	K - 6	Preschool - intermediate elementary	K - 2	K - 10	Pre-K - 8		Pre-K - 5	K - 1 4 - 9	K - 5	Pre-K - High School
	<i>Facilitator Training</i>	•	•		•	•			•	•	•
	<i>Organizational Training</i>				•	•				•	
	<i>Parent/Guardian Involvement</i>	•			•	•		•	•	•	
	<i>Active Learning Components</i>	•	•	•	•	•			•	•	•
	<i>Evaluation Component</i>	•			•	•		•		•	
	<i>Sexual Health & Development</i>					•			•		
	<i>Gender Socialization</i>					•			•		•
	<i>Intersections of Oppression</i>								•		
	<i>Boundaries</i>	•		•	•	•			•	•	•
	<i>Empowerment & Body Ownership</i>	•		•	•	•			•	•	•
	<i>Pro-Social Behavior & Skills</i>		•			•			•	•	•
	<i>Understanding, Identifying & Responding to Trauma</i>					•				Staff only	
	<i>Bystander Intervention</i>	•				•			•	•	•
	<i>Information About Sexual Abuse</i>	•				•			•	Staff only	•
<i>Safety & Risk Reduction</i>	•		•	•	•			•	•	•	

Appendix

Sexual Abuse Prevention Best Practices Assessment

CURRICULUM:	Empower Me!	
TARGET AGE GROUP:	K-6 th Grades	
EVIDENCE:	Unknown	
NUMBER & LENGTH OF SESSIONS:	5 15 minute sessions These sessions can be done consecutively, however the developer recommends doing them weekly for 5 weeks.	
COST & AVAILABILITY:	\$250 when purchased from Gundersen Health .	
FACILITATOR TRAINING:	Yes: video and written materials There are video and written materials describing the content of the curriculum as well as a teaching demonstration.	
PARENT/GUARDIAN INVOLVEMENT:	Yes: There is a video for parents and written information on what is being taught and how to reinforce that information.	
ACTIVE LEARNING COMPONENTS:	Yes: Children practice techniques during the teaching time.	
EVALUATION COMPONENT:	Yes: The program developer provides a survey tool and collects the results on their website from implementers.	
STRENGTHS: 10 CORE CONCEPTS IN SEXUAL ABUSE PREVENTION	Safety and Risk Reduction	Boundaries
	Information about Sexual Abuse	Bystander Intervention
	Empowerment and Body Ownership	

NOTES:

This curriculum takes a body positive approach using active learning to teach children ownership of their bodies, how to identify discomforting behaviors and empowering them to tell trusted adults who can intervene and keep them safe.

Core Messages of the Curriculum include:

- 1) How to identify behavior of others that makes them uncomfortable, rather than the use of "stranger danger".
- 2) Body empowerment: identifying ok vs. not ok touch
- 3) Refusal and protection skills
- 4) Identifying 5 trusted adults and how and when to tell adults when they need help
- 5) Advocating for others who are being harmed

Advantages of this curriculum include: clear learning objectives and strategies that teach them effectively and an evaluation component that is incorporated.

Disadvantages include:

- Lack of explanation as to program theory. Developers claim that the program is evidence-based, but there are no supporting research references on their website
- Focus on younger children with lack of adaption for older grades
- Lack of clarity as to how children without readily available trusted adults could identify them
- Lack of strategies for children and parents to address situations where children cannot easily get away
- Limited socio-cultural relevance, though there may be room for creative adaptation
- No specific information on sexual health and development or reference to gender socialization

Appendix B

Sexual Abuse Prevention Best Practices Assessment

CURRICULUM:	I Can Problem Solve	
TARGET AGE GROUP:	Preschool-Intermediate Elementary	
EVIDENCE:	Evidence-Based	
NUMBER & LENGTH OF SESSIONS:	Preschool: 59 20 minute sessions/games K & Early Elementary: 83 15-30 minute sessions/games Intermediate Elementary: 77 20-45 minute sessions/games	
COST & AVAILABILITY:	Books available on ResearchPress.com for 46.99 each or the set of three for 124.99	
FACILITATOR TRAINING:	Yes: 1 or 2-day facilitator training (limited availability)	
ORGANIZATIONAL TRAINING:	No	
PARENT/GUARDIAN INVOLVEMENT:	No: However, there is a companion program for parents called Raising a Thinking Child which is available through University of Wisconsin Division of Extension	
ACTIVE LEARNING COMPONENTS:	Yes	
EVALUATION COMPONENT:	No	
STRENGTHS: 10 CORE CONCEPTS IN SEXUAL ABUSE PREVENTION	Pro-Social Behavior & Skills	Preschool-Intermediate Elementary

<p>CONTENT LIMITATIONS:</p>	<p>Topics not explored:</p> <ul style="list-style-type: none"> • Sexual Health & Development • Gender Socialization • Intersections of Oppression • Boundaries • Empowerment & Body Ownership • Understanding, Identifying & Responding to Trauma • Bystander Intervention • Information about Sexual Abuse • Safety & Risk Reduction
<p>NOTES:</p>	<p>This curriculum has a very strong evidence base as a social emotional learning program. It addresses risk factors for perpetration of sexual violence, but does not address the majority of the identified risk factors for victimization. It is recommended that another curriculum be used alongside this one to address those risk factors.</p> <p>The adult remains in control in this curriculum, so it may be beneficial to supplement with a program that emphasizes empowerment and healthy boundaries.</p>

Sexual Abuse Prevention Best Practices Assessment

CURRICULUM:	Keeping Kids Safe	
TARGET AGE GROUP:	K-2	
EVIDENCE:	Theory driven	
NUMBER & LENGTH OF SESSIONS:	15 minute video; 6 supplemental lesson plans / activities 15-30 minutes each	
COST & AVAILABILITY:	Available online ; \$50 for course, \$150 when bundled with Human Growth & Development or Upper Elementary or Middle School course (one year license)	
FACILITATOR TRAINING:	No	
ORGANIZATIONAL TRAINING:	No	
PARENT/GUARDIAN INVOLVEMENT:	No	
ACTIVE LEARNING COMPONENTS:	Yes: If certain supplemental sessions are utilized	
EVALUATION COMPONENT:	No	
STRENGTHS: 10 CORE CONCEPTS IN SEXUAL ABUSE PREVENTION	Boundaries	K-2
	Empowerment & Body Ownership	K-2
	Safety & Risk Reduction	K-2

CONTENT LIMITATIONS:	Topics not explored: <ul style="list-style-type: none">• Sexual Health & Development• Gender Socialization• Intersections of Oppression• Pro-Social Behavior & Skills• Understanding, Identifying & Responding to Trauma• Bystander Intervention• Information about Sexual Abuse (Some information provided, but not very deeply explored)
NOTES:	This seems like it could be useful for a school which isn't prepared to have staff facilitate a lesson on this subject, as the video essentially does the lesson for them. It is strongly encouraged that the supplemental lesson plans are utilized for a more comprehensive approach. The curriculum also does not address some of the root causes of sexual violence, instead focusing exclusively on personal safety and boundaries.

Sexual Abuse Prevention Best Practices Assessment

CURRICULUM:	Kids in the Know
TARGET AGE GROUP:	K-10
EVIDENCE:	Theory-driven: Program based on 7 root safety strategies and 4 root safety environments, root safety strategies are protective factors for students to use in daily lives, creates common language for adults to use with kids in multiple settings, brain-based approach
NUMBER & LENGTH OF SESSIONS:	7 lessons from 30-90 minutes (shorter at lower grade levels)
COST & AVAILABILITY:	K-9 kit + \$260 Canadian (approx. \$202 US), single grade = \$45 Canadian (approx.. \$35 USD)
FACILITATOR TRAINING:	Yes: Video and online available Info on how to handle disclosures included. Multiple staff online training modules including typical child development, grooming behaviors, disclosure, impact of child sexual abuse, policy/procedures, reporting; introduction booklet for staff; encourages kids to talk to safe adults
ORGANIZATIONAL TRAINING:	Additional book (Commit to Kids) can be ordered looking at total policy and procedure, any staff could review the online training modules
PARENT/GUARDIAN INVOLVEMENT:	Yes: Includes info to run a parent night, has parent resources on web, has sample letter to parents and how to include them, provides home activities to do with a parent/caretaker, provides opportunity for sharing at home and at-home activities

ACTIVE LEARNING COMPONENTS:	Yes. Includes stories, role play, discussion, and other engaging activities. Encourages teachers and parents to reinforce and revisit skills.	
EVALUATION COMPONENT:	Provides exit slips to kids to check their knowledge, no pre-post-test or survey	
STRENGTHS: 10 CORE CONCEPTS IN SEXUAL ABUSE PREVENTION	Boundaries	K-8
	Empowerment & Body Ownership	K-8
	Safety & Risk Reduction	K-8
CONTENT LIMITATIONS:	<ul style="list-style-type: none"> • It does not instruct kids on how to help a friend/peer who is having issues with these topics or in a dangerous situation • Note – laws cited are Canadian laws and correct Wisconsin law would need to be taught. • Gender binary taught and reinforced • Does not highlight various cultural considerations or differences • Does not address consent • Does not address sexual health and development 	
NOTES:	<p>This program is good at instructing on basic safety concepts and assertiveness skills. Schools that are in more conservative communities may enjoy this program as it does not dive in to more complex or controversial issues. The root strategies framework and messaging is simple and clear for young people. They encourage kids to trust their instincts. Kids have the chance to practice with a number of scenarios.</p> <p>They add online safety and scenarios with picture taking in the older grades. They talk about how emotions are never bad or wrong, though we need to manage how we express them.</p> <p>They have lessons that focus on friendships and recognizing healthy friendships. They talk about how adults can groom them through friendship. In the older grades they have a lesson on online safety and provide more practice in refusal skills.</p>	

In the older grades they add information about adults using technology to sexually exploit children, as well as self and peer exploitation. The guide provides more information and cautions for teachers, about the lessons in the older grades. The older grades add a lesson on self-reflection and attributions, including challenging negative thoughts. And a lesson on sextortion/blackmail and what to do.

Sexual Abuse Prevention Best Practices Assessment

CURRICULUM:	Prevent Child Abuse Vermont Curricula: Care for Kids (Pre-K-Grade 2) WE Care (Grades 3-6) SAFE-T (Grades 7-8)	
TARGET AGE GROUP:	Pre-K through Grade 8	
EVIDENCE:	Evidence-informed Strong research base around which the curriculum was designed.	
NUMBER & LENGTH OF SESSIONS:	6 sessions, 45 minutes	
COST & AVAILABILITY:	Care for Kids: \$550; We Care: \$400; SAFE-T: \$400 Bundle: \$1200 Ordered through Prevent Child Abuse Vermont	
FACILITATOR TRAINING:	Yes: In-person opportunities, and facilitator guide materials Includes information on handling disclosures	
ORGANIZATIONAL TRAINING:	Yes: Two trainings for school staff	
PARENT/GUARDIAN INVOLVEMENT:	Yes: Includes some materials for parent engagement	
ACTIVE LEARNING COMPONENTS:	Yes	
EVALUATION COMPONENT:	Pre- and post-test of knowledge and attitudes of students and teachers	
	Sexual Health & Development	Pre-K-Grade 2

STRENGTHS: 10 CORE CONCEPTS IN SEXUAL ABUSE PREVENTION	Gender Socialization	Grades 7-8
	Boundaries	Pre-K-Grade 2, Grades 3-6, Grades 7-8
	Empowerment & Body Ownership	Pre-K-Grade 2, Grades 3-6, Grades 7-8
	Pro-Social Behavior & Skills	Grades 3-6, Grades 7-8
	Understanding, Identifying & Responding to Trauma	Pre-K-Grade 2, Grades 7-8
	Bystander Intervention	Grades 7-8
	Information About Sexual Abuse	Grades 7-8
	Safety & Risk Reduction	Pre-K-Grade 2
CONTENT LIMITATIONS:	<ul style="list-style-type: none"> • No focus on oppression as a factor in child sexual abuse • Not all grades address the same Core Concepts 	
NOTES:	<p>This curriculum was designed around research regarding child sexual abuse prevention. The design of the curriculum incorporated many of the principles of effective prevention programming, including varied teaching methods and activities that actively engage kids, training for school staff, engagement of parents, and evaluations. It is also very comprehensive in terms of the Core Concepts that are included throughout the full series. The curriculum felt overall trauma-informed. The curriculum could be supplemented to address issues of oppression.</p>	

Sexual Abuse Prevention Best Practices Assessment

CURRICULUM:	Play It Safe!
TARGET AGE GROUP:	Elementary (Pre-K-5)
EVIDENCE:	None No theory is identified as the basis for this curriculum.
NUMBER & LENGTH OF SESSIONS:	6 one-hour sessions One for each grade level
COST & AVAILABILITY:	\$229.00 - \$329.00 per grade level Available online to purchase
FACILITATOR TRAINING:	Limited: Introduction to the curriculum includes information on how to handle disclosures and other tips for facilitation.
ORGANIZATIONAL TRAINING:	No
PARENT/GUARDIAN INVOLVEMENT:	Limited: Curriculum includes a letter to send home to parents/guardians, as well as a FAQ section for answering parent/guardian questions and coloring book to facilitate discussion with child
ACTIVE LEARNING COMPONENTS:	No: Each lesson consists of a facilitator script and a video. This includes full group discussion at times, but there are no activities.
EVALUATION COMPONENT:	Pre- and post-test evaluation of knowledge for K-5 th grade

<p>STRENGTHS: 10 CORE CONCEPTS IN SEXUAL ABUSE PREVENTION</p>	<p>N/A</p>
<p>CONTENT LIMITATIONS:</p>	<ul style="list-style-type: none"> • No hands-on learning for students • Scripted delivery provides little flexibility for adaptation • No attention given to anti-oppression
<p>NOTES:</p>	<p>While the videos associated with the lesson plans were clearly high production value, they did not appear to reviewers to be very trauma-informed. In some cases, the videos shared stories of sexual abuse and ruminated on suffering, while others appeared to use scare tactics and worst-case-scenarios to influence the behavior of young people. Additionally, while some lessons included information about sexual abuse, boundaries, empowerment & body ownership, and safety and risk reduction, the content was not strong enough or consistent enough to warrant listing as a "strength" in the above section.</p>

Sexual Abuse Prevention Best Practices Assessment

CURRICULUM:	Our Whole Lives (OWL)
TARGET AGE GROUP:	Grades K-1, 4-6, and 7-9 Second Edition curricula for 4-6 and 7-9 were reviewed; there was no Second Edition for K-1 curriculum at the time of review. OWL curricula are also available for grades 10-12, young adults, and adults, but were not reviewed.
EVIDENCE:	Theory-driven: OWL is primarily a sexual health education curriculum that was developed by the Unitarian Universalist Association using the national Guidelines for Comprehensive Sexuality Education created by the Sexuality Information and Education Council of the U.S. (SIECUS). Each curriculum’s age group was selected based on important developmental milestones in a child’s life, and each book gives facilitators information about those milestones.
NUMBER & LENGTH OF SESSIONS:	Grades K-1: 8 60-minute workshops, plus 2.5 hour orientation with participants and parents Grades 4-6: 10 75-minute workshops, plus 2.5 hour orientation with participants and parents Grades 7-9: 25 90-minute workshops, plus 2.5 hour orientation with participants and parents
COST & AVAILABILITY:	Grades K-1: \$40.00 Grades 4-6: \$40.00 Grades 7-9: \$75.00 Curriculum books can be purchased here . Grades K-1 curriculum requires purchasing additional materials, such as children’s books and a doll.

FACILITATOR TRAINING:	Yes: In-person training schedule can be found here . Training is not required to use curriculum. The guidebook also provides detailed instruction on facilitation, although minimal info on how to handle disclosures.	
ORGANIZATIONAL TRAINING:	No	
PARENT/GUARDIAN INVOLVEMENT:	Yes: Includes an orientation session and resources for parents/guardians, as well as "HomeLink" assignments for youth participants to complete with parents/guardians.	
ACTIVE LEARNING COMPONENTS:	Yes: Curriculum includes role play, games, stories, videos, worksheets, journaling, and discussion.	
EVALUATION COMPONENT:	No formal evaluation; informal evaluation asks participants key questions to gauge comprehension of the content at the end of each session.	
STRENGTHS: 10 CORE CONCEPTS IN SEXUAL ABUSE PREVENTION	Sexual Health & Development	Grades K-1, 4-6, 7-9
	Gender Socialization	Grades K-1, 4-6, 7-9
	Intersections of Oppression	Grades 4-6, 7-9
	Boundaries	Grades 4-6, 7-9
	Empowerment & Body Ownership	Grades K-1, 4-6, 7-9
	Pro-Social Behavior & Skills	Grades 4-6, 7-9
	Bystander Intervention	Grades 7-9
	Information About Sexual Abuse	Grades 7-9
	Safety & Risk Reduction	Grades 7-9
CONTENT LIMITATIONS:	Doesn't always directly address sexual abuse, especially in curriculum for grades K-1	

NOTES:

This curriculum is sex positive and body positive. OWL comes from a social justice framework and gives particular attention to LGBTQ identities. Curriculum for grades 7-9 provides additional info about taking a special education approach.

Sexual Abuse Prevention Best Practices Assessment

CURRICULUM:	Second Step: Child Protection Unit	
TARGET AGE GROUP:	K-5 (Pre-K available, but not reviewed as a part of this project)	
EVIDENCE:	Evidence-informed	
NUMBER & LENGTH OF SESSIONS:	6 lesson units per grade Sessions can be tailored to schedule, typically 30-50 minutes	
COST & AVAILABILITY:	\$199 per grade \$1129 for K-5 Available online for purchase	
FACILITATOR TRAINING:	Yes: Online video training Includes information on how to handle disclosures, mentions mandated reporting and includes additional online resources available with purchase of curriculum	
ORGANIZATIONAL TRAINING:	Yes: Online training for administrators and one for all staff (in addition to the facilitator training) Encourages policy and procedure changes for administrators, additional resources available with purchase of curriculum, information on recognizing and reporting staff misconduct	
PARENT/GUARDIAN INVOLVEMENT:	Online videos, papers, and handouts are available to parents; teach parents and staff to engage in discussion with kids	
ACTIVE LEARNING COMPONENTS:	Yes: Role play, scenarios, skill practice, facilitators are encouraged to practice in multiple settings	
EVALUATION COMPONENT:	Post-test only	
	Boundaries	K-5

STRENGTHS: 10 CORE CONCEPTS IN SEXUAL ABUSE PREVENTION	Empowerment & Body Ownership	K-5
	Prosocial Behavior & Skills	K-2
	Understanding, Identifying & Responding to Trauma	Staff training
	Bystander Intervention	K-2
	Information on Sexual Abuse	Staff training
	Safety & Risk Reduction	K-5
CONTENT LIMITATIONS:	Gender Socialization, Intersections of Oppression, Sexual Health & Development, online safety not addressed	
NOTES:	<p>Works well as a companion piece to Second Step, which is an evidence-based curriculum for social-emotional learning. Bystander intervention is demonstrated in the context of a child and their friend being in potential danger and one child getting them both out of it.</p> <p>While intersections of oppression are not explicitly addressed, there is representation of diversity in scenarios and images. Touch is described as safe/unsafe and wanted/unwanted, with realistic examples.</p> <p>Lessons are fairly similar from year to year, in an age and developmentally-appropriate way.</p>	

Sample Scoring Sheet

Name of Curriculum: _____

Target Population: _____

Cost: _____

Availability: _____

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

Total Score: _____ / 132

SCORING: 9 Principles of Effective Prevention	
<p>Comprehensive: Strategies should include multiple components and affect multiple audiences to address a wide range of risk and protective factors of the problem.</p>	
<ul style="list-style-type: none"> Program includes multiple components (ex: information AND skill-building activities) 	
<ul style="list-style-type: none"> Program provides activities with more than one audience 	
<ul style="list-style-type: none"> Activities address risk and protective factors for sexual abuse (see: https://www.cdc.gov/violenceprevention/sexualviolence/riskprotectivefactors.html) 	
<p>COMMENTS:</p>	
<p>Varied Teaching Methods: Strategies should include multiple teaching methods, including some type of active, skills-based component.</p>	
<ul style="list-style-type: none"> Program include more than one teaching method 	
<ul style="list-style-type: none"> Strategy includes interactive instruction, such as role-play and other techniques for practicing new behaviors 	
<ul style="list-style-type: none"> Strategy provides hands on learning experiences, rather than just presenting information or other forms of passive instruction 	
<p>COMMENTS:</p>	

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

• Strategy provides multiple sessions (1 session = 0pts; 2 sessions = 1pt; 3+ sessions = 2pts)

• Strategy provides sessions long enough to present the program content

• Strategy offers a variety of sessions to be delivered at different grades

COMMENTS:

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

• Program provides (or can you identify) a theory of how the problem behaviors develop

• Program articulates a theory of how and why the intervention is likely to produce change

• Based on the model of the problem and the model of the solution, you believe that the program is likely to produce change

COMMENTS:

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

• Strategy provides opportunities for adults and kids to strengthen relationships

• Strategy includes a component for parents/guardians

• Strategy includes training for teachers/staff, including disclosures

COMMENTS:

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

• Strategy happens before participants develop the problem behavior	
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• Strategy is timed strategically to have an impact during important developmental milestones (also appears in 10 Core Concepts)	
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• Strategy content is appropriate for the target population – developmentally, intellectually & cognitively	
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COMMENTS:

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

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

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

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

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

• Strategy provides training materials for staff delivering program (No materials = 0pts, Training = 1pt, Training and resources = 2pts)	
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• Encourages positive, health promotive language – not fear based	
---	--

• Focuses on adult responsibility for preventing sexual abuse	
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COMMENTS:

SCORING:
10 Core Concepts in Sexual Abuse Prevention

Sexual Health & Development

- | | |
|---|--|
| • Teaches anatomically correct terms for body parts | |
| • Teaches age & developmentally appropriate sexual development | |
| • Teaches evidence-based sexual health | |
| • Supports access to comprehensive reproductive health services & information | |

COMMENTS:

Gender Socialization

- | | |
|---|--|
| • Challenges gender-based stereotypes | |
| • Supports skills & interests outside traditional gender expectations | |
| • Discusses concepts of masculinity & entitlement | |
| • Supports non-binary gender exploration | |

COMMENTS:

Intersections of Oppression

- | | |
|---|--|
| • Promotes respect & understanding for all cultures & identities | |
| • Explores concepts of self-identity & privilege | |
| • Provides instruction on cultural competency & inclusivity | |
| • Explores intersections of race, ethnicity, class, orientation, gender, ability... | |

COMMENTS:

Boundaries

- Teaches about touching on a continuum (not good/bad)
- Instructs how to say no or reject unwanted advances
- Teaches about setting & respecting boundaries
- Discusses concepts of consent – including affirmative consent

COMMENTS:

Empowerment & Body Ownership

- Provides explicit instruction about body ownership
- Distinguishes between public & private parts of the body
- Allows autonomy over decision-making related to the body
- Encourages empowerment & practices assertiveness skills

COMMENTS:

Pro-Social Behavior & Skills

- Teaches communication, empathy & problem solving
- Encourages non-violent conflict resolution
- Promotes impulse control strategies
- Provides skills & tools for self-regulation

COMMENTS:

Understanding, Identifying & Responding to Trauma	
--	--

- | | |
|---|--|
| • Teaches disclosure skills & encourages disclosure | |
| • Teaches about ACEs & understanding trauma | |
| • Promotes a trauma-informed environment & responses | |
| • Identifies resources & strategies in response to trauma | |

COMMENTS:

Bystander Intervention	
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- | | |
|---|--|
| • Teaches how to help someone in distress | |
| • Builds skills on how to safely intervene | |
| • Encourages creating a safe environment for everyone | |
| • Promotes individual & community responsibility | |

COMMENTS:

Information About Sexual Abuse	
---------------------------------------	--

- | | |
|--|--|
| • Provides facts & clear explanations about sexual abuse | |
| • Provides information about perpetration – including grooming | |
| • Promotes a victim-centered response | |
| • Dispels common misperceptions about sexual abuse | |

COMMENTS:

Safety & Risk Reduction	
• Provides general safety recommendations	
• Teaches how to recognize safe & unsafe situations	
• Teaches how to identify trusted adults & develop support networks	
• Teaches self-protective strategies & skills	
COMMENTS:	
Additional Comments/Feedback:	



WISCONSIN COALITION AGAINST SEXUAL ASSAULT

10 CORE CONCEPTS FOR CHILD SEXUAL ABUSE PREVENTION

<p>Sexual Health & Development</p>	<p>Teaches anatomically correct terms for body parts</p> <p>Teaches age & developmentally appropriate sexual development</p> <p>Teaches evidence-based sexual health</p> <p>Supports access to comprehensive reproductive health services & information</p> <p>Research / Rationale</p> <p>Healthy sexuality is viewed as an important protective factor against sexual violence in youth and adults (National Sexual Violence Resource Center, 2012). In one study, higher rates of child sexual abuse were found among women who received inadequate sex education as girls compared to women who received adequate sex education (Finkelhor, 1990). This author speculates that sex education may protect children because it gives them specific sexual abuse prevention information, and/or that inadequately educated children have unfulfilled curiosity about sex, which is a vulnerability potential perpetrators can more easily manipulate. In another study with adolescents, researchers found that there was a statistically significant relationship between increased specific knowledge about sexuality and decreased rape-supportive beliefs (Mallet, 2011). Although rape-supportive beliefs provide only one indicator of proclivity to engage in sexual aggression, this research provides additional evidence of sexual knowledge as a protective factor. An added benefit to healthy sexuality may come from parental involvement: children whose parents talk to them about sexuality are more likely to delay intercourse and more likely to practice safer sex when they do become sexually active (Martinez, 2010).</p>
<p>Gender Socialization</p>	<p>Challenges gender-based stereotypes</p> <p>Supports skills & interests outside traditional gender expectations</p> <p>Discusses concepts of masculinity and entitlement</p> <p>Supports non-binary gender exploration</p> <p>Research / Rationale</p> <p>Gender-based expectations about gender, sex, and sexuality, particularly hostile masculinity, may put someone at higher risk of perpetrating sexual assault (Malamuth, 1991; Nguyen, 2014). Strict gender norms contribute to sexual violence due to expectations and beliefs associated with femininity and masculinity (Gallagher, 2011). Looking at the gender-based components to hostile masculinity is particularly important, as some research indicates that broadly, general hostility itself is not associated with sexual assault perpetration (Voller, 2010). This implies that it is the gender-socialization components leading to hostile masculinity that may be especially important to address. In terms of working with children, WCASA sees indications of gender socialization that could be addressed. Even as young as preschool age, there is research suggesting that boys know which toys are "boy" toys, and they can predict</p>

	<p>parental disapproval based on playing with “girl” toys (Freeman, 2007). WCASA believes that giving kids the skills to question and combat gender stereotypes at a young age will help them question and combat harmful sexual-based gender stereotypes as they age.</p>
<p>Intersections of Oppression</p> <p>Research / Rationale</p>	<p>Promote respect & understanding for all cultures & identities</p> <p>Explores concepts of self-identity & privilege</p> <p>Provides instruction on cultural competency & inclusivity</p> <p>Explores intersections of race, ethnicity, class, orientation, gender, ability, etc.</p> <p>Research shows that communities that experience more systemic oppression are at higher risk for sexual violence, for example people of color, LGBTQ individuals, and people with disabilities (Black, 2011; Walters, 2013; McEachern, 2012). Additionally, rape myth acceptance is a risk factor for perpetrating sexual violence, and research has shown that in one sample male and female college students who endorsed rape myths were more likely to also endorse racism, sexism, homophobia, ageism, classism, and religious intolerance (Aosved, 2006). Promoting respect for all cultures at a young age has potential to decrease homophobia, racism, ableism, and other “isms” which may contribute to violence.</p>
<p>Boundaries</p> <p>Research / Rationale</p>	<p>Teaches about touching on a continuum (not good/bad)</p> <p>Instructs how to say no or reject unwanted advances</p> <p>Teaches about setting & respecting boundaries</p> <p>Discusses concepts of consent – including affirmative consent</p> <p>Boundaries can be taught from the lens of setting one’s own boundaries as well as respecting others. At a young age, consent can be introduced related to non-sexual behavior. In adolescence, consent can be introduced related to sexual behavior. A national survey was conducted via phone to assess the percentage of children in the U.S. who had been exposed to violence prevention programs and assess outcomes across the fields of bullying, sexual assault, gang avoidance, dating violence, and general violence avoidance (Finkelhor, 2014). The study found that 88% of programs included content to tell an adult if the child had a problem and 57% discussed the continuum of touch. From these programs, over a third (37%) of program-exposed children said that they could think of a time they decided to tell an adult something “because of what they learned in the program.” Additionally, almost half (45%) could think of a time they used program information to help themselves or a friend. This research provides preliminary findings that prevention programs provide useful skills for secondary prevention outcomes.</p>

Empowerment & Body Ownership	<p>Provides explicit instruction about body ownership</p> <p>Distinguishes between public & private parts of the body</p> <p>Allows autonomy over decision making related to body</p> <p>Encourages empowerment & practices assertiveness skills</p>
Research / Rationale	<p>According to one researcher, empowerment may serve as a protective factor against victimization in two ways: (1) Empowerment may allow for the ability to maintain boundaries, since just knowledge of boundaries is not necessarily sufficient for youth to take action against violations; (2) Perpetrators have shared that they are able to identify vulnerable children and use that vulnerability to sexually abuse a child (Conte, 1989). Building empowerment and body ownership can be a strengths-based approach to decreasing vulnerability. It is also important to build these skills from an adult perspective. When adults tell children that they have the right to say “no” in cases of child sexual abuse, it is important to model this behavior and promote skills for youth to make their own decisions about their bodies at a young age.</p>
Pro-Social Behavior & Skills	<p>Teaches communication, empathy & problem solving</p> <p>Encourages non-violent conflict resolution</p> <p>Promotes impulse control strategies</p> <p>Provides skills & tools for self-regulation</p>
Research / Rationale	<p>Impulsive behavior is a documented risk factor for sexual violence perpetration (Voller, 2010; Mouilso, 2013; Centers for Disease Control, 2014). Promoting self-regulation and constructive problem solving has the potential to regulate impulse control and target this risk factor before children become adolescents, as demonstrated through programs such as <i>I Can Problem Solve</i> (Rooney, 1993).</p>
Understanding, Identifying & Responding to Trauma	<p>Teaches disclosure skills & encourages disclosure</p> <p>Teaches about ACEs & understanding trauma</p> <p>Promotes a trauma-informed environment & responses</p> <p>Identifies resources & strategies in response to trauma</p>
Research / Rationale	<p>Survey research has shown that a large percentage of children are likely to experience adverse childhood experiences (ACEs), including, including samples specific to Wisconsin (Felitti, 1998; Children’s Trust Fund, 2010). Although most victims of child abuse do not grow up to be perpetrators of child sexual abuse as adults, perpetrators of sexual assault report an increased exposure to witnessing family violence and experienced childhood sexual and emotional abuse than non-perpetrators (Salter,</p>

	<p>2003.; Malamuth, 1991; DeGue, 2010; Vivolo-Kantor, 2013; Centers for Disease Control, 2014). Since these are documented risk factors, WCASA theorizes that screening and intervention for abuse at younger ages will allow children access to services needed to interrupt the cycle of violence. This would have implications for the prevention of sexual abuse as children reach adolescence and adulthood.</p>
<p>Bystander Intervention</p>	<p>Teaches how to help someone in distress</p> <p>Builds skills on how to safely intervene</p> <p>Encourages creating a safe environment for everyone</p> <p>Promotes individual & community responsibility</p> <p>Research / Rationale</p> <p>Risk factors for sexual violence include weak sanctions against violence and social norms supporting violence at the community and societal level (Center for Disease Control, 2014). Bystander intervention with regard to social norms change and accountability may have the ability to impact these factors. Research and evaluation shows that bystander interventions have the ability to sustain long-term change in knowledge, attitudes, and behaviors for both men and women who participate in bystander programs in college settings (Banyard, 2007). In regard to sexual violence, many bystander programs are implemented in late adolescence or college. By integrating bystander intervention throughout the lifespan, WCASA believes children and youth can be well equipped to be leaders in social change.</p>
<p>Information About Sexual Abuse</p>	<p>Provides facts & clear explanations about sexual abuse</p> <p>Provides information about perpetration – including grooming</p> <p>Promotes a victim-centered response</p> <p>Dispels common misperceptions about sexual abuse</p> <p>Research / Rationale</p> <p>In a country where nearly 1 in 5 women is raped, and over 40% of women experience their first rape before the age of 18, the likelihood of encountering rape survivors in any prevention programming is high (Black, 2011). This becomes much more likely when taking into account all other forms of sexual violence, where these experiences are shared by almost half of all women and over one-fifth of men (Black, 2011). When violence has become so normalized, it is common for victims to not identify their experiences as abuse. Additionally, some perpetrators do not identify their behaviors as sexual assault. The lack of identification of both victimization and perpetration is supported by research. When individuals are asked a series of questions that define sexual violence they are much more likely to disclose than when they are asked fewer questions that directly ask about being raped or raping others (Koss, 1987). The lack of identification puts victims at higher risk of not seeking services and subsequent higher risk of further victimization (Siegel, 2003). In cases of child sexual abuse, if adults lack accurate knowledge about perpetrators’ tactics, they may fail to keep</p>

children safe. Due to misperceptions, providing clear explanations about sexual abuse and perpetrator tactics is incredibly important. Dispelling common misperceptions about sexual abuse has the added benefit of working to modify rape myth acceptance. This is particularly useful for prevention because beliefs in rape myths are significantly associated with engaging in sexual coercion or aggression (DeGue, 2010). Lastly, sharing that abuse is never the fault of a victim and normalizing other victim reactions provides support for victims. This is necessary, especially because many victims experience considerable guilt and shame (Finkelhor, 1985). While providing information is not a primary prevention tactic against sexual violence by itself, on a macro-level scale, dispelling myths to place blame off victims and onto perpetrators does have the potential to impact community and societal levels risk factors that contribute to sexual violence. Such risk factors include general tolerance of sexual violence within the community, weak community sanctions against sexual violence perpetrators, societal norms that support violence, and weak laws and policies related to sexual violence and gender equity (CDC, 2014).

Safety & Risk Reduction

Provides general safety recommendations

Teaches how to recognize safe & unsafe situations

Teaches how to identify trusted adults & develop support networks

Teaches self-protective strategies & skills

Research / Rationale

A national survey was conducted via phone to assess the percentage of children in the U.S. who had been exposed to violence prevention programs and assess outcomes across the fields of bullying, sexual assault, gang avoidance, dating violence, and general violence avoidance (Finkelhor, 2014). The study found that 78% of programs taught warning signs of dangerous situations and outcomes indicate some positive findings regarding help-seeking behavior and helping a friend. This research provides preliminary findings that these programs teach useful skills for secondary prevention outcomes.

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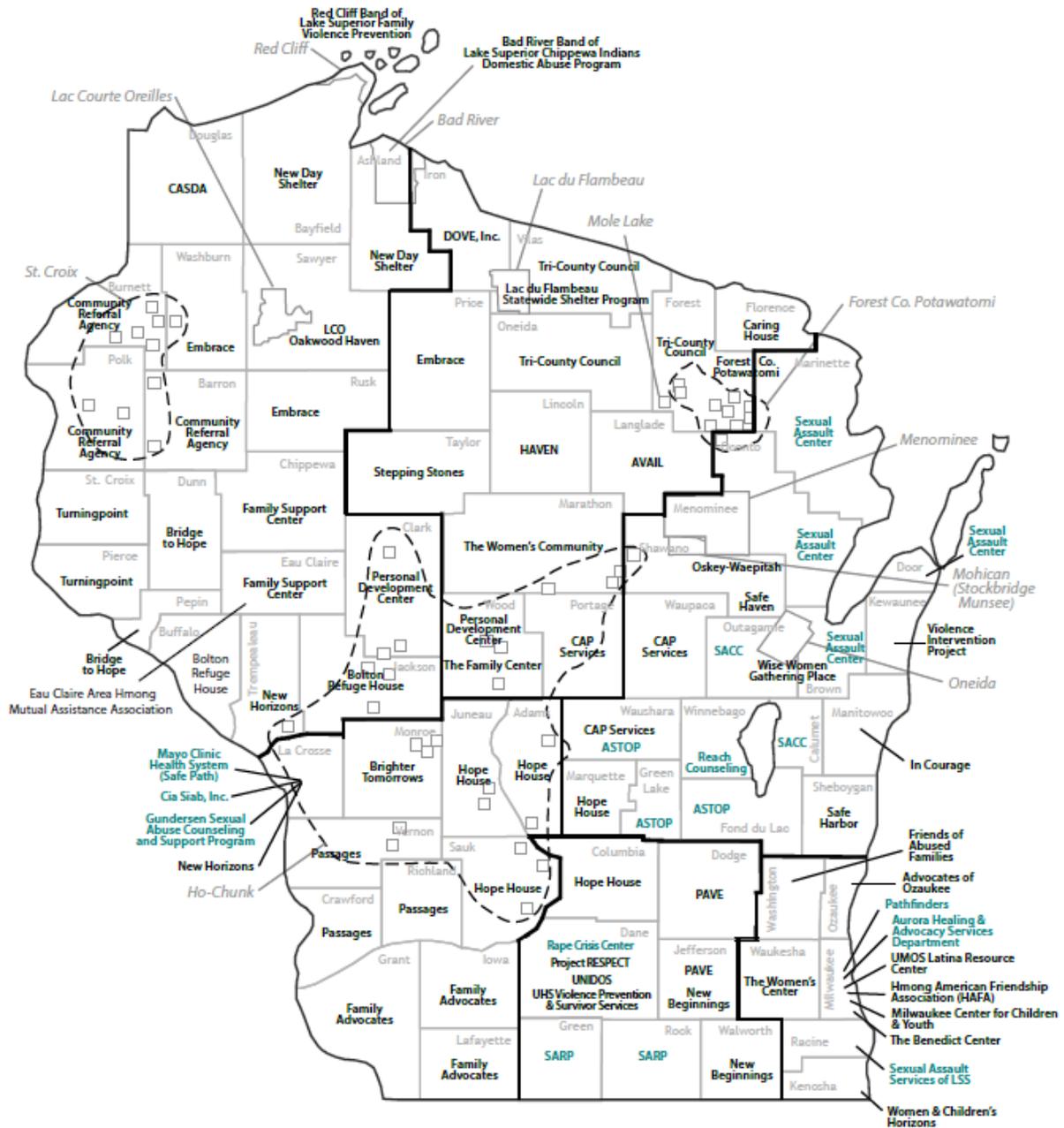
A collaboration between the Wisconsin Coalition Against Sexual Assault and state-level agencies led to the development of 10 Core Concepts to Prevent Child Sexual Abuse (CSA). These partners, brought together through the A2A Steering Committee (<http://www.a2awisconsin.org/A2AWisconsin.htm>), identified these concepts through a review of best practices for CSA prevention, as well as research on preventing victimization and perpetration across childhood and adolescence.

For more information, please contact: Kelly Moe Litke, WCASA Director of Prevention at kellyml@wcasa.org

The Wisconsin Coalition Against Sexual Assault (WCASA) is a statewide organization incorporated in 1985 to support and complement the work of Wisconsin's community-based sexual assault service provider programs and other organizations working to end sexual violence. WCASA works in collaboration with communities throughout the state to support existing services to victims/survivors of sexual violence, to plan for the development of new services, to create and support community prevention efforts, and to stimulate community ownership of the issue of sexual violence.

For more information, please see: www.wcasa.org

Sexual Assault Service Providers (SASPs) in Wisconsin 2019



Teal = Stand-alone Sexual Assault Program

For program information, see <https://www.wcasa.org/service-providers>.



Sexual Assault Service Providers (SASPs) in Wisconsin - Contact Information

 **Advocates of Ozaukee**
O: (262) 284-3577; CL: (262) 284-6902
advocatesofozaukee.com

 **ASTOP**
O: (920) 926-5395; CL: (920) 926-5395
astop.org

 **Aurora Healing and Advocacy Services Department**
O: (414) 219-5938; CL: (414) 219-5555
aurorahealthcare.org/healing-advocacy-services

 **AVAIL**
O: (715) 623-5177; CL: (715) 623-5767
availinc.org

 **Bad River Band of Lake Superior Chippewa Indians Domestic Abuse Program**
O: (715) 682-8379; CL: (715) 292-8453
badriver-nsn.gov

 **The Benedict Center Sisters Program**
O: (414) 347-1774
benedictcenter.org

 **Bolton Refuge House**
O: (715) 834-0628; CL: (855) 526-5866
boltonrefuge.com

 **Bridge to Hope**
O: (715) 235-9074; CL: (800) 924-9918
thebridgetohope.org

 **Brighter Tomorrows**
O: (608) 269-7853; CL: (888) 886-2327
mocabrightertomorrows.com

 **Caring House**
O: (906) 774-1337; CL: (906) 774-1112
caringhouseim.wordpress.com

 **CAP Services**
O: (715) 343-7101; CL: (800) 472-3377
capservices.org

 **CASDA - Center Against Sexual and Domestic Abuse**
O & CL: (715) 392-3136
casda.org

 **Cia Siab, Inc.**
O: (608) 615-7117 & CL: (877) 740-4292
ciasiabinc.org

 **Community Referral Agency**
O: (715) 825-4414; CL: (800) 261-7233
crashelter.org

 **DOVE, Inc.**
O: (906) 932-4990; CL: (906) 932-0310
dove-inc.net

 **Eau Claire Area Hmong Mutual Assistance Association**
O: (715) 832-8420; CL: (715) 864-6331
ecahmaa.org/nt

 **Embrace**
O: (715) 532-6976; CL: (800) 924-0556
embracewi.org

 **Family Advocates**
O: (608) 348-5995; CL: (800) 924-2624
familyadv.org

 **The Family Center**
O & CL: (715) 421-1511
familyctr.org

 **Family Support Center**
O: (715) 723-1138; CL: (800) 400-7020
familysupportcenterfcm.com

 **Forest County Potawatomi Community Advocate Program**
O: (715) 478-7202; CL: (715) 478-7201
fcpotawatomi.com

 **Friends of Abused Families**
O: (262) 334-5598; CL: (262) 334-7298
fafinc.org

 **Gundersen Sexual Abuse Counseling and Support Program**
O: (608) 775-3845; CL: (800) 362-9567, ext. 55950
gundersenhealth.org/behavioral-health/sexual-abuse

 **HAVEN**
O & CL: (715) 536-1300
haveninc.org

 **Hmong American Friendship Association (HAFA)**
O: (414) 344-6575; CL: (414) 322-9522
hmongamer.org/

 **Hope House**
O: (608) 356-9123; CL: (800) 584-6790
hopehousesow.org

 **In Courage**
O: (920) 684-4661; CL: (920) 684-5770
incouragewi.org

 **Lac du Flambeau Statewide Shelter Program**
O: (715) 588-7660; CL: 800-236-7660
<https://www.ldftribe.com>

 **LCO Oakwood Haven**
O: (715) 634-9360; CL: (877) 552-7474
victimnomorewi.com

 **Mayo Clinic Health System (Safe Path)**
O & CL: (608) 392-7804
mayoclinichealthsystem.org

 **Milwaukee Center for Children & Youth**
O: (414) 248-3996
mccy.org

 **New Beginnings APFV**
O & CL: (262) 723-4653
newbeginningswalthworth.com

 **New Day Shelter**
O: (715) 682-9566; CL: (715) 682-9565
ndshelter.org

 **New Horizons**
O: (715) 538-2810; CL: (800) 706-8586
nhagainstabuse.org

 **Oskey-Waepitah**
O: (715) 799-3835; CL: (715) 799-3931

 **Passages**
O: (608) 647-8775; CL: (800) 236-4325
passagesrc.com/

 **Pathfinders**
O: (414) 810-1816; CL: (414) 271-9523
pathfindersmie.org

 **PAVE - People Against a Violent Environment**
O: (920) 887-3810; CL: (800) 775-3785
pavedc.org

 **Personal Development Center (Clark County Outreach)**
O: (715) 229-9048; CL: (715) 384-5555,
pdcmarshfield.com

 **Project RESPECT**
O: (608) 283-6435
arccommiserv.com/programs.html

 **Rape Crisis Center**
O: (608) 251-5126; CL: (608) 251-7273
danecountyrc.org

 **Red Cliff Band of Lake Superior Family Violence Prevention**
O: (715) 779-3706; CL: (715) 682-9565
redcliff-nsn.gov

 **Reach Counseling Services**
O & CL: (920) 722-8150
reachcounseling.com

 **Safe Harbor**
O: (920) 452-8611; CL: (920) 452-7640
sheboygansafeharbor.org

 **Safe Haven**
O & CL: (715) 526-3421
shawanosshelter.org

 **Sexual Assault Center**
O: (920) 436-8890; CL: (920) 436-8899
familyservicesnew.org/sac

 **Sexual Assault Crisis Center (SACC)**
O: (920) 733-8119; CL: (800) 722-7797
sacc-fourcities.org

 **SARP - Sexual Assault Recovery Program**
O: (608) 365-1244; CL: (866) 666-4576
sarpwi.com

 **Sexual Assault Services**
O: (262) 619-1634; CL: (262) 637-7233
sasofracine.org/Home.html

 **Stepping Stones, Inc.**
O: (715) 748-3795; CL: (866) 343-5140
stones.org

 **Tri-County Council**
O: (715) 362-6841; CL: (800) 236-1222
tri-countycouncil.org

 **Turningpoint**
O: (715) 425-6751; CL: (800) 345-5104
turningpoint-wi.org

 **UMOS Latina Resource Center**
O: (414) 389-6508; CL: (414) 389-6510
umos.org/social_services/latina_resource_center.html

 **UNIDOS Against Domestic Violence**
O: (608) 256-9195; CL: (608) 251-7273
unidosagainstdv.org

 **University Health Services Violence Prevention and Survivor Services**
O: (608) 265-5600 (#3); CL: (608) 265-5600
uhs.wisc.edu/vpps

 **Violence Intervention Project**
O: (920) 487-2111; CL: (877) 847-3223

 **Wise Women Gathering Place**
O & CL: (920) 490-0627
wisewomenpp.org

 **Women & Children's Horizons**
O: (262) 656-3500; CL: (262) 652-9900
wchkenosha.org

 **The Women's Center**
O: (262) 547-4600; CL: (262) 542-3828
twowaukesha.org

 **The Women's Community**
O: (715) 842-5663; CL: (715) 842-7323
womenscommunity.org