



Childhelp Speak Up Be Safe Pilot Evaluation Report

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OFFICE OF EVALUATION AND PARTNER CONTRACTS**

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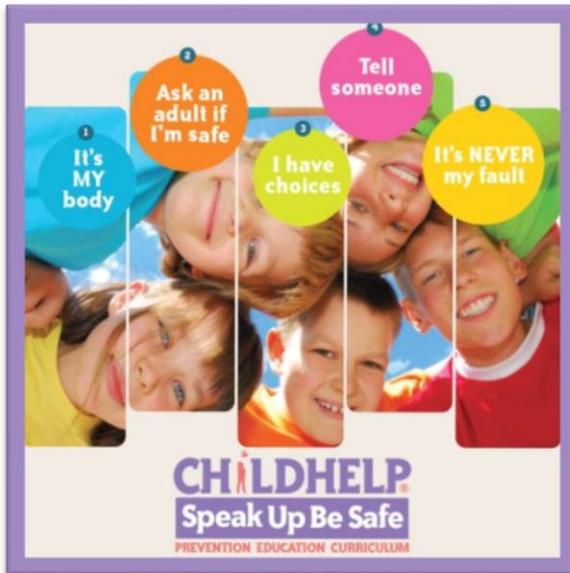
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EXECUTIVE SUMMARY



With overall positive findings, this report presents the evaluation results from the pilot implementation of the Childhelp Speak Up Be Safe prevention education curriculum which offers two-lessons for each level, PreK through 12th grades. In 2015-16, Childhelp, the nation's oldest and largest nonprofit advocating for abused and neglected children and the Arizona State University (ASU) Southwest Interdisciplinary Research Center (SIRC) partnered to review, revise and align the Childhelp Speak Up Be Safe curriculum and

facilitator training. The focus of the partnership between Childhelp and SIRC for 2016-2017 has been the pilot project implementation of the Childhelp Speak Up Be Safe curriculum. The implementation of the program was for the purposes of piloting the expanded and revised curriculum and new pre- and post-surveys. The overall goal of the pilot was to test the effectiveness of the revised curriculum in all grades and use feedback from various data sets to make adjustments to the curriculum, implementation processes, online facilitator training, surveys, and survey administration prior to implementing a full-scale randomized control trial (RCT) in the near future. The RCT is the next step toward determining the full efficacy and degree to which the curriculum is an evidenced-based program.

Program Participants

In the 2016-17 school year, the pilot program version of Childhelp Speak Up Be Safe was implemented in the Roosevelt Elementary School District (grades PreK through 8th) and the Arizona State University Preparatory Academy (grades K-12th). Roosevelt schools in the pilot served 1,240 students (over 90% minority students, majority Hispanic) in Pre-K through 8th grades. ASU Preparatory Academy served 1,138 students in Kindergarten through 12th grades, also majority minority with 64% of the student population identified as Hispanic. Both school districts are located in the urban Phoenix environment.

Student Pre- and Post-Survey Data Summary

Students completed pre- and post-surveys in order to assess the curriculum.

- ✓ There were 896 students with matched pre- and post-survey data across all grades.

Child abuse knowledge was assessed.

- ✓ Students' average knowledge increased across grades in all but two grade levels/sites and ranged from an increase of 1.0% in 10th grade at ASU Prep to 15.1% in 5th grade at Roosevelt as measured by percent difference knowledge scores from pre- and post-surveys.
 - Students' average knowledge decreased in two grade levels/sites: Kindergarten at Roosevelt (-5.2%) and 12th grade at ASU Prep (-1.8%) as measured by percent difference knowledge scores from pre- and post-surveys.

Safety Rule knowledge was assessed in 3rd through 6th grades.

- ✓ Students' average Safety Rule knowledge increased across all grades and ranged from an increase of 0.6% in 4th grade at ASU Prep to 15.0% in 5th grade at ASU Prep as measured by percent difference knowledge scores from pre- and post-surveys.

RESIST Strategy knowledge was assessed in 4th through 12th grades.

- ✓ Students' average RESIST Strategy knowledge increased across all grades and ranged from an increase of 8.5% in 6th grade at ASU Prep to 28.4% in 4th grade at Roosevelt as measured by percent difference knowledge scores from pre- and post-surveys.

Students' knowledge about how best to handle a situation was assessed in all grades. The PreK surveys had two story questions whereas the high school surveys contained eight scenarios.

- ✓ Students' average knowledge pertaining to selecting the best choice when presented with a story or scenario increased across all grades except for in 4th grade at both sites and ranged from an increase of 0.1% in 6th grade at Roosevelt to 18.3% in 1st grade at Roosevelt as measured by percent difference knowledge scores from pre- and post-surveys.
 - Students' average knowledge pertaining to selecting the best choice when presented with a story or scenario decreased in 4th grade at both Roosevelt (-2.6%)

and ASU Prep (-1.1%) sites as measured by percent difference knowledge scores from pre- and post-surveys.

Program evaluation ratings were collected on the post-survey for all grades except for in 9th.

- ✓ Seventy-five percent of students rated the Childhelp Speak Up Be Safe Program positively with agree or strongly agree ratings when scores were averaged across program evaluation items.
 - Elementary students in PreK through 6th grades rated the program positively with 76.0% selecting agree or strongly agree when scores were averaged across program evaluation items.
 - High School students in 10th through 12th grades rated the program positively with 72.2% selecting agree or strongly agree when scores were averaged across program evaluation items.

Social Worker/Counselor Focus Group

Summary

Two focus groups, one at each site, were held after the completion of the program. In both focus groups, social workers/counselor respondents reported that students were more familiar with how to use their words as well as how to identify a safe person should they feel unsafe or need to speak up when something bad was happening. The social workers/counselors felt it was eye-opening for students to know about internet predators and more confidently be able to identify what private information to share and what not to share. Overall, respondents believed that the content was age appropriate, however they discussed the need for shorter lessons and more activities to keep students engaged with the new concepts and skills. At the same time, respondents suggested more time for discussion with students as students thought critically about many of the concepts. Respondents were surprised at how much students were able to retain, and what good questions they posed throughout and after the curriculum. Many felt that the online facilitator training modules were helpful to understanding the background knowledge on why kids do not speak up in harmful situations.



Next Steps

The overall positive pilot findings lend credible evidence to the effectiveness of the Childhelp Speak Up Be Safe curriculum. Based on these evaluation pilot results, changes can now be made to the Childhelp Speak Up Be Safe curriculum and surveys to finalize the intervention in preparation for a randomized control trial to prove its degree of effectiveness as an evidence-based program.

Next Steps:

- ✓ Assess program implementation procedures to determine what worked and what needs to be improved.
- ✓ Review information collected during the focus groups.
- ✓ Examine survey data by grade level to determine which grades performed well and which did not perform as expected. Consider qualitative student responses when making changes to the curriculum.
- ✓ Cross reference curriculum lessons with survey questions where students underperformed to determine if revisions to the curriculum, surveys or both are necessary.
- ✓ Revamp curriculum based on focus group and survey data findings. Prepare revamped curriculum documents for each grade level.
- ✓ Revise survey items within each grade level based on data findings and format new pre- and post-surveys.

Randomized Control Trial (RCT) and Future Reporting

- 1) Secure funding for the RCT.
- 2) Confirm schools and procedures to prepare for RCT implementation.
- 3) Complete a new Institutional Review Board application for the RCT.
- 4) Implement the RCT of the Childhelp Speak Up Be Safe curriculum in schools.
- 5) Complete the RCT by analyzing data, writing reports, and submitting findings for publication.
- 6) Propose submission to the National Registry of Evidenced-based Programs and Practices (NREPP).

Background and Introduction

In 2015-16, Childhelp, the nation's oldest and largest nonprofit advocating for abused and neglected children, and the Arizona State University (ASU) Southwest Interdisciplinary Research Center (SIRC), partnered to review, revise, and align the Childhelp Speak Up Be Safe curriculum and facilitator training. Childhelp Speak Up Be Safe is a child-focused, school-based curriculum designed to build safety skills within children. The overarching goal of this curriculum is to provide children with the skills to identify and be able to approach a safe adult should they ever be in a situation in which they or someone they know are in danger.



The focus of the partnership between Childhelp and SIRC for this past year (2016-2017) has been the pilot project implementation of the Speak Up Be Safe curriculum. The overall goal of the pilot was to test the effectiveness of the revised curriculum in all grades, PreK-12, and use feedback from various data sets to make adjustments to the curriculum, implementation processes, online training, surveys, and survey administration prior to implementing a full-scale randomized control trial (RCT) in the near future. The RCT is the next step toward determining the full efficacy and degree to which the curriculum is evidence-based. The curriculum has evolved from its initial version to a more research-based comprehensive prevention curriculum that empowers youth with the skills they need to play a significant role in the prevention or interruption of abuse, neglect, bullying, and promotion of internet safety. This updated version of Childhelp Speak Up Be Safe emphasizes the role of adult/community responsibility in keeping children safe. There are two 45-minute lessons per grade, along with a pre-survey and a post-survey after the lessons.

This pilot evaluation report documents the work accomplished over the past year and describes future goals to continue the project through the RCT to evidence-based status.

Two school districts located in Phoenix were recruited for the pilot. Roosevelt Elementary School District (PreK-8th grades) and Arizona State University (ASU) Preparatory Academy (K-12 grades). Within the Roosevelt School District, three schools participated: M.L. King (Pre-K) served 129 students of which 93% were minority (69% Hispanic; 17% Black; 7% White); Kennedy

(K-3) had 530 students of which 97% were minority (86% Hispanic; 10% Black; 3% White); and C.O. Greenfield (4-8) enrolled 581 students with 98% identified as minority (88% Hispanic; 7% Black; 2% White). High percentages of students were eligible for free and reduced lunches (Kennedy 81% and Greenfield 96%). Within the ASU Preparatory Academy, three schools housed on the same campus participated: ASU Prep Phoenix Elementary (K-4) had 381 students enrolled with 71% on free and reduced lunch and 11% identified as needing special education services; ASU Prep Phoenix Middle School (5-8) served 355 students with 66% on free and reduced lunch and 11% with special education needs; and ASU Prep Phoenix High School (9-12) enrolled 402 students with 63% on free and reduced lunch and 9% identified as needing special education services. At ASU Prep Phoenix, 64% of the total student body identified as Hispanic, 10% Black/African American, 3% American Indian/Alaska Native; 3% Asian/Pacific Islander, and 20% White. District Social Workers were responsible for curriculum implementation and survey administration in the Roosevelt School District. School Counselors facilitated the Speak Up Be Safe curriculum and survey administration in all grades (K-12th) at the Arizona State University Preparatory Academy, also located in the urban environment.

A major task of the pilot project was the development of pre- and post- surveys specific to each grade level (PreK-12) that were administered to students before and after they participated in the 2-lesson curriculum. Each survey was aligned to curriculum goals (skills, key terms, and concepts presented) and adjusted for reading level based on grade. Training was provided by the SIRC staff to the social workers and counselors at their respective sites on curriculum implementation and survey administration protocols. At the completion of the pilot implementation in the schools, SIRC staff conducted focus groups with the schools' social workers/counselors to gather feedback on the curriculum, online facilitator training, survey administration, and general implementation procedures. Data from the pre- and post-surveys were analyzed, and along with the focus group data, will be used to identify additional changes that will strengthen Childhelp Speak Up Be Safe. These and future findings will provide the research to be able to certify the curriculum as an evidence-based child abuse prevention model that school districts across the country can consider adopting to help prevent or interrupt child abuse, neglect, bullying and promote internet safety. Pilot development steps, implementation processes and evaluation results are being provided in reports and presentations at conferences to highlight the collaborative research nature of the project and early findings.

Methods

Childhelp and SIRC met with representatives of the Roosevelt Elementary School District and Arizona State University Preparatory Academy who agreed to become partners for the Childhelp Speak Up Be Safe pilot study. Conducted during the fall of 2016 and spring of 2017, the pilot study included the administration of student surveys. Of the nineteen schools (including PreK and Special Education schools) that make up the Roosevelt School District, three schools participated and within the nine schools that comprise the ASU Preparatory Academy, three schools participated. A total of 2,378 PreK to 12th grade students attended these schools, although not all of them participated in the curriculum or completed the pre- and post-surveys.

During the design phase, the vetting of procedures was presented to the social workers and staff at Roosevelt School District which was the first school district to participate. They provided valuable input on the processes, permission/opt-out forms, trainings, lessons, and data collection. Moreover, implementation of the curriculum was continued in the Littleton Elementary School District in Avondale, in seven schools (grades 1-6); thus extra vetting of these procedures and instruments took place with those stakeholders. All protocols and instruments for data collection were reviewed and approved by the Social Behavioral Institutional Review Board at Arizona State University.

Prior to the start of the pilot study, social workers and counselors completed the online curriculum facilitator training developed by SIRC the previous summer which included universal modules on child abuse and neglect as well as modules specific to the grade levels they were facilitating.



Social workers/counselors also participated in a 1.5-hour training conducted by SIRC on tracking permission forms, assigning student codes, and conducting pre- and post-surveys. Information letters that included an active permission form to secure parent signatures were sent home with students. This letter instructed parents to return the signed letter granting permission for their child to take part in the pre- and post-survey. Parents were also given the name and contact information of the principal investigator in case of any questions or concerns.

The students received the curriculum in a two-lesson format with students completing a pre-survey preceding the first lesson to obtain baseline knowledge. Eighteen different grade level surveys (9 pre- and 9 post-surveys) were developed across the grade levels to match the Childhelp Speak Up Be Safe curriculum revisions. Each lesson had slides, big ideas, key terms, examples, and activities or exercises. For students who were given permission to participate in the survey, SIRC created a pilot tracking log template with columns for students' names and pre-generated unique student identification numbers. The school social workers/counselors were responsible for maintaining the tracking log. The students who had permission were then given the pre-survey prior to the first lesson; after the second lesson, students were given the post-survey. In each data file, student data were entered and matched using the unique identification number assigned for each student. Only students with both a pre- and post-survey that were matched by the unique student identification number were included in the report analysis.

Students' pre- and post-surveys focused on quantitative questions. For students in 6th through 12th grades, qualitative program evaluation questions were included in the post-survey. Data analyses of the quantitative questions included determining a percent correct for each item and then calculating difference scores from pre- to post-survey data. Averages across types of questions within each grade level as well as ranges were computed. Because this was a pilot implementation with small numbers of students in each grade level, tests of significance were not calculated. Qualitative data were collected and examined to provide additional insight into what worked well and what could be changed. Furthermore, once the lessons and pre- and post-surveys were completed, social workers/counselors were asked to complete a Lesson Feedback Form. Upon conclusion of the pilot, SIRC held focus groups with both districts to gather additional feedback from the social workers/counselors at the pilot schools.



Pre- and post-survey data were collected by school district staff and secured by SIRC. For ASU Prep high school data, the surveys were taken online using Qualtrics software to decrease time and resources spent in collecting and cleaning data. All paper survey data were entered into database files by SIRC staff from which files were then cleaned and analyzed for report writing.

Pilot Surveys

Childhelp Speak Up Be Safe was originally designed for 1st through 6th grades. When the curriculum was expanded and revamped, existing surveys needed to be revised and new surveys needed to be created. SIRC, as the evaluator for Childhelp under a different grant funded project, previously created surveys for the original 1st through 6th grades. For this pilot, surveys were revised for 1st through 6th grades and new surveys were created for grades PreK/K, 7th/8th and High School (9th to 12th). The following is a list of the grade level pilot surveys:

- PreK/Kindergarten Pre- and Post-Survey
- 1st Grade Pre- and Post-Survey
- 2nd Grade Pre- and Post-Survey
- 3rd Grade Pre- and Post-Survey
- 4th Grade Pre- and Post-Survey
- 5th Grade Pre- and Post-Survey
- 6th Grade Pre- and Post-Survey
- 7th/8th Grades Pre- and Post-Survey
- 9th to 12th Grades Pre- and Post-Survey

The revised and new survey items were created based on key terms and concepts taught within each grade level of the revamped and revised Childhelp Speak Up Be Safe Curriculum. Pre- and post-surveys contain the same items with the post-survey including additional program evaluation items at the end of the survey. Similar survey items were asked across grades; however, readability level was measured and words/concepts were modified to be grade level appropriate. Also, as more key terms and concepts were introduced within the curriculum, in the higher grade levels, more survey items were included specific to those terms and concepts. For example, the concept of neglect is introduced in 2nd grade and therefore items specific to neglect are not included in the PreK/K and 1st grade surveys. For PreK and K, survey items include knowledge, story and program evaluation questions. For 1st to 3rd grades, survey items include knowledge, safety rules, story, and program evaluation questions. For 4th to 8th grades, survey items include knowledge, safety rules, RESIST strategies, and program evaluation questions.

Numbers of Matched Participants

PreK data were collected only at Roosevelt. Elementary data were collected in grades Kindergarten through 6th grade at both sites: Roosevelt and ASU Prep. For both sites, 7th and 8th grade implementation was problematic. For Roosevelt, the number of 7th and 8th grade matched pre- and post-surveys was small (n=7 and n=1, respectively) and will not be reported in order to

protect the anonymity of those participants. For ASU Prep, although pre-surveys were collected for 7th and 8th (n=83 and n= 77, respectively), there were no 7th and 8th grade post-surveys collected. Therefore, no 7th and 8th grade data will be included in this report. High school (9th to 12th grades) data were collected only at ASU Prep.

For PreK, there were a total of 52 students with matched surveys. For elementary grades, there were a total of 562 students with matched surveys. For the high school, there were 282 students with matched surveys. Overall for this pilot, there were matched data from 896 students examined. Table 1 denotes the number of students with matched pre- and post-surveys by grade level.

Table 1

Number of Students with Matched Pre- and Post-Surveys by Grade Level		
	Roosevelt	ASU Prep
PreK	52	--
K	21	63
1st	24	65
2nd	33	63
3rd	55	38
4th	17	25
5th	36	24
6th	21	77
9th	--	78
10th	--	77
11th	--	69
12th	--	58
Total PreK	52	--
Total Elementary	207	355
Total High School	--	282
Totals	259	637
Grand Total		896

Analyses

Individual SPSS data files for each grade level were created. Survey data were entered into the appropriate grade level SPSS file and were analyzed for each grade. Data were cleaned and only students with matched pre- and post-surveys were included in these analyses. To determine knowledge changes from pre- to post-survey administration, difference scores were calculated from pre to post for each item and summarized within each grade level by site. The purpose of examining difference scores was to determine for which items students' gained

knowledge compared to those items for which students' knowledge did not change or was reduced. Once a difference score was calculated for each item, the difference scores were summed and averaged for each group of items (e.g., an average for general knowledge items was calculated within each grade level). Ranges also were calculated and reported to show the dispersion of scores. Based on the examination of these difference scores, survey items will be modified or deleted for the final surveys used in the randomized control trial of the Childhelp Speak Up Be Safe curriculum.



Findings

Data Overview

Child abuse knowledge was assessed.

- ✓ Students' average knowledge increased across grades in all but two grade levels/sites and ranged from an increase of 1.0% in 10th grade at ASU Prep to 15.1% in 5th grade at Roosevelt as measured by percent difference knowledge scores from pre- and post-surveys.
 - Students' average knowledge decreased in two grade levels/sites: Kindergarten at Roosevelt (-5.2%) and 12th grade at ASU Prep (-1.8%) as measured by percent difference knowledge scores from pre- and post-surveys.

Safety Rule knowledge was assessed in 3rd through 6th grades.

- ✓ Students' average Safety Rule knowledge increased across all grades and ranged from an increase of 0.6% in 4th grade at ASU Prep to 15.0% in 5th grade at ASU Prep as measured by percent difference knowledge scores from pre- and post-surveys.

RESIST Strategy knowledge was assessed in 4th through 12th grades.

- ✓ Students' average RESIST Strategy knowledge increased across all grades and ranged from an increase of 8.5% in 6th grade at ASU Prep to 28.4% in 4th grade at Roosevelt as measured by percent difference knowledge scores from pre- and post-surveys.

Students' knowledge about how best to handle a situation was assessed in all grades. The PreK surveys had two story questions whereas the high school surveys contained eight scenarios.

- ✓ Students' average knowledge pertaining to selecting the best choice when presented with a story or scenario increased across all grades except for in 4th grade at both sites and ranged from an increase of 0.1% in 6th grade at Roosevelt to 18.3% in 1st grade at Roosevelt as measured by percent difference knowledge scores from pre- and post-surveys.
 - Students' average knowledge pertaining to selecting the best choice when presented with a story or scenario decreased in 4th grade at both Roosevelt (-2.6%) and ASU Prep (-1.1%) sites as measured by percent difference knowledge scores from pre- and post-surveys.

Program evaluation ratings were collected on the post-survey for all grades except for 9th.

- ✓ Seventy-five percent of students rated the Childhelp Speak Up Be Safe Program positively with agree or strongly agree ratings when scores were averaged across program evaluation items.
 - Elementary students in PreK through 6th grades rated the program positively with 76.0% selecting agree or strongly agree when scores were averaged across program evaluation items.
 - High School students in 10th through 12th grades rated the program positively with 72.2% selecting agree or strongly agree when scores were averaged across program evaluation items.

PreK Findings

Demographics

Roosevelt: The program was only administered to PreK students at the Roosevelt site. Matched data from 52 students in PreK at Roosevelt were examined in this section. There were 29 boys (56%) and 23 girls (44%). Students' reported ages were 3 (n = 1, 1.9%), 4 (n = 42, 81%) and 5 (n = 9, 17%).

ASU Prep: For ASU Preparatory Academy, the PreK students were not covered under the existing Institutional Review Board approval and therefore not included in this pilot. Thus, no PreK survey data were collected at ASU Prep.

Knowledge Items

After attempting to administer the pre-survey as a group to PreK students, social workers/counselors concluded it was better to administer the survey individually. Each student was individually read each question on the survey. The PreK survey included 12 knowledge items related to abuse, personal and physical safety, private body parts, safe adults, secrets and tricks (see Table 2). These items were asked on a Yes, Maybe, No, I Don't Know scale. Next, students were presented with two story items and asked to select the best choice for how to

Table 2
PreK - Key Terms

<i>Abuse</i>	X
<i>Personal Safety</i>	X
<i>Physical Safety</i>	X
<i>Private body parts</i>	X
<i>Safe adult</i>	X
<i>Secrets</i>	X
<i>Trick</i>	X

respond to the situation from the two possible answers. Lastly, three program evaluation items were asked at the end of the post-survey to gauge what the students thought about the program.

For the 12 PreK survey knowledge items, pre- to post-survey differences ranged from -5.9% to 28.9%, with an average 7.0% positive difference score across all items. The items with the largest knowledge gains pertained to tricks (28.9%), secrets (13.7%), and child abuse (12.5%). The items that showed reduced knowledge pertained to the number of safety rules (-5.9%), safe adults and adult responsibility (-2.0%, each). The two story items had knowledge difference scores of 7.9% and 17.2%.

Program Evaluation

Overall, Roosevelt PreK students rated the Childhelp Speak Up Be Safe program highly. On the post-survey, students were asked to evaluate the program by responding to three items on a Yes, Maybe, No, I Don't Know scale. Program evaluation yes ratings ranged from 80.4% to 96.1%. The item the students rated the highest was "I learned a lot" (96.1%) (see Figure 1).

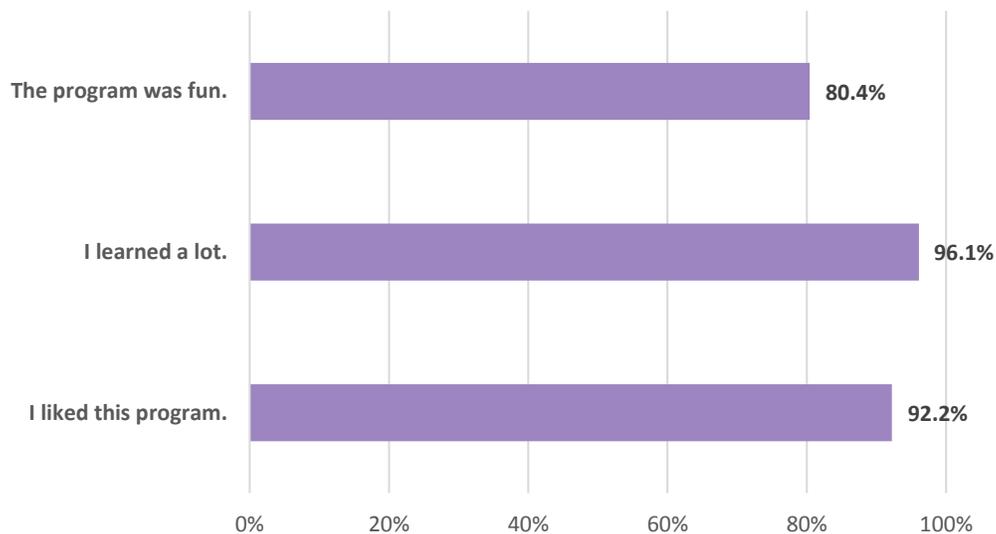


Figure 1. Roosevelt PreK Students' Program Evaluation Ratings of Yes

Kindergarten Findings

The Kindergarten pre- and post-survey items were identical to the PreK surveys. Kindergarten students from both Roosevelt and ASU Prep participated in this pilot with matched data from 84 students.

Demographics

Roosevelt: There were 21 Kindergarten students with matched pre- and post-surveys from Roosevelt. The students were 11 girls (52.4%) and 10 boys (47.6%). At the time of the pre-survey, students' reported ages were 5 (n = 1, 66.7%) and 6 (n = 7, 33.3%).

ASU Prep: There were 63 Kindergarten students with matched pre- and post-surveys from ASU Prep. The students were 33 boys (52.4%) and 30 girls (47.6%). At the time of the pre-survey, students' reported ages of 5 (n = 33, 52.4%), 6 (n = 28, 44.4%) and 7 (n = 2, 3.2%).

Knowledge items

After attempting to administer the pre-survey as a group, social workers/counselors concluded it was better to administer the survey individually. Each student was read each question on the survey. Like the PreK surveys, the Kindergarten surveys included 12 items related to abuse, personal and physical safety, private body parts, safe adults, secrets and tricks (see Table 3). These items were asked on a Yes, Maybe, No, I Don't Know scale. Next, students were presented with two story items and asked to select the best choice for how to respond to the situation from the two possible answers. Lastly, three program evaluation items were asked at the end of the post-survey to gauge what the students thought about the program.

Table 3
Kindergarten - Key Terms

<i>Abuse</i>	X
<i>Personal safety</i>	X
<i>Physical Safety</i>	X
<i>Private body parts</i>	X
<i>Safe adult</i>	X
<i>Secrets</i>	X
<i>Trick</i>	X

Roosevelt

For Roosevelt, the 12 Kindergarten survey knowledge items, pre- to post-survey differences ranged from -42.9% to 35%, with an average -5.2% difference across all items. The items with the largest knowledge gains pertained to secrets (35.0%), being special (25.0%) and rules (19%). The items that showed reduced knowledge pertained to child abuse (-42.9%), individual safety

(-38.1%) and adult responsibility (-21.1%) with post knowledge correct scores ranging from 23.8% to 68.4%. The two story items had knowledge difference scores of 8.8% and 18.8%.

ASU Prep

For ASU Prep, the 12 Kindergarten survey knowledge items, pre- to post-survey differences ranged from 1.9% to 48.3%, with an average 13.6% positive difference across all items. All items showed a positive knowledge gain from the pre- to post-survey. The items with the largest knowledge gains pertained to tricks (48.3%), number of safety rules (31.7%), private body parts (20.0%) and being special (17.5%).

Program Evaluation

On the post-survey, Kindergarten students were asked to evaluate the program by responding to three items on a Yes, Maybe, No, I Don't Know scale. Overall, more than half of Kindergarten students at both sites rated the Childhelp Speak Up Be Safe program favorably with ratings of yes. ASU Prep Kindergarten students rated the program more positively with yes ratings ranging from 72.6% to 91.9%. Roosevelt students' program evaluation yes ratings were lower and ranged from 52.4% (on two items) to 76.2% (one item). The item with the highest ratings for both sites was "I learned a lot" (Roosevelt, 76.2% and ASU Prep 91.9%) (see Figure 2).

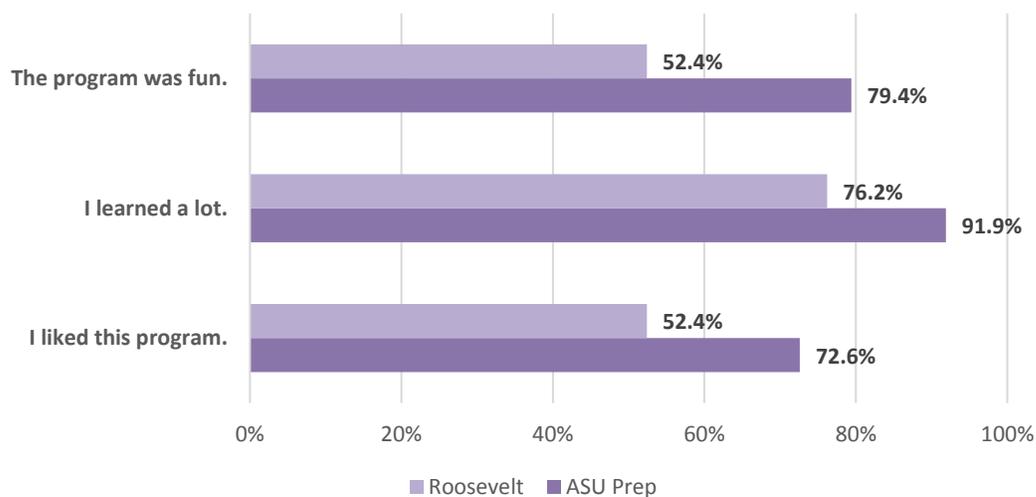


Figure 2. Kindergarten Students' Program Evaluation Ratings of Yes

1st Grade Findings

The 1st grade pre- and post-surveys were collected from both sites and included matched data from 89 students for this pilot.

Demographics

Roosevelt: There were 24 students in 1st grade with matched pre- and post-surveys from Roosevelt. As reported on the pre-survey, the students were 14 boys (58.3%) and 10 girls (41.7%). Students' reported ages were 6 (n = 11, 45.8%), 7 (n = 12, 50.0%), and 8 (n = 1, 4.2%).

ASU Prep: There were 65 students in 1st grade with matched pre- and post-surveys from ASU Prep. The students were 24 boys (40.0%) and 36 girls (60.0%). At the time of the pre-survey, students' reported ages of 6 (n = 13, 20.0%), 7 (n = 43, 66.2%), and 8 (n = 4, 6.2%).

Knowledge items

The 1st grade surveys included 15 knowledge items related to abuse, personal information, personal safety, physical abuse, physical safety, private body parts, safe adults, secrets and tricks (see Table 4). These items were asked on a Yes, Maybe, No, I Don't Know scale. Next, students were presented with five story items and asked to select the best choice for how to respond to the situation from the three possible answers. Lastly, three program evaluation items were asked at the end of the post-survey to gauge what the students thought about the program.

Table 4
1st Grade - Key Terms

<i>Abuse</i>	X
<i>Personal Info</i>	X
<i>Personal safety</i>	X
<i>Physical abuse</i>	X
<i>Physical Safety</i>	X
<i>Private body parts</i>	X
<i>Safe adult</i>	X
<i>Secrets</i>	X
<i>Trick</i>	X

Roosevelt

For Roosevelt, the 15 1st grade survey knowledge items, pre- to post-survey differences ranged from -4.2% to 33.3%, with an average 13.9% positive difference across all items. The items with the largest knowledge gains pertained to being special, safe adults, private body parts, and giving personal information (33.3%, each). One item about individual safety showed a reduction in knowledge (-4.2%). Note that this item's pre-survey knowledge score was 95.8%. There was no change for one item about safety rules. The five story items had knowledge difference scores ranging from 0.0% to 33.3%, with an average of 18.3% positive knowledge difference.

ASU Prep

For ASU Prep, the 15 1st grade survey knowledge items, pre- to post-survey differences ranged from -4.0% to 41.7%, with an average 8.4% positive difference across all items. The items with the largest knowledge gains pertained to child abuse (41.7%), private body parts (25.5%) and tricks (20.4%). The items with the largest decrease in knowledge were pertaining to deserving safety (-4.0%), number of safety rules (-2.2%), private body parts being private (-1.4%), and giving one's telephone number (-1.1%).

Program Evaluation

On the post-survey, 1st grade students were asked to evaluate the program by responding to three items on a Yes, Maybe, No, I Don't Know scale. Overall, three quarters of students at both sites rated the Childhelp Speak Up Be Safe program positively. Roosevelt students' program evaluation yes ratings ranged from 75.0% (on two items) to 87.5% (one item). ASU Prep 1st grade students rated the program similarly with yes ratings ranging from 71.9% to 92.3%. The item with the highest ratings for both sites was "I learned a lot" (Roosevelt, 87.5% and ASU Prep 92.3%) (see Figure 3).

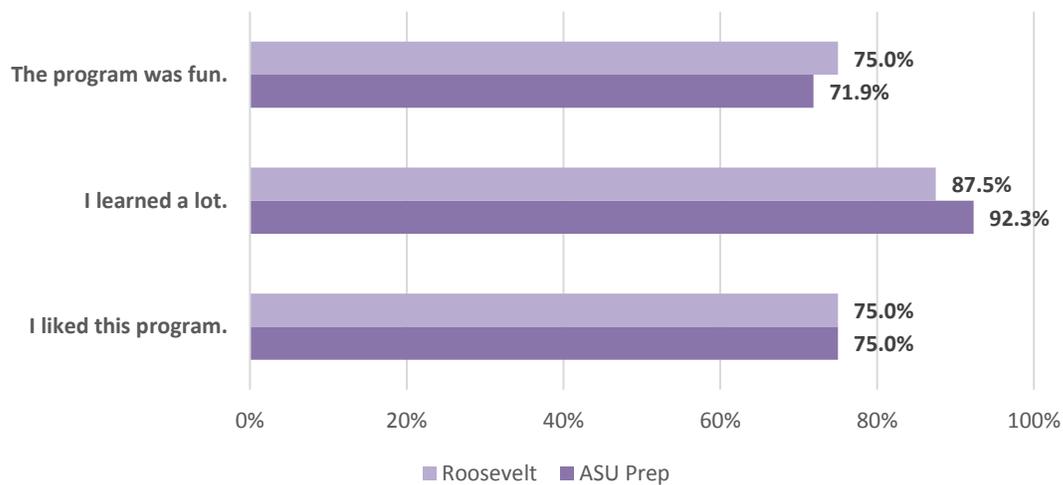


Figure 3. 1st Grade Students' Program Evaluation Ratings of Yes

2nd Grade Findings

The 2nd grade pre- and post-surveys were collected from both sites and included matched data from 96 students for this pilot.

Demographics

Roosevelt: There were 33 2nd grade students with matched pre- and post-surveys from Roosevelt. As reported on the pre-survey, the students were 21 girls (63.6%) and 12 boys (36.4%). Students' reported ages were 6 (n = 1, 3.0%), 7 (n = 23, 69.7%), 8 (n = 7, 21.2%) and 9 (n = 2, 6.1%).

ASU Prep: There were 63 2nd grade students with matched pre- and post-surveys from ASU Prep. As reported on the pre-survey, students were 37 girls (58.7%) and 26 boys (41.3%). The students' reported ages were 7 (n = 20, 31.7%) and 8 (n = 43, 68.3%)

Knowledge Items

The 2nd grade surveys included 19 knowledge items related to abuse, abuse to bodies and words, bullying, neglect, personal safety, physical abuse, private body parts, safe adults, secrets and tricks (see Table 5). These items were asked on a Yes, Maybe, No, I Don't Know scale. Next, students were presented with five story type items and asked to select the best choice for how to respond to the situation from the three possible answers. Lastly, three program evaluation items were asked at the end of the post-survey to gauge what the students thought about the program.

Roosevelt

For Roosevelt, the 19 2nd grade survey knowledge items, pre- to post-survey differences ranged from -3.6% to 45.5%, with an average 12.9% positive difference across all items. The items with the largest knowledge gains pertained to child abuse (45.5%), child neglect (42.4%), tricks (38.7%), and physical abuse accidentally (33.3%). The items with a reduction in knowledge pertained to words (-3.6%), adults in charge (-3.4%), deserving safety and rules (-3.0%, each). Note that the items with reduced knowledge had pre-survey percent correct at 84.5% or higher.

Table 5
2nd Grade - Key Terms

<i>Abuse</i>	X
<i>Abuse to bodies</i>	X
<i>Abuse with words</i>	X
<i>Bullying</i>	X
<i>Neglect</i>	X
<i>Personal safety</i>	X
<i>Physical abuse</i>	X
<i>Private body parts</i>	X
<i>Safe adult</i>	X
<i>Secrets</i>	X
<i>Trick</i>	X

The five story items had knowledge difference scores ranging from 9.1% to 15.2%, with an average of 12.4% positive knowledge difference.

ASU Prep

For ASU Prep, the 19 2nd grade survey knowledge items, pre- to post-survey differences ranged from -9.5% to 39.7%, with an average 7.8% positive difference across all items. The items with the largest knowledge gains pertained to child abuse (39.7%), tricks (26.1%) safe adults and private body parts (15.9%, each). The items with the largest decrease in knowledge were pertaining to physical abuse (-9.5%), giving one's personal information (-3.5%), rules (-3.2), and bullying (-1.6%). The physical abuse item remained about 50.0% and bullying knowledge remained about 60.0% correct. The other two items knowledge scores were 82.3% and 92.1% at post-survey. Three items showed no difference in pre- to post-survey knowledge: individual safety, giving one's telephone number, and words, with knowledge scores ranging from 85.7% to 93.5%.

Program Evaluation

On the post-survey, 2nd grade students were asked to evaluate the program by responding to three items on a Yes, Maybe, No, I Don't Know scale. Overall, 88% of students at both sites rated the Childhelp Speak Up Be Safe program positively. Roosevelt students' program evaluation yes ratings ranged from 90.9% to 100.0%. ASU Prep 2nd grade students' yes ratings ranged from 79.4% to 81.0%. The item with the highest ratings for both sites was "I learned a lot" (Roosevelt, 100.0% and ASU Prep 81.0%) (see Figure 4).

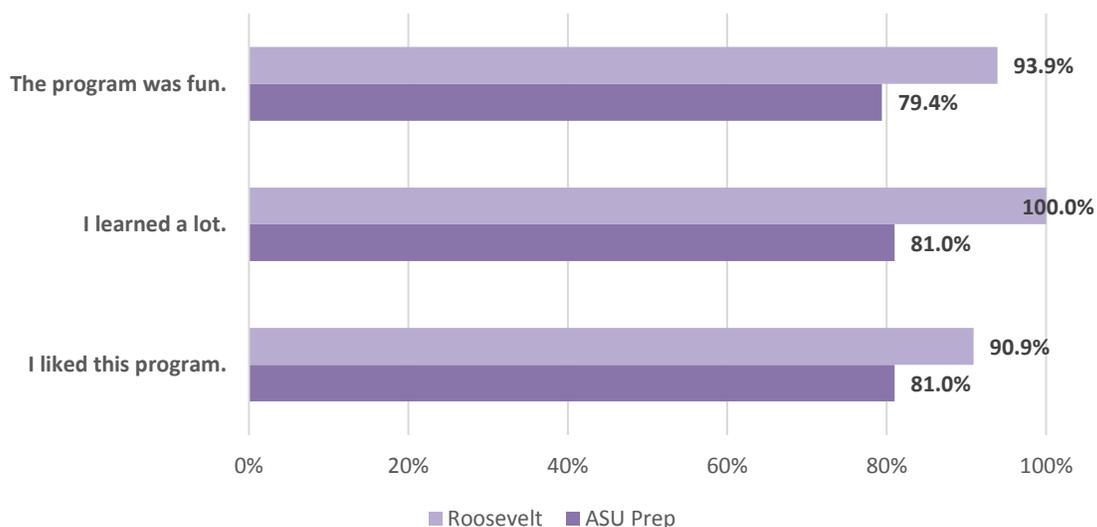


Figure 4. 2nd Grade Students' Program Evaluation Ratings of Yes

3rd Grade Findings

The 3rd grade pre- and post-surveys were collected from both sites and included matched data from 93 students for this pilot.

Demographics

Roosevelt: There were 55 3rd grade students with matched pre- and post-surveys from Roosevelt. As reported on the pre-survey, the students were 31 boys (56.4%) and 24 girls (43.6%). Students' reported ages were 8 (n = 32, 58.2%), 9 (n = 22, 40.0%), and 10 (n = 1, 1.8%).

ASU Prep: There were 38 3rd grade students with matched pre- and post-surveys from ASU Prep. As reported on the pre-survey, students were 20 girls (52.6%) and 18 boys (47.6%). The students' reported ages were 7 (n = 1, 2.6%), 8 (n = 15, 39.5%), and 9 (n = 22, 57.9%).

Knowledge items

The 3rd grade surveys included 19 knowledge items related to abuse, bullying, choices, cyberbullying, emotional abuse, force, neglect, personal safety, physical abuse, private body parts, safe adults, secrets and promises, and tricks (see Table 6). These items were asked on a Yes, Maybe, No, I Don't Know scale. Next, students were asked to fill in the correct word to complete each of the five safety rules. Then students were presented with five story items and asked to select the best choice for how to respond to the situation from the four possible answers. Lastly, three program evaluation items were asked at the end of the post-survey to gauge what the students thought about the program.

Table 6
3rd Grade - Key Terms

<i>Abuse</i>	X
<i>Bullying</i>	X
<i>Choices</i>	X
<i>Cyberbullying</i>	X
<i>Emotional abuse</i>	X
<i>Force</i>	X
<i>Neglect</i>	X
<i>Personal safety</i>	X
<i>Physical abuse</i>	X
<i>Private body parts</i>	X
<i>Safe adult</i>	X
<i>Secrets and Promises</i>	X
<i>Trick</i>	X

Roosevelt

For Roosevelt, the 19 3rd grade survey knowledge items, pre- to post-survey differences ranged from -0.1% to 41.8%, with an average 13.2% positive difference across all items. The items with the largest knowledge gains pertained to child abuse (41.8%), number of safety rules (41.8%),

tricks (34.5%), and bullying making fun of me once (26.7%). The one item with a reduction in knowledge pertained to secrets (-0.1%) which had a pre-survey knowledge correct score of 92.7%. One item about deserving safety showed no change (and had a pre-survey knowledge correct score of 96.4%). Students were asked to fill in the correct word to complete each safety rule. Safety Rule knowledge differences ranged from 0.0% to 27.3%, with an average 12.4% positive difference knowledge score across all safety rules. The five story items had knowledge difference scores ranging from 9.1% to 15.2%, with an average of 12.4% positive knowledge difference.

ASU Prep

For ASU Prep, the 19 3rd grade survey knowledge items, pre- to post-survey differences ranged from -7.9% to 18.4%, with an average 6.0% positive difference across all items. The items with the largest knowledge gains pertained to child abuse (18.4%), tricks (18.4%) and secrets (16.4%). The items with the largest decrease in knowledge were pertaining to adults in charge (-7.9%), individual safety (-7.8%), being special (-5.3), rules (-2.6%), and safe adults (-.6%). These items' knowledge scores ranged from 71.1% and 92.1% at post-survey. Students were asked to fill in the correct word to complete each safety rule. Safety Rule knowledge differences ranged from 0.0% to 18.4%, with an average 11.3% positive difference knowledge score across all safety rules. The five story items had knowledge difference scores ranging from 3.2% to 36.5%, with an average of 15.8% positive knowledge difference.

Program Evaluation

On the post-survey, 3rd grade students were asked to evaluate the program by responding to three items on a Yes, Maybe, No, I Don't Know scale. Overall, 79% of students at both sites rated the Childhelp Speak Up Be Safe program positively. Roosevelt students' program evaluation yes ratings ranged from 83.6% to 100.0%. ASU Prep 3rd grade students' yes ratings were lower and ranged from 60.5% to 78.9%. The item with the highest ratings for both sites was "I learned a lot" (Roosevelt, 100.0% and ASU Prep 78.9%) (see Figure 5).

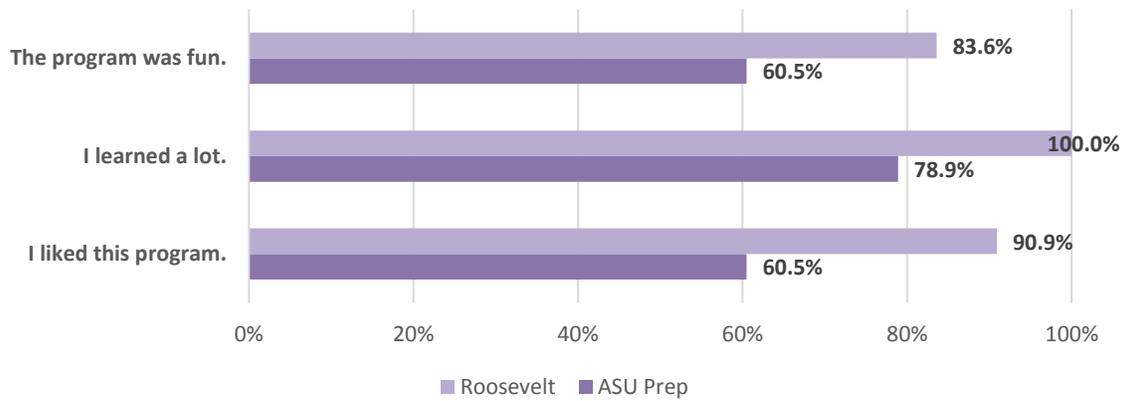


Figure 5. 3rd Grade Students' Program Evaluation Ratings of Yes

4th Grade Findings

The 4th grade pre- and post-surveys were collected from both sites and included matched data from 42 students for this pilot.

Demographics

Roosevelt: There were 17 4th grade students with matched pre- and post-surveys from Roosevelt. As reported on the post-survey, the students were 11 girls (64.7%) and 6 boys (35.3%). (To be consistent across sites, the post-survey data were used because more students' reported gender on the post-survey than on the pre-survey for ASU Prep.) Students' reported ages were 9 (n = 7, 41.2%), 10 (n = 9, 52.9%) and 11 (n = 1, 5.9%).

ASU Prep: There were 25 4th grade students with matched pre- and post-surveys from ASU Prep. As reported on the post-survey, students were 14 boys (56.0%) and 11 girls (44.4%). The students' reported ages were 9 (n = 9, 36.0%), and 10 (n = 15, 60.0%), and 11 (n = 1, 4.0%).

Table 7
4th Grade - Key Terms

<i>Abuse</i>	X
<i>Bullying</i>	X
<i>Cyberbullying</i>	X
<i>Emotional abuse</i>	X
<i>Force</i>	X
<i>Neglect</i>	X
<i>Personal safety</i>	X
<i>Physical abuse</i>	X
<i>Private body parts</i>	X
<i>RESIST</i>	X
<i>Respect</i>	X
<i>Safe adult</i>	X
<i>Safety Net</i>	X
<i>Secrets and Promises</i>	X
<i>Trick</i>	X

Knowledge items

The 4th grade surveys included 19 items related to abuse, bullying, cyberbullying, emotional abuse, force, neglect, personal safety, physical abuse, private body parts, RESIST, respect, safe adult, safety net, secrets and promises, and tricks (see Table 7). These items were asked on a Yes, Maybe, No, I Don't Know scale. Next, students were asked to fill in the correct word to complete each of the five safety rules. Then students were presented the first letter of each RESIST strategy and asked to select the word that corresponds with the first letter. For example, R= and the choices were run or repeat. Next, students were presented with five story items and asked to select the best choice for how to respond to the situation from the four possible answers. Lastly, three program evaluation items were asked at the end of the post-survey to gauge what the students thought about the program.



Roosevelt

For Roosevelt, the 19 4th grade survey knowledge items, pre- to post-survey differences ranged from -11.8 to 29.4%, with an average 6.3% positive difference across all items. The items with the largest knowledge gains pertained to child abuse (29.4%), being special (23.5%), private body parts, words, bullying making fun of me once and cyberbullying (11.8%, each). The items with a reduction in knowledge pertained to deserving safety (-11.8%), private body parts being private, and secrets (-5.9%, each); these decreases were likely because on the pre-survey, all three of these items had a knowledge correct score of 100.0% and therefore no increases were possible. Students were asked to fill in the correct word to complete each safety rule. Safety rule knowledge differences ranged from 0.0% to 35.3%, with an average 8.2% positive difference knowledge score across all safety rules. The RESIST Strategy items had knowledge differences ranging from 17.6% to 47.1%, with an average 28.4% positive difference knowledge score across all RESIST items. The five story items had knowledge difference scores ranging from -17.6% to 11.0%, with an average of -2.6% knowledge difference. Post-survey knowledge ranged from 64.7% to 94.1%.

ASU Prep

For ASU Prep, the 19 4th grade survey knowledge items, pre- to post-survey differences ranged from -15.7% to 29.7%, with an average 3.0% positive difference across all items. The items with

the largest knowledge gains pertained to private body parts (29.7%), child abuse (21.3%), safe adults (17.7%), bullying making fun of me once (12.8%), and number of safety rules (11.8%). The items with the largest decrease in knowledge were pertaining to words (-15.7%), physical abuse (-11.2%), secrets (-7.5%), being special (-6.5%), deserving safety and rules (-3.7%, each), adults in charge (-3.0%), and cyberbullying (-1.2%). Those items' knowledge scores ranged from 28.0% and 88.0% at post-survey. Students were asked to fill in the correct word to complete each safety rule. Safety Rule knowledge differences ranged from -23.5% to 13.3%, with an average .6% positive difference knowledge score across all safety rules. The RESIST Strategy items had knowledge differences ranging from 4.2% to 46.3%, with an average 25.7% positive difference knowledge score across all RESIST items. The five story items had knowledge difference scores ranging from -11.5% to 5.0%, with an average of -1.1% knowledge difference. Story items had a post-survey knowledge correct score ranging from 50% to 91.7%.

Program Evaluation

On the post-survey, 4th grade students were asked to evaluate the program by responding to three items on a Yes, Maybe, No, I Don't Know scale. Roosevelt students' program evaluation yes ratings were extremely positive and ranged from 94.1% to 100.0%. The items with the highest ratings for Roosevelt were "The program was fun" and "I liked the program" (100.0%). ASU Prep 4th grade students' yes ratings were lower and ranged from 21.7% to 65.2% (see Figure 6). When combining the yes and maybe category responses, the ASU Prep students' program evaluation ratings were more positive and ranged from 69.6% to 82.6%.

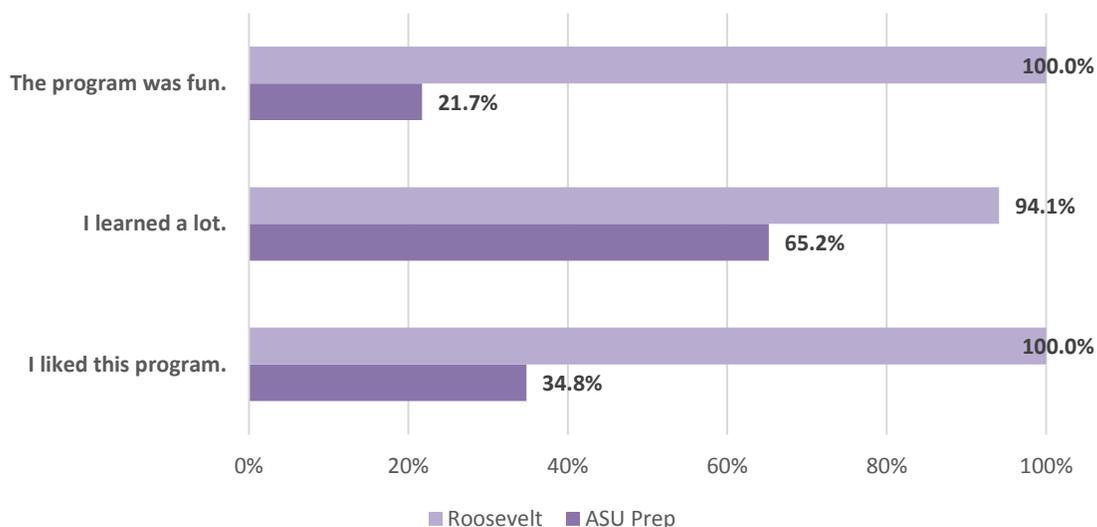


Figure 6. 4th Grade Students' Program Evaluation Ratings of Yes

5th Grade Findings

The 5th grade pre- and post-surveys were collected from both sites and included matched data from 60 students for this pilot.

Demographics

Roosevelt: There were 36 5th grade students with matched pre- and post-surveys from Roosevelt. As reported on the pre-survey, the students were 24 girls (66.7%) and 12 boys (33.3%). Students' reported ages were 10 (n = 25, 69.4%), and 11 (n = 9, 25.0%) (two students did not report their age).

ASU Prep: There were 24 5th grade students with matched pre- and post-surveys from ASU Prep. As reported on the post-survey, students were 15 girls (62.5%) and 9 boys (37.5%). The students' reported ages were 10 (n= 10, 41.7%) and 11 (n= 14, 58.3%).

Knowledge items

The 5th grade surveys included 21 knowledge items related to abuse, bribes, bullying, cyberbullying, emotional abuse, force, gifts, internet predators, neglect, personal boundaries, personal safety, physical abuse, private body parts, RESIST, safe adult, secrets, social networking, and tricks (see Table 8). These items were asked on a Yes, Maybe, No, I Don't Know scale. Next, students were asked to fill in the correct word to complete each of the five safety rules. Then students were presented the first letter of each RESIST strategy and asked to select the word that corresponds with the first letter. For example, R= and the choices were run or repeat. Next, students were presented with five story type items and asked to select the best choice for how to respond to the situation from the four possible answers. Lastly, three program evaluation items were asked at the end of the post-survey to gauge what the students thought about the program.

Table 8
5th Grade - Key Terms

<i>Abuse</i>	X
<i>Bribes</i>	X
<i>Bullying</i>	X
<i>Cyberbullying</i>	X
<i>Emotional abuse</i>	X
<i>Force</i>	X
<i>Gifts</i>	X
<i>Internet Predators</i>	X
<i>Neglect</i>	X
<i>Personal Boundaries</i>	X
<i>Personal safety</i>	X
<i>Physical abuse</i>	X
<i>Private body parts</i>	X
<i>RESIST</i>	X
<i>Safe adult</i>	X
<i>Secrets</i>	X
<i>Social Networking</i>	X
<i>Trick</i>	X

Roosevelt

For Roosevelt, the 21 5th grade survey knowledge items, pre- to post-survey differences ranged from -3.4 to 38.6%, with an average 15.1% positive difference across all items. Some of the items with the largest knowledge gains pertained to emotional abuse (38.6%), child neglect material items (32.5%), number of safety rules (28.7%), safe adults (25.3%), words (25.0%), private body parts (24.5%), internet predator (21.2%) and being special (18.3%). The only item with a reduction in knowledge pertained to rules (-3.4%) which had a post-survey knowledge correct score of 88.2%. For the safety rule set of items, students were asked to fill in the correct word to complete each safety rule. Safety rule knowledge differences ranged from 5.6% to 30.4%, with an average 14.3% positive difference knowledge score across all safety rules. The RESIST Strategy items had knowledge differences ranging from 5.3% to 25%, with an average 17.1% positive difference knowledge score across all RESIST items. The five story items had knowledge difference scores ranging from -0.2% to 13.2%, with an average of 8.2% positive knowledge difference.

ASU Prep

For ASU Prep, the 21 5th grade survey knowledge items, pre- to post-survey differences ranged from -4.2% to 25.0%, with an average 8.5% positive difference across all items. The items with the largest knowledge gains pertained to child abuse, child neglect material things, child abuse laws (25.0%, each), cyberbullying, and emotional abuse (20.8%, each). Items about being special, individual safety, and private body parts being private had no change in knowledge from the pre- to the post-survey. The item about being special had a 45.8% knowledge correct score. At post-survey, 25.0% of students' reported that they didn't know if they were special which was 5 more than at the time of the pre-survey. The individual safety and private body parts items had 100% knowledge correct scores. Like Roosevelt, the one item with a reduction in knowledge pertained to rules (-4.2%) and had a post-survey knowledge correct score of 95.8%. There was one additional item with a reduced knowledge correct score and it pertained to bullying, making fun of me once, with a post-survey score of 87.5%. Students were asked to fill in the correct word to complete each safety rule. Safety rule knowledge differences ranged from 4.3% to 33.3%, with an average 15.0% positive difference knowledge score across all safety rules. The RESIST Strategy items had knowledge differences ranging from 4.2% to 25.0%, with an average 20.1% positive difference knowledge score across all RESIST items. The five story items

had knowledge difference scores ranging from 0.0% to 16.7%, with an average of 5.0% positive knowledge difference.

Program Evaluation

On the post-survey, 5th grade students were asked to evaluate the program by responding to three items on a Yes, Maybe, No, I Don't Know scale. Roosevelt students' program evaluation yes ratings were extremely positive and ranged from 91.4% to 100%. The item with the highest rating for Roosevelt was "I liked the program" (100%). ASU Prep 5th grade students' yes ratings were lower and ranged from 45.8% to 66.7%. The item with the highest rating for ASU Prep was "I learned a lot" (66.7%) (see Figure 7). When combining the yes and maybe category responses, the ASU Prep students' program evaluation ratings were more positive and ranged from 70.8% to 83.3%.

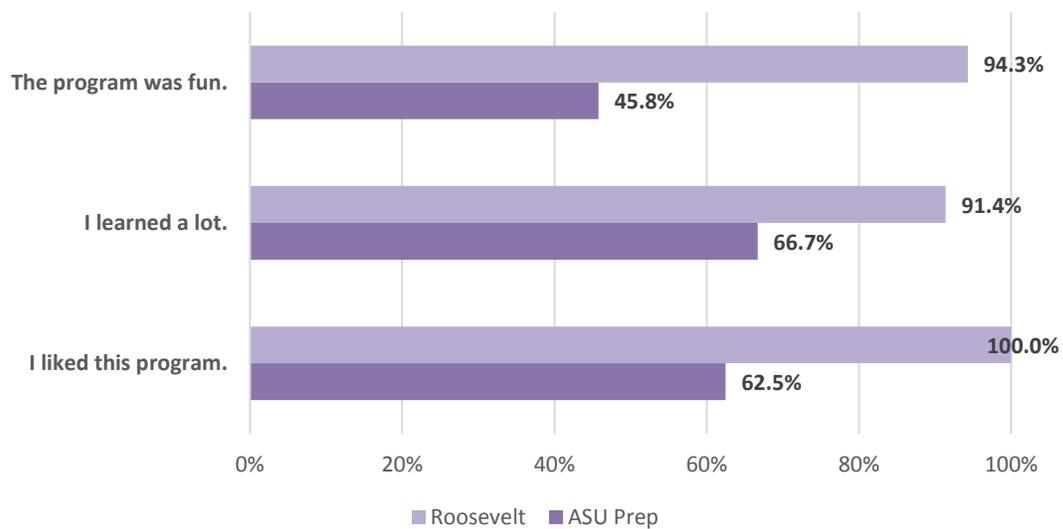


Figure 7. 5th Grade Students' Program Evaluation Ratings of Yes

6th Grade Findings

The 6th grade pre- and post-surveys were collected from both sites and included matched data from 98 students for this pilot.

Demographics

Roosevelt: There were 21 6th grade students with matched pre- and post-surveys from Roosevelt. As reported on the pre-survey, the students were 11 girls (52.4%) and 10 boys (47.6%). Students' reported ages were 11 (n = 13, 61.9%) and 12 (n = 8, 38.1%). Students' reported language spoken at home as both English and Spanish (n = 12, 57.1%), English (n = 5, 23.8%), Spanish (n = 3, 14.3%), and Other (n = 1, 4.8%). Students' ethnicity was reported as Latino (n = 9, 42.9%), Other (n = 8, 38.1%), White (n = 4, 19.0%), and Native (n = 1, 4.8%). No Roosevelt students' reported being African American/Black or Asian (students were able to select more than one category) (see Figure 8 for both Roosevelt and ASU Prep 6th grade students' reported ethnicity).

ASU Prep: There were 77 6th grade students with matched pre- and post-surveys from ASU Prep. As reported on the pre-survey, students were 42 boys (55.3%) and 34 girls (44.7%) (gender was not reported by one student). The students' reported ages were 10 (n = 1, 1.3%), 11 (n = 37, 48.1%), 12 (n = 37, 48.1%), and 13 (n = 1, 1.3%). Students' reported language spoken at home as English (n = 32, 48.5%), both English and Spanish (n = 26, 39.4%), Spanish (n = 4, 6.1%) and Other (n = 4, 6.1%) (not all students reported their language spoken at home). Students' ethnicity was reported as Latino (n = 36, 48.0%), White (n = 15, 20.0%), African American or Black (n = 13, 17.3%), Other (n = 13, 17.3%), Asian (n = 5, 6.7%), and Native (n = 4, 5.3%). their ethnicity.)

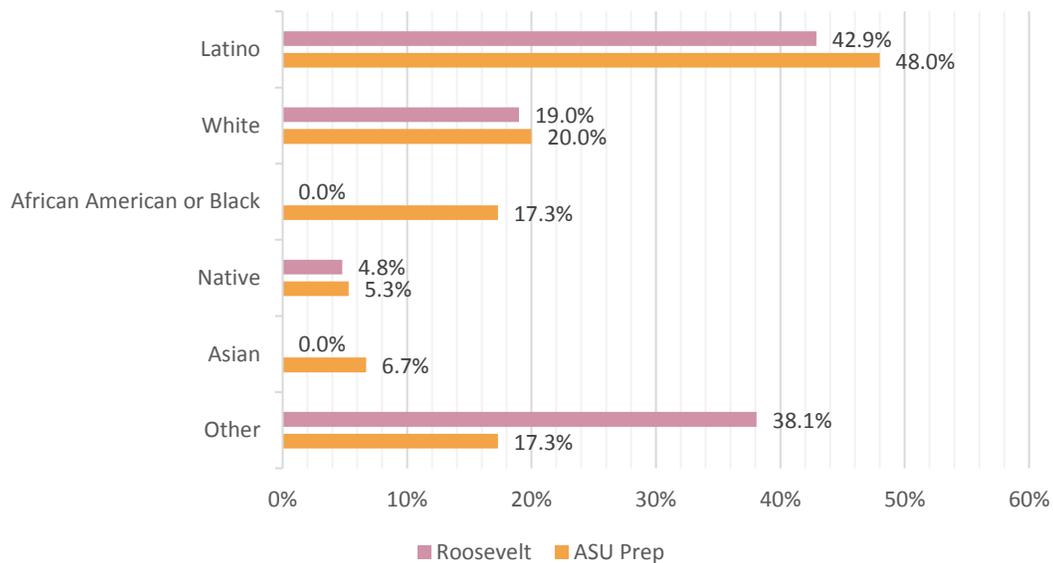


Figure 8. 6th Grade Students' Reported Ethnicity

Knowledge items

The 6th grade surveys included 20 knowledge items related to abuse, bullying, cyberbullying, emotional abuse, manipulation, neglect, personal boundaries, personal safety, physical abuse, pornography, prevention, puberty, RESIST, safe adult, sexual abuse, and social networking (see Table 9). These items were asked on a Yes, Maybe, No, I Don't Know scale. Next, students were asked to fill in the correct word to complete each of the five safety rules. Then students were presented the first letter of each RESIST strategy and asked to select the word that corresponds with the first letter. For example, R= and the choices were run or repeat. Next, students were presented with five story type items and asked to select the best choice for how to respond to the situation from the four possible answers. Lastly, six program evaluation items were asked at the end of the post-survey to gauge what the students thought about the program.

Roosevelt

For Roosevelt, the 20 6th grade survey knowledge items, pre- to post-survey differences ranged from -14.3% to 33.3%, with an average 9.5% positive difference across all items. Some of the items with the largest knowledge gains pertained to child neglect material items (33.3%), emotional abuse (23.3%), internet predator (21.7%), physical abuse (19.0%) and words (19.0%). The two items with a reduction in knowledge pertained to private body parts being private (-14.3%) and sexual abuse (-5.0%). Both of these items had a post-survey knowledge correct score of approximately 85.0%. Items on individual safety (post-survey 90.5%), rules (post-survey 100.0%) and cyberbullying (post-survey 47.6%) showed no change in knowledge. For the safety rule set of items, students were asked to fill in the correct word to complete each safety rule. Safety rule knowledge differences ranged from -5.0% to 21.6%, with an average 5.9% positive difference knowledge score across all safety rules. The RESIST Strategy items had knowledge differences ranging from -.5% to 23.6%, with an

Table 9
6th Grade - Key Terms

<i>Abuse</i>	X
<i>Bullying</i>	X
<i>Cyberbullying</i>	X
<i>Emotional abuse</i>	X
<i>Manipulation</i>	X
<i>Neglect</i>	X
<i>Personal Boundaries</i>	X
<i>Personal safety</i>	X
<i>Physical abuse</i>	X
<i>Pornography</i>	X
<i>Prevention</i>	X
<i>Puberty</i>	X
<i>RESIST</i>	X
<i>Safe adult</i>	X
<i>Sexual abuse</i>	X
<i>Social Networking</i>	X

average 10.8% positive difference knowledge score across all RESIST items. The five story items had knowledge difference scores ranging from -14.3% to 14.3%, with an average of .1% positive knowledge difference.

ASU Prep

For ASU Prep, the 20 6th grade survey knowledge items, pre- to post-survey differences ranged from -1.6% to 18.2%, with an average 6.2% positive difference across all items. The items with the largest knowledge gains pertained to tricks (18.2%), safe adults (18.0%), child neglect material things (15.0%), emotional abuse (14.7%), and sexual abuse (13.3%). Three items had a reduction in knowledge and pertained to adults being responsible (-1.6%), number of safety rules (-1.3%), and internet predator (-1.3%). The adults responsible item had a post-survey correct score of 75.0%. The internet predator item had a 44.4% post-survey knowledge score. The item about the number of safety rules (stated as 10 rather than the correct number of 5) was a tricky question. Students were asked to fill in the correct word to complete each safety rule. Safety rule knowledge differences ranged from 0.0% to 17.1%, with an average 6.0% positive difference knowledge score across all safety rules. The RESIST Strategy items had knowledge differences ranging from 2.7% to 15.6%, with an average 8.5% positive difference knowledge score across all RESIST items. The five story items had knowledge difference scores ranging from -2.5% to 4.1%, with an average of 1.3% positive knowledge difference.

Program Evaluation

On the post-survey, 6th grade students were asked to evaluate the program by responding to six items. Four of the items were quantitative and had a scale of Yes, Maybe, No, I Don't Know. Two items were qualitative and included "What one thing would you change about the program?" and "Anything else that you would like to share?"

Roosevelt students' program evaluation yes ratings varied and ranged from 52.4% to 81.0%. The two items with the highest ratings for Roosevelt were "The activities were helpful" and "I would recommend this program to a friend" (81.0%, each). ASU Prep 6th grade students' yes ratings were lower and ranged from 48.7% to 63.2%. The item with the highest rating for ASU Prep was "The activities were helpful" (63.2%). While over three-quarters of Roosevelt students would recommend the program to a friend, only half of the ASU Prep students would make this recommendation (see Figure 9). When combining the yes and maybe category responses, the ASU Prep students' program evaluation ratings were more positive and ranged from 76.3% to 78.9%.

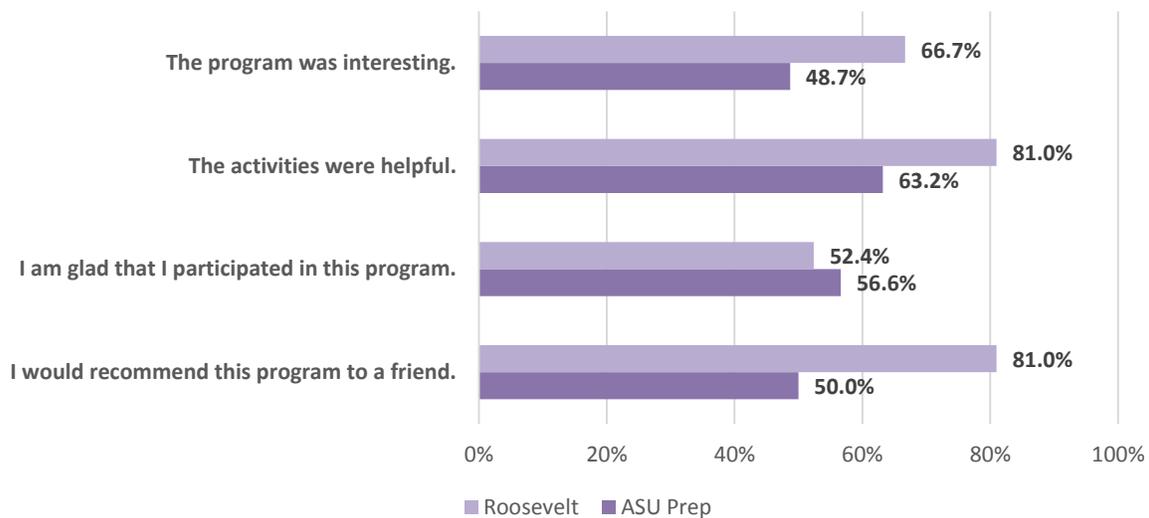


Figure 9. 6th Grade Students' Program Evaluation Ratings of Yes

One change

As mentioned, students were also asked to respond to an open-ended item regarding the one thing they would change about the program. For Roosevelt, responses included not knowing what to change, classes needing to be longer, the addition of more rules, the recommendation that parents should attend with their children, teaching of more safety related topics, and change nothing was reported by many students. For ASU Prep, responses included adding more than six options to the RESIST strategies, doing more physical activities during the lessons, not knowing what to change, changing length of the program, making the content less intrusive, shortening or eliminating surveys, adding more visuals, making it more interesting and fun, adding a warning about what will be taught, and changing nothing (see Appendix A for all responses in students' own words).

Anything else

Students also were asked to share anything else about the program in an open-ended question. Some of the Roosevelt students responded that the program was great and helpful, with appreciation and the response of no (that they didn't have anything else to share). ASU Prep students responded that it was interesting, could add what to do if bullied, have an option for students to make a poster for everyone to see, and expressed appreciation for the program, and had with nothing else to share. One student also divulged that he or she was abused at another school (see Appendix B for all responses in students' own words regarding anything else to share).

7th/8th Grade Findings

As mentioned previously, no data for 7th and 8th grades were included in this pilot report due to the low student number of matched surveys and no post-surveys for one site.

High School Grade Levels

High school surveys were collected in the spring of 2017 at the ASU Prep site (the high school program and surveys were not administered at Roosevelt since it is an Elementary School District). Surveys were administered using the online data gathering tool, Qualtrics. SIRC staff created the online pre- and post-surveys and shared the survey links with school social workers/counselors. Students were provided the link on the day of survey administration. As was the case with the paper surveys in the elementary grades, high school students were provided a unique identification number and were instructed to enter the number into a field in the online survey. All surveys were confidential. At the time of the post-survey, counselors used their list of students with unique identification numbers to reassign the unique numbers to each student. Each students' unique identification number was used to link students' pre- and post-surveys in the electronic data file. There were 282 9th through 12th grade students with matched pre- and post-survey data. The following section summarizes the data findings for the high school grade levels.

High School Demographics

9th Grade

There were 78 9th grade students with matched pre- and post-surveys from ASU Prep. In 9th grade, as reported on the pre-survey, students were 42 females (53.8%) and 34 males (43.6%). One student selected write-in and wrote transgender. One student selected prefer not to respond. The students' reported ages were 13 (n = 1, 1.3%), 14 (n = 23, 29.5%), 15 (n = 49, 62.8%), 16 (n = 4, 5.1%), and 19 (n = 1, 1.3%). Students' reported language spoken at home as English (n = 39, 50.0%), both English and Spanish (n = 36, 46.2%), Spanish (n = 2, 2.6%) and Other (n = 1, 1.3%). Students' ethnicity was reported as Hispanic/Latino (n = 56, 71.8%), White (n = 15, 19.2%), African American or Black (n = 9, 11.5%), American Indian or Alaskan Native (n = 3, 3.8%), Asian or Pacific Islander (n = 6, 7.7%), and Other Ethnicity (n = 6, 7.7%) (students were

able to select more than one category). Three students preferred not to answer (see Figure 10 at the end of this demographics section for high school students' reported ethnicity).

10th Grade

There were 77 10th grade students with matched pre- and post-surveys from ASU Prep. In 10th grade, as reported on the pre-survey, students were 43 females (55.8%) and 31 males (40.3%). Three students preferred not to respond. The students' reported ages were 14 (n = 1, 1.3%), 15 (n = 36, 46.8%), 16 (n = 39, 50.6%), and 17 (n = 1, 1.3%). Students' reported language spoken at home as English (n = 35, 46.1%), both English and Spanish (n = 38, 50.0%), Spanish (n = 2, 2.6%) and Other (n = 1, 1.3%). Students' ethnicity was reported as Hispanic/Latino (n = 59, 76.6%), White (n = 9, 11.7%), African American or Black (n = 11, 14.3%), American Indian or Alaskan Native (n = 4, 5.2%), Asian or Pacific Islander (n = 6, 7.8%), and Other Ethnicity (n = 4, 5.2%) (students were able to select more than one category). Three students preferred not to answer.

11th Grade

There were 69 11th grade students with matched pre- and post-surveys from ASU Prep. In 11th grade, as reported on the pre-survey, students were 41 females (59.4%) and 27 males (39.1%). One student selected prefer not to respond. The students' reported ages were 16 (n = 29, 42.0%), 17 (n = 39, 56.5%), and 18 (n = 1, 1.4%). Students' reported language spoken at home as English (n = 29, 42.0%), both English and Spanish (n = 32, 46.4%), Spanish (n = 6, 8.7%) and Other (n = 2, 2.9%). Students' ethnicity was reported as Hispanic/Latino (n = 49, 71.0%), White (n = 11, 15.9%), African American or Black (n = 9, 13.0%), American Indian or Alaskan Native (n = 1, 1.4%), Asian or Pacific Islander (n = 3, 4.3%), and Other Ethnicity (n = 2, 2.9%) (students were able to select more than one category). Five students preferred not to answer.

12th Grade

There were 58 12th grade students with matched pre- and post-surveys from ASU Prep. In 12th grade, as reported on the pre-survey, students were 32 females (55.2%) and 23 males (39.7%). Three students selected prefer not to respond. The students' reported ages were 17 (n = 29, 50%), 18 (n = 26, 44.8%), and 19 (n = 3, 5.2%). Students' reported language spoken at home as English (n = 26, 44.8%), both English and Spanish (n = 24, 41.4%), Spanish (n = 6, 10.3%) and Other (n = 2, 3.4%). Students' ethnicity was reported as Hispanic/Latino (n = 44, 75.9%), White

(n = 7, 12.1%), African American or Black (n = 8, 13.8%), American Indian or Alaskan Native (n = 2, 3.4%), and Asian or Pacific Islander (n = 3, 5.2%). One student preferred not to answer.

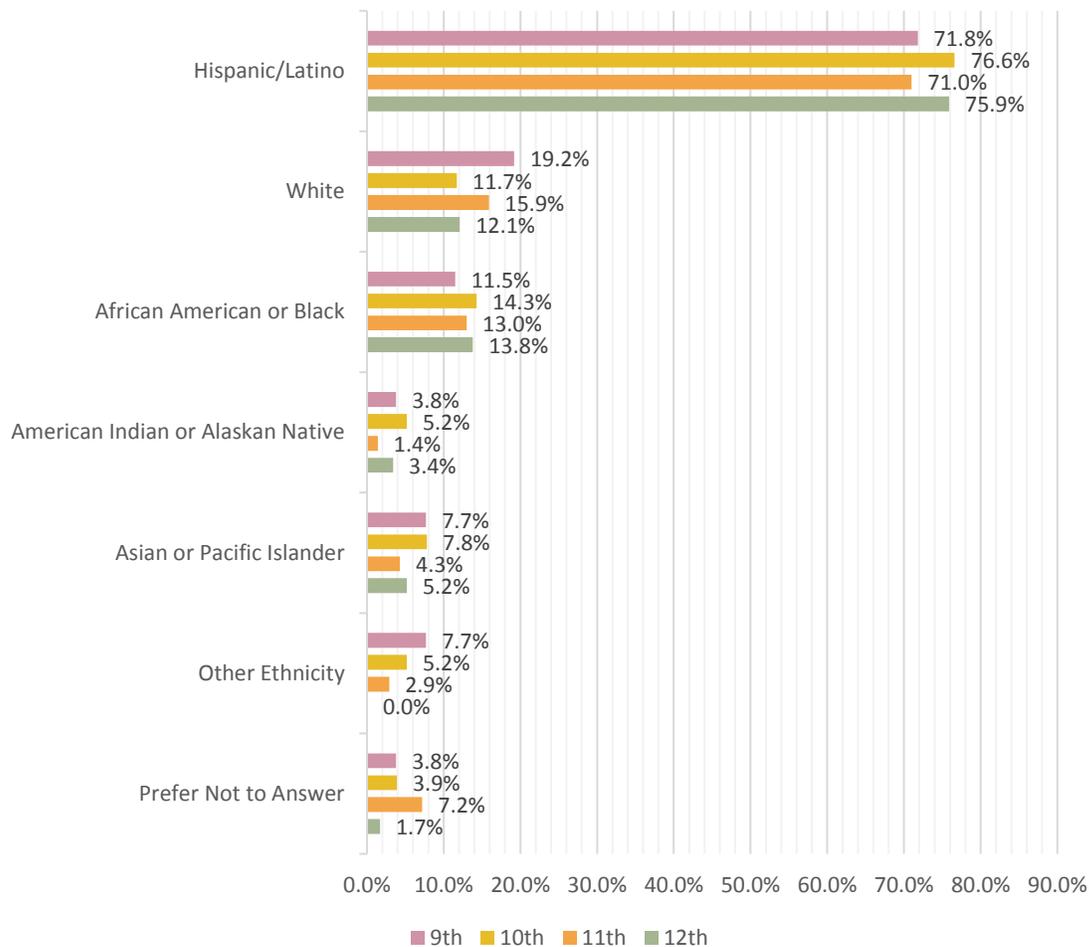


Figure 10. High School Students' Reported Ethnicity

Knowledge items

The high school surveys (9th - 12th grades) included 26 knowledge items related to autonomy, bullying, consent, cyber abuse, cyberbullying, emotional abuse, grooming, healthy relationships, physical abuse, public and permanent information, RESIST, safe adult, and sexual abuse (see Table 10). These items were asked on a 5-point Likert type scale of Strongly Disagree to Strongly Agree. Next, students were presented the first letter of each RESIST strategy and asked to select the word that corresponds with the first letter from a choice of three words. For example, R= and the choices were reach, repeat or run. Next, students were presented with eight scenario

items and asked to select the best choice for how to respond to the situation from the four possible answers. Demographic items followed the scenario questions. On the post-survey, thirteen program evaluation items were asked at the end to gauge what the students thought about the program. Ten of the items were quantitative and three were qualitative.

9th Grade Findings

For 9th grade, the 26 survey knowledge items pre- to post-survey differences ranged from -9.0% to 15.8%, with an average 2.9% positive difference across all items. The items with the largest knowledge gains pertained to safe adults (15.8%), abuse over the internet (15.4%), neglected children worse in school (12.5%), and bullying long term effects (10.3%). The items with a reduction in knowledge pertained to abuse by someone not known (-9.0%), child neglect ages (-7.7%), internet predator steal (-5.9%), bullying making fun of me once (-6.4%), child abuse (-5.6%), bullying physical and emotional, physical abuse (-5.1%, each), reported abuse most common (-1.3%) and sexual abuse touching (-1.2%). Post-survey knowledge correct scores for all but one of these reduced knowledge items ranged from 25.6% to 91.0%. For the item regarding most reported type of abuse, students were not explicitly given this information in the curriculum and thus had a post-survey knowledge correct score of 5.2%. Only one item showed no change in knowledge (i.e., neglect - not given what is needed) and it had a post-survey knowledge correct score of 67.9%. The RESIST Strategy items had knowledge differences ranging from 3.9% to 28.6%, with an average 16.7% positive difference knowledge score across all RESIST items. The eight scenario items had knowledge difference scores ranging from -5.1% to 17.9%, with an average of 8.5% positive knowledge difference.

Table 10
HS Key Terms

<i>Autonomy</i>	X
<i>Bullying</i>	X
<i>Consent</i>	X
<i>Cyber abuse</i>	X
<i>Cyberbullying</i>	X
<i>Emotional abuse</i>	X
<i>Grooming</i>	X
<i>Healthy relationships</i>	X
<i>Physical abuse</i>	X
<i>Public and Permanent Info</i>	X
<i>RESIST</i>	X
<i>Safe adult</i>	X
<i>Sexual abuse</i>	X

10th Grade Findings

For 10th grade, the 26 survey knowledge items pre- to post-survey differences ranged from -10.3% to 20.0%, with an average 1.0% positive difference across all items. The items with the largest knowledge gains pertained to rules (20.0%), abuse by someone with power (13.0%), safe adults (9.5%), neglected children worse in school (8.2%), child abuse (7.8%), child neglect material things (6.5%), and physical abuse (5.5%). The items that had a reduction in knowledge pertained to internet predator steal (-10.3%), sexual abuse touching (-7.8%), personal information (-6.5%), abuse by someone not known (-6.1%), individual safety (-5.4%), bullying making fun of me once (-4.7%), number of safety rules (-4.1%), emotional abuse (-3.9%), bullying long term effects (-2.6%), deserving safety (-2.6%), internet safety ability to delete (-1.3%), child neglect ages (-1.3%), and sexual activity illegal (-1.3%). For all but one item, the items with reduced knowledge had post-survey correct scores ranging from 52.6% to 89.6%. The one item regarding number of safety rules seemed to be a trick question (asking if 10 was the correct number rather than the 5 safety rules) and had a post-survey knowledge correct score of 3.9%. The RESIST Strategy items had knowledge differences ranging from 1.4% to 21.5%, with an average 10.1% positive difference knowledge score across all RESIST items. The eight scenario items had knowledge difference scores ranging from -5.1% to 10.1%, with an average of 2.1% positive knowledge difference.

11th Grade Findings

For 11th grade, the 26 survey knowledge items pre- to post-survey differences ranged from -11.6% to 20.8%, with an average 4.3% positive difference across all items. The items with the largest knowledge gains pertained to safe adults (20.8%), child abuse (14.2%), many states anti-bullying laws (13.0%), child neglect material things (13.0%), internet predator steal (12.8%), and sexual activity illegal (11.4%). The items that had a reduction in knowledge pertained to physical abuse (-11.6%), reported abuse most common (-10.1%), abuse by someone not known (-4.3%), bullying making fun of me once (-2.2%), bullying physical and emotional (-1.4%), and words can be abusive (-1.4%). For all but one item, the items with reduced knowledge had post-survey correct scores ranging from 23.2% to 94.2%. For the item regarding most reported type of abuse, students were not explicitly given this information in the curriculum and thus had a post-survey knowledge correct score of 2.9%. Two items showed no change in knowledge (i.e., bullying long term effects and deserving safety) and each had a post-survey knowledge correct score of 78.3% and 95.7%, respectively. The RESIST Strategy items had knowledge differences

ranging from 1.4% to 20.3%, with an average 11.3% positive difference knowledge score across all RESIST items. The eight scenario items had knowledge difference scores ranging from -12.0% to 21.8%, with an average 4.2% positive knowledge difference.

12th Grade Findings

For 12th grade, the 26 survey knowledge items pre- to post-survey differences ranged from -20.7% to 12.9%, with an average -1.8% difference across all items. The items with the largest knowledge gains pertained to many states' anti-bullying laws (12.9%), rules (12.1%), safe adults (10.3%), child abuse (6.8%), neglect – not given what is needed (4.4%) and neglected children worse in school (3.6%). The items that had a reduction in knowledge pertained to abuse by someone not known (-20.7%), abuse by someone with power (-11.5%), child neglect material things (-11.0%), reported abuse most common (-10.8%), internet predator steal (-10.5%), child neglect ages (-8.6%), individual safety (-6.8%), bullying making fun of me once (-5.4%), physical abuse (-4.7%), sexual abuse touching (-3.8%), bullying physical and emotional (-3.4%), personal information (-3.4%), deserving safety (-1.7%), sexual activity illegal (-0.3%), and emotional abuse (-0.2%). For these items with reduced knowledge, excluding one, post-survey knowledge correct ranged from 30.4% to 94.8%. For the item regarding most reported type of abuse, students were not explicitly given this information in the curriculum and thus had a post-survey knowledge correct score of 3.4%. The RESIST Strategy items had knowledge differences ranging from 0.0% to 18.9%, with an average 8.9% positive difference knowledge score across all RESIST items. The eight scenario items had knowledge difference scores ranging from -11.9% to 20.2%, with an average 0.6% positive knowledge difference.

Program Evaluation

Program evaluation data are presented for 10th through 12th grades. There are no 9th grade program evaluation data due to an error during survey administration; indeed, for the post-survey, 9th grade students were given the link to the pre-survey and not the post-survey. Thus, since program evaluation items are not contained in the pre-survey, 9th grade students were not given the opportunity to evaluate the program.

On the post-survey, 10th to 12th grade students were asked to evaluate the program by responding to 13 items. Ten of the items were quantitative and had a 5-point Likert scale of Strongly Disagree to Strongly Agree. Items included “I learned ways to prevent child abuse,” “I am better prepared to keep myself safe,” and “I would recommend this program to a friend.”

Three items were qualitative and included “What did you like about the Childhelp Speak Up Be Safe Program,” “What would you change about the Childhelp Speak Up Be Safe Program,” and “Any other comments about the Childhelp Speak Up Be Safe Program?”



The 10th grade students' program evaluation ratings of agree and strongly agree ranged from 56.0% to 81.3%. On average, 71.4% of 10th graders rated the program positively with agree and strongly agree ratings. The three items with the highest ratings had to do with learning ways to prevent child abuse, child neglect and being better prepared to protect oneself against child abuse (81.3%, each). More than half of 10th graders would recommend the Childhelp Speak Up Be Safe Program to a friend (62.7%) (see Figure 11 for 10th through 12th grade student program evaluation ratings).

The 11th grade students' program evaluation ratings of agree and strongly agree were similar to 10th grade ratings and ranged from 51.5% to 83.8%. On average, 69.3% of 11th graders rated the program positively with agree and strongly agree ratings. The three items with the highest ratings had to do with learning ways to keep oneself safe (83.8%), being better prepared to protect oneself against child abuse (82.4%), and being better prepared to keep themselves safe (80.9%). More than half of 11th graders would recommend the Childhelp Speak Up Be Safe Program to a friend (60.3%).

The 12th grade students' program evaluation ratings of agree and strongly agree were slightly higher than 10th and 11th grade ratings and ranged from 62.5% to 87.3%. On average, 75.9% of 12th graders rated the program positively with agree and strongly agree ratings. The three items with the highest ratings had to do with being better prepared to keep themselves safe (87.3%), learning ways to keep themselves safe (85.5%), and being better prepared to protect themselves against child abuse (83.9%). Like 10th and 11th grade students, more than half of 12th graders would recommend the Childhelp Speak Up Be Safe Program to a friend (66.1%).

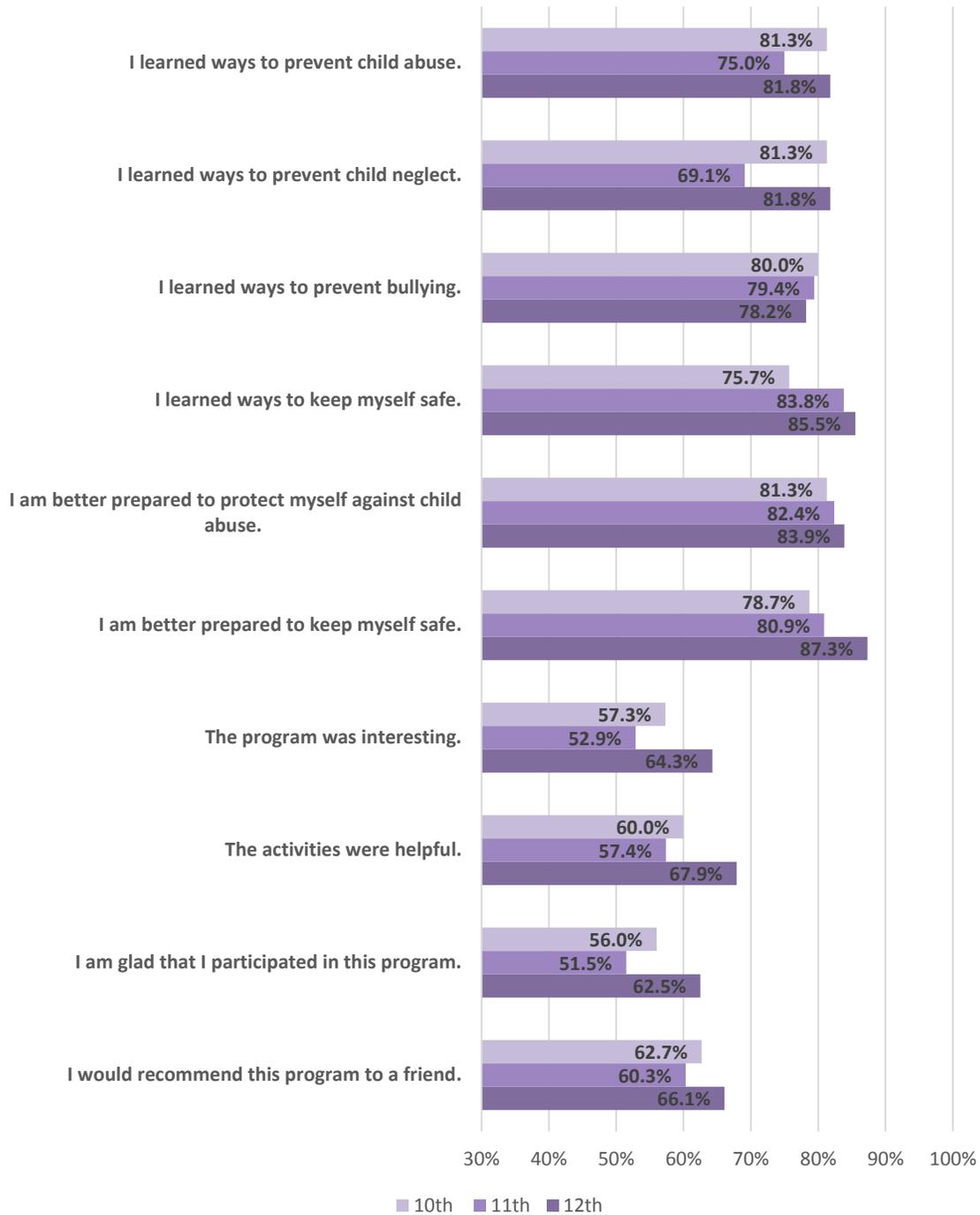


Figure 11. 10th - 12th Grade Students' Evaluation Ratings of Agree and Strongly Agree

Examining the program evaluation data across all 10th through 12th graders, 72.2% of high school students rated the Childhelp Speak Up Be Safe Program positively with agree or strongly agree ratings. More than 80% said they learned ways to keep themselves safe, that they are better

prepared to protect themselves against child abuse, and that they are better prepared to keep themselves safe. Lastly, 63.0% would recommend the program to a friend.

Like about the program

As mentioned, students also were asked to respond to an open-ended item regarding what they liked about the program. The 10th grade student responses included providing choices and real life scenarios, how it is taught, teaching about safety, providing helpful information, being informative and interactive, preventing bullying techniques, fun activities, getting markers and learning the right things to do. Some students' reported nothing when asked what they liked about the program. The 11th grade student responses included learning ways to protect oneself, being made aware, providing scenarios, interacting with other students, the prevention aspect to the curriculum, learning the RESIST Strategies, taking the surveys, and everything. The 12th grade student responses included the class discussions, learning about abuse, how to be safe, how to protect oneself, the scenarios, the short length, bringing awareness to the issue of child safety, learning types of abuse, the pace, the safety rules, and providing a description of a healthy relationship (see Appendix C for High School Student Responses to what they liked about the program by grade level in students' own words).

Change about the program

Students also were asked to respond to an open-ended item regarding what they would change about the program. The 10th grade students' responses included changing to have the program all in one day, better scenarios, more realistic reactions, non-repeated examples, make it more interesting, less lecture style, decrease amount of surveys, make activities more fun, shorten length of program, and do not take up class time. Many students said they would not change a thing. The 11th grade students' responses included keeping it more engaging and hands-on, have fewer scenarios of men abusing women, make it more interactive and realistic, teaching more about the severity of the issues and not just providing general knowledge, talk more about how to protect oneself, make scenarios more different in theme and responses, more activities and prizes, and increase student involvement throughout program. Some students said nothing and one student said the program was a waste of time and needed to be more realistic. The 12th grade students' responses included adding role play activities, improving activities, adding more examples that are current, to make the program more interactive, more practices using the scenes or scripts, introduce to a younger audience, more engaging activities, make scenarios more age appropriate, and less redundant scenarios. One student said the program was cheesy,

blamed the victim, and felt like a waste of time. However, one student said the program was very effective and not to change anything. Also, another student hoped it could be at every school. Many students said nothing should be changed (see Appendix D for all responses in students' own words).

Other comments

Students also were asked to share any other comments about the program in an open-ended question. The 10th grade students' responses included having hands-on self-defense classes to go along with the curriculum, loving how helpful the program was, being made available in every school and that it was nice. Some students said nothing to add. Two students disliked the program. The 11th grade students' responses included students need to take it more seriously, important issue to be discussing, add more emphasis on mental health, gender diversity, and sexual orientation, making the program a more regular offering, add more interesting activities, and do not offer the program at the very end of the year. Some students said that they had nothing to add. One student disliked the program. One student said he or she was glad to have had the opportunity to participate in the program. Another student said it was a great program. The 12th grade students' responses included it was interesting, to tell your parents, you have a choice, appreciation and nothing to else to add. One student said he or she loved the program! (see Appendix E for all responses in students' own words regarding any other comments to share).



Focus Group Data

Methodology

At the conclusion of the pilot implementation of the Childhelp Speak Up Be Safe curriculum in the Roosevelt Elementary School District (PreK to 8th grades) and the Arizona State University Preparatory Academy (K to 12th grades), focus groups were held with the social workers and counselors to identify their experiences in using the online training modules, delivering the curriculum, and conducting pre- and post-survey administration. Their feedback will be used to update and edit the curriculum, training, and surveys in preparation for the larger randomized control trial. Prior to the focus group meetings, each counselor signed a consent letter explaining the purpose and logistics. Participation was voluntary and confidential.

Focus group questions about the curriculum, on-line facilitator training, and survey administration had been drafted, reviewed by the Director of Curriculum for Childhelp, and approved by ASU's Internal Review Board (IRB).

There were five questions/topics specific to the Childhelp Speak Up Be Safe curriculum:

- (1) What were the most important messages students took from the lessons you facilitated?
- (2) To what extent were the lesson concepts and skills appropriate to the age group/grade level you facilitated?
- (3) Which lesson activities seemed to help students learn the Childhelp Speak Up Be Safe safety rules the most?
- (4) What concerns or questions about the lesson content/activities did students express during the lessons?
- (5) How much of each lesson were you able to get through given the 45-minute time frame?

Questions were also asked about the helpfulness of the online training modules:

- (6) What modules/segments of the online social worker/counselor training helped you the most in preparing to facilitate the Childhelp Speak Up Be Safe curriculum? What suggestions do you have for improving the lesson content and/or format, and/or online training?

A third set of questions focused on survey administration, direction and timeframe:

- (7) To what extent were most students able to follow the survey directions and complete the survey in the given amount of time? What suggestions do you have for improving the survey process and/or survey script?

A final statement asked: Tell us about some of the positive and negative experiences you had overall with the pilot.

The first focus group was held on April 21, 2017, from 8:45 – 10:15 a.m., at the elementary school district office with the 12 social workers (11 Females, 1 Male) in that school district who facilitated the curriculum. Two members of the SIRC evaluation team facilitated the session; one team member led the discussion and the other took notes. Social workers/counselors were given large sheets of paper and, based on the grade level(s) they facilitated, asked to jot down their thoughts/responses to each question as it was posed to them. The focus group facilitators set time frames for written responses (no names of counselors were written on the documents) and then asked the social workers/counselors to share their most important comments with the whole group after they responded to a particular question. This format helped ensure that the counselors were able to respond to all questions and that each person's voice was heard. The written documents were collected and data were typed into a composite document and analyzed for major themes by and across grade levels.



The second focus group was held on May 31, 2017, from 10:00 - 11:30 a.m. at the ASU Preparatory Academy with the three counselors who facilitated the curriculum for their students (K-12th grades). Two members of the SIRC evaluation team conducted the 90-minute session; one team member led the discussion and the other took notes. Similar to the first focus group, counselors were given large sheets of paper and asked to write down their response when the focus group facilitator posed questions orally. Then each counselor took turns discussing individual responses. The notes were collected and analyzed for major themes by and across grade levels.

Data from both focus groups were merged and again analyzed by and across grade levels to identify major themes and findings.

Findings

Topic #1: Important messages students took home from the curriculum:

In both focus groups, social workers/counselors reported that students were more familiar with how to use their words as well as how to identify a safe person should they feel unsafe or need to speak up when something bad is happening. A prominent sub-theme identified was the discussion surrounding internet, cellphone, and technology safety. The social workers/counselors felt it was eye-opening for students to know about internet predators and more confidently be able to identify what confidential information to share and what not to share. Also included in this was keeping certain body parts private and safe. There were instances in which social workers/counselors had discussions with students describing the difference between physical abuse and discipline. Additionally, respondents reported that students were interested in learning foundational concepts such as emotional abuse, bullying, and specific examples on what different types of abuse look like. This helped facilitate the lessons on “It’s not my fault” and RESIST strategies.

Topic #2: Appropriateness of the lesson concepts and skills for the age/grade level facilitated:

Overall, social workers/counselors felt that the content was age appropriate, however they discussed the need for shorter lessons and more activities to keep students engaged with the new concepts and skills. For the lower grades, social workers/counselors identified songs and interactive activities as helpful but also noted that some activities were cut to accommodate the content. Some respondents noted that students did not relate to the pictures yet enjoyed the RESIST strategies. For the higher grades, social workers/counselors found that concepts such as hazing and cyberbullying should start earlier, as well as discussions surrounding college and university safety issues.

Topic #3: Lesson activities that seemed to help students learn the Childhelp Speak Up Be Safe safety rules the most:

Many respondents talked about the effectiveness of repetition with the song and hand motions. Drawings and activities such as the circle of trust, personal boundaries, and bubble activity were also found to be helpful in getting the students to understand and learn the safety rules. The social workers/counselors talked about the importance of using scenarios and critical thinking opportunities and finding a way to make the scenarios less “black and white” and identifying

nuanced situations that fall in the “gray” area; they thought it would be helpful to delete a scenario or two from the lessons and have students create their own to use for discussion.

Topic #4: Concerns or questions about lesson content/activities students expressed during the lessons:

Social workers/counselors recognized certain reoccurring questions and concerns which emerged from the students while going through the lessons. A principal concern was the concept of a “real” adult and someone whom students could go to immediately should they feel unsafe. Also the concept of a trick and its many meanings became confusing to many. Some social workers/counselors noted that students were also confused about the difference between abuse, bullying, and sibling rivalry and what to do if they went to a safe adult and nothing was done, or worse, if they felt they did not have adults they trusted.

Topic #5: Amount of lesson social workers/counselors and students were able to get through given 45-minute time frame:

In each focus group, the social workers/counselors commented on how they had to rush or modify to get through certain lessons and recommended breaking the lessons into 3-4 sessions to be able to keep the students’ attention but also deliver the important concepts with time for students to adequately process and discuss. They felt there was not enough time to answer all of the questions students had.



Topic #6: Online modules/segments that helped social workers/counselors to prepare to facilitate the Childhelp Speak Up Be Safe curriculum:

Many of the respondents felt that the online modules were helpful to understanding the background knowledge on why kids do not speak up in harmful situations. They also appreciated the statistics on abuse and thought the outline of the program was specific and tangible. However, a few of the social workers/counselors commented on the repetitive nature of the modules and how you had to sit through multiple grade levels which became redundant and time consuming as the training platform is not user friendly and does not have an option to take

breaks. They would like to hear different voices and to have questions about content embedded throughout the modules to hold their interest. It was suggested that the modules should be adapted for specific groups (i.e., modules for counselors, modules for teachers, etc.).

Topic #7: Extent to which students were able to follow survey directions and complete survey in given time frame:

In both focus groups, social workers/counselors discussed a range of experiences that they felt impeded students from completing the surveys. For the lower grades, surveys were administered individually which became time consuming. The younger students also had difficulty with circling and it was suggested that an online survey may be easier. Additionally, survey questions were not numbered and numbering in the future will help to keep students on track. Further, social workers/counselors expressed concern over the wording of the consent form sent home to parents requesting permission for their child to take the surveys. Many consent forms were not returned and the social workers/counselors felt that the high reading-level of the wording and use of the phrase, "it is possible that participating in this study could cause some minor psychological discomfort for your child" scared parents off. It was suggested to change the verbiage on the survey consent as well as to combine the two consents, curriculum permission and survey permission, into just one form.

The final portion of each focus group focused on the positive and negative experiences with the pilot curriculum implementation.

Many of the social workers/counselors felt honored to share such good information/life skills and felt that students learned a lot from the program with the hope that the lessons will impact their lives in a positive way going forward. It was noted that teachers who stayed in the classroom were very helpful and this was important as teachers could then reiterate the messages of the lessons. Numerous social workers/counselors were surprised at how much students were able to retain and what good questions they posed throughout and after the curriculum. Social workers/counselors suggested more time for discussion with students as students thought critically about many of the concepts. They also recommended more scenarios which focused on situations that might occur outside of school and that might take place during summer. Additionally, it was noted that parents really appreciated the information sheets that went home with students after each lesson and that students enjoyed the take-home items such as the bracelets.

Online Training Data

Facilitator Training Impact

Another aspect of the pilot implementation was to examine training feedback provided by facilitators after participating in the online Childhelp Speak Up Be Safe training modules. Data were collected from all who participated in the online training which included the social workers/counselors from the pilot schools and other facilitators who had purchased the curriculum for use. At the end of each online curriculum training module, participants were asked a variety of statements to gauge the effectiveness and knowledge gained as a result of the module. The following data highlight a snapshot of findings from all those social workers/counselors and facilitators who completed the revised online curriculum training and survey.

Facilitators in the online Childhelp trainings represented 140 different organizations such as elementary schools, local governments, and nonprofit organizations, and were from all over the country. Some organizations had multiple participants. Participation ranged from 292 individuals registered for Universal Module 1 (UM1) to 19 individuals registered for the 11th to 12th grade course. Responses for the online surveys were collected from October 6, 2015 to April 3, 2017. Please note that participation numbers also included Childhelp staff.

Table 11: Number of Participants Who Enrolled in Each Module

Course	N	Dates
<i>Universal Module 1</i>	292	October 27, 2015 - March 30, 2017
<i>Universal Module 2</i>	226	October 6, 2015 - March 31, 2017
<i>Universal Module 3</i>	215	October 27, 2015 - March 28, 2017
<i>PreK - 2nd Grades</i>	140	October 27, 2015 – March 27, 2017
<i>3rd - 5th Grades</i>	115	October 27, 2015 – April 3, 2017
<i>6th - 8th Grades</i>	64	October 27, 2015 - March 22, 2017
<i>9th - 10th Grades</i>	20	October 27, 2015 – March 27, 2017
<i>11th - 12th Grades</i>	19	October 27, 2015 - March 27, 2017

As a part of the survey conducted at the end of each module, participants were asked to rate their level of agreement with a variety of statements meant to gauge the impact of the training. These statements utilized a Likert Scale with answers: *Strongly Agree*, *Agree*, *Neither Agree nor Disagree*, *Disagree*, and *Strongly Disagree*. In addition to questions about the impact of the program, participants were also asked to rate their knowledge about presenting child abuse curricula before and after the training. This question utilized a Likert Scale with answers: *Extremely Knowledgeable*, *Moderately Knowledgeable*, *Somewhat Knowledgeable*, and *Not at all Knowledgeable*. These are some highlights from the online training impact findings.

Universal Module (UM) 1

- **173** participants took part in the Universal Module 1 survey.
- **85%** of participants indicated they *Strongly Agree* or *Agree* that the training prepared them well to facilitate Childhelp Speak Up Be Safe.
- **79%** of participants indicated they *Strongly Agree* or *Agree* that they are highly capable of facilitating the Childhelp Speak Up Be Safe curriculum.
- **67%** of participants stated the online training kept them engaged.
- **93%** of participants indicated that after the training they were *Extremely Knowledgeable* or *Moderately Knowledgeable* about presenting child abuse curricula.

Universal Module (UM) 2

- **151** participants took part in the Universal Module 2 survey.
- **81%** of participants indicated they *Strongly Agree* or *Agree* that the training prepared them well to facilitate Childhelp Speak Up Be Safe.
- **82%** of participants indicated they *Strongly Agree* or *Agree* that they are highly capable of facilitating the Childhelp Speak Up Be Safe curriculum.
- **62%** of participants stated the online training kept them engaged.
- **91%** of participants indicated that after the training they were *Extremely Knowledgeable* or *Moderately Knowledgeable* about presenting child abuse curricula.

Universal Module (UM) 3

- **120** participants took part in the Universal Module 3 survey.
- **84%** of participants indicated they *Strongly Agree* or *Agree* that the training prepared them well to facilitate Childhelp Speak Up Be Safe.

- **88%** of participants indicated they *Strongly Agree* or *Agree* that they are highly capable of facilitating the Childhelp Speak Up Be Safe curriculum.
- **68%** of participants stated the online training kept them engaged.
- **92%** of participants indicated that after the training they were *Extremely Knowledgeable* or *Moderately Knowledgeable* about presenting child abuse curricula.

PreK – 2nd grades

- **67** participants took part in the PreK – 2nd grades survey.
- **82%** of participants indicated they *Strongly Agree* or *Agree* that the training prepared them well to facilitate Childhelp Speak Up Be Safe.
- **88%** of participants indicated they *Strongly Agree* or *Agree* that they are highly capable of facilitating the Childhelp Speak Up Be Safe curriculum.
- **71%** of participants stated the online training kept them engaged.
- **89%** of participants indicated that after the training they were *Extremely Knowledgeable* or *Moderately Knowledgeable* about presenting child abuse curricula.

3rd – 5th grades

- **56** participants took part in the 3rd – 5th grades survey.
- **84%** of participants indicated they *Strongly Agree* or *Agree* that the training prepared them well to facilitate Childhelp Speak Up Be Safe.
- **89%** of participants indicated they *Strongly Agree* or *Agree* that they are highly capable of facilitating the Childhelp Speak Up Be Safe curriculum.
- **64%** of participants stated the online training kept them engaged.
- **94%** of participants indicated that after the training they were *Extremely Knowledgeable* or *Moderately Knowledgeable* about presenting child abuse curricula.

6th – 8th grades

- **34** participants took part in the 6th – 8th grades survey.
- **82%** of participants indicated they *Strongly Agree* or *Agree* that the training prepared them well to facilitate Childhelp Speak Up Be Safe.
- **82%** of participants indicated they *Strongly Agree* or *Agree* that they are highly capable of facilitating the Childhelp Speak Up Be Safe curriculum.
- **71%** of participants stated the online training kept them engaged.
- **94%** of participants indicated that after the training they were *Extremely Knowledgeable* or *Moderately Knowledgeable* about presenting child abuse curricula.

9th – 10th grades

- 13 participants took part in the 9th – 10th grades survey.
- 77% of participants indicated they *Strongly Agree* or *Agree* that the training prepared them well to facilitate Childhelp Speak Up Be Safe.
- 85% of participants indicated they *Strongly Agree* or *Agree* that they are highly capable of facilitating the Childhelp Speak Up Be Safe curriculum.
- 75% of participants stated the online training kept them engaged.
- 92% of participants indicated that after the training they were *Extremely Knowledgeable* or *Moderately Knowledgeable* about presenting child abuse curricula.

11th – 12th grades

- 8 participants took part in the 11th – 12th grades survey.
- 63% of participants indicated they *Strongly Agree* or *Agree* that the training prepared them well to facilitate Childhelp Speak Up Be Safe.
- 63% of participants indicated they *Strongly Agree* or *Agree* that they are highly capable of facilitating the Childhelp Speak Up Be Safe curriculum.
- 75% of participants stated the online training kept them engaged.
- 64% of participants indicated that after the training they were *Extremely Knowledgeable* or *Moderately Knowledgeable* about presenting child abuse curricula.

Finally, participants were asked an open-ended question about what should be done to improve the training. While several facilitators indicated that the training was fine as is, many provided concrete steps for improving the training. There were several common ideas expressed across all the training modules. One of the more frequently cited improvements was in regards to module navigation, with participants wanting a way to pause, fast forward, and rewind the modules. Participants also explained that improvements could be made to the length (could be shorter) and pacing of the modules (could be slower). Facilitators indicated they wanted the information divided into smaller sections which they believed would help them more effectively retain what they learned. Additionally, there were multiple suggestions about making the modules more engaging. Some believed the sessions would be improved if there were more visuals, videos, or live people speaking to energize the sessions. Many participants also expressed a desire for some type of handout to supplement the modules, specifically copies of the slides for note-taking.

Childhelp Speak Up Be Safe Curriculum, Arizona Child Abuse Prevention License Plate Donation Grant

In 2016, Childhelp was awarded an Arizona Child Abuse Prevention License Plate Donation Grant and contracted with the ASU Southwest Interdisciplinary Research Center (SIRC) Office of Evaluation and Partner Contracts as the evaluator. This grant was awarded for the implementation of Childhelp Speak Up Be Safe curriculum, a child abuse and neglect prevention program.

The goals of this project were as follows:

1) To provide children with the skills they need to prevent or interrupt child abuse, neglect, and bullying and 2) To increase children's knowledge about safety as related to abuse. Childhelp chose to continue implementation of the program in the Littleton Elementary School District (LESD) as was done in prior years. The program was offered to students in all seven LESD schools. The program served students in 1st through 6th grades.



Method

The pre-and post-surveys contained the same questions within each grade. However, grade level survey items differed based on key terms taught. Individual attitude/behavior items in the areas of child abuse, neglect, bullying, and internet safety knowledge items were examined for each grade to determine positive attitude/behavior changes from pre to post-survey. Within each grade level and for each item, a knowledge percent correct was figured and a difference score was calculated between pre- and post-surveys. Next, an average knowledge score across the four domains was calculated within each grade level to determine the average knowledge difference score. Finally, an overall average across all grades was calculated to determine if the objective was met. Similar calculations to Objective 1.1 were carried out for Objective 1.2 and Objective 2.1.

Findings

The following are finding highlights of the Childhelp Speak Up Be Safe program implemented in the LESD and provide an overview of the 2017 outcomes.

- ✓ The program was implemented in all seven schools in the LESD which are located in the Arizona cities of Avondale and Tolleson.
- ✓ Students in grades 1-6 participated.
- ✓ Students completed surveys
- ✓ Pre-Survey: **839** students
- ✓ Post-Survey: **814** students
- ✓ All three program objectives were met. Student outcomes exceeded the designated **5%** increases.

Goal 1: To provide children with the skills they need to prevent or interrupt child abuse, neglect, and bullying.

Objective 1.1: Children participating in Childhelp Speak Up Be Safe will increase their knowledge by 5% regarding child abuse, neglect, bullying, and internet safety, as appropriate, and demonstrated by the evaluation tools for students.

Finding 1.1: The 5% objective was exceeded with an average **18%** knowledge gain across grade levels. Average knowledge percent difference scores ranged from 6% to 21% across the grade levels.

Objective 1.2: Children participating in the Childhelp Speak Up Be Safe will have a 5% positive change in their attitudes and behavior regarding child abuse, neglect, bullying and internet safety, as appropriate, and demonstrated by the evaluation tools for students.

Finding 1.2: The 5% objective was exceeded with an average **12%** positive attitude/behavior change across grade levels. Average percent difference scores ranged from 9% to 18%.

Goal 2: To increase children's knowledge about safety as related to abuse.

Objective 2.1: Children participating in Childhelp Speak Up Be Safe will increase their knowledge by 5% regarding safety as related to abuse.

Finding 2.1: The 5% objective was exceeded with an average **19%** safety knowledge gain across grade levels. Average percent difference scores ranged from 13% to 25%.

Next Steps Following Pilot Implementation

Changes to the Childhelp Speak Up Be Safe curriculum and surveys should be made based on the evaluation pilot findings and in preparation for a randomized control trial of the curriculum.

Next Steps:

- ✓ Assess program implementation procedures to determine what worked and what needs to be improved.
- ✓ Review information collected during the focus groups.
- ✓ Examine survey data by grade level to determine which grades performed well and which did not perform as expected. Consider qualitative student responses when making changes to the curriculum.
- ✓ Cross reference curriculum lessons with survey questions where students underperformed to determine if revisions to the curriculum, surveys or both are necessary.
- ✓ Revamp curriculum based on focus group and survey data findings. Prepare revamped curriculum documents for each grade level.
- ✓ Revise survey items within each grade level based on data findings and format new pre- and post-surveys.

Randomized Control Trial (RCT) and Future Reporting

1. Secure funding for the RCT.
2. Confirm schools and procedures to prepare for RCT implementation.
3. Complete a new Institutional Review Board application for the RCT.
4. Implement the RCT of the Childhelp Speak Up Be Safe curriculum in schools.
5. Complete the RCT by analyzing data, writing reports, and submitting findings for publication.
6. Propose submission to the National Registry of Evidenced-based Programs and Practices (NREPP).

Appendix A

6th Grade Students' responses to the item: *What one thing would you change about the program?*

Site	Responses
Roosevelt	Classes should be longer
	do not ask what is her/him name
	I don't know because I missed it.
	I don't know much about it.
	I really don't know
	I would change the rule, we need more rules to keep us safe.
	more storys.
	No not really
	Not one thing
	nothing
	Nothing
	Parent should be here with there kids.
	The questions are a bit too easy.
	there is not a thing
	There is one thing is
	To teach us more safty stuff
ASU Prep Academy	Do more physcal activities instead of a packet/worksheet/quiz.
	Don't have only 6 options to be safe there is many others
	everything
	I don't know
	I don't know want I would change
	I dont know
	i dont know sorry i bont care
	I dont know what I would change.
	I dont think I would cange anything its good how it is
	I dunt know I just thought it was a wast of my TIME
	I giving more examples
	I want change anything
	I would chang how long it was and the papers I got
	I would change asking questions that a little too personal.
	I would change it not making me feel uncofterbal
	I would change the abuses to have you ever had that happen to you or have you done it to someone?
	I would change the amount of surveys.
	I would change the questions
I would change the story's of the kids	
I would change to be safe by being by their self.	

I would change us I taking this survey
I would have kids understand it better.
I would make these test pages to 1 or 2 pages.
I would not change anything
I wouldn't change anything about it.
I wouldn't change anything because it's actually really helpful.
IDK
it takes to much time
make it more fun
Make it more interesting
make more entrigeng
Make sure it's safe to antone and it safe to go anywhere
Maybe for some kids to more handson activities like a game
Maybe give advice after the quisions
Maybe have it at another time
Maybe make the program during foundations
more exciting
More visuals
Not making it Boring
not so many questions
nothing
Nothing
Nothing it was a really good program
Nothing N/A
Nothing really...it's fine
one thing I will change will be making fun games.
One thing I would change is be more physical. For example. more example's.
One thing is nothing
one thing that I would change about this program is not only doing this in school but all around the world so people know what to do.
That is it safe if someone gives us candy.
That there not so long.
the run part because someone can chace you
The skits and acually pretend to do it so we know what it looks like
the way it was taught to make it more fun & exiting
To add a part about of the steps to sthe stories.
To add more story questions and not a lot of yes, maybe, no, and ldk.
to let others join
warning of wjat they will teach
what i would change is really nothing much
Yes

Appendix B

6 th grade students' responses to the item: Anything else that you would like to share?		Frequency
Roosevelt	grate program.	1
	It is really helpful because it tells you how to be safe and ok.	1
	no	2
	No	4
	no one	1
	No thank you	2
	No thank you!!! XO	1
	No!	1
	Nope. Life it gr8	1
ASU Prep	Alot of this is common sense for most kids. Maybe not for some but for alot it is.	4
	I don't have anything else I would like to share.	1
	I don't have anything to have	1
	I don't have anything to share.	1
	I don't know	1
	I like Tacos	1
	I was abused one time in another school	1
	I would like to thank this program for helping Students out.	1
	If you are being bullied you go talk to an adult.	1
	It was interesting	1
	Keep up the good work	1
	N/a	1
	N/A	1
	no	2
	No	14
	no amd never	19
	No thank you.	1
	No thank you. But make poster to make sure everyone knows.	1
	no that sit	1
	no their nothing.	1
	No there is nothing.	1
	No Yay!	1
	No, thank for this	1
	No, there is nothing else I would like to share	1
	No!	1
	NO!	1
	no.	1

No.	1
Nope	5
Nope thats it! your welcome	2
Nope.	1
nothing	1
Nothing I would like to keep it just the way it is	1
Thank you	1
Thank you for teaching is what to do and how to be safe.	1
Yes	1

Appendix C

HS Student Responses to the item: What they liked about the program?

10th
All of the senarios we had to solve.
Don't know
Examples
Gives people choices
How informative the sessions were
How it gave you different scenarios
How it reaches out to kids going through all types and of abuse.
How it taught us to be safe.
How to keep myself safe from preditors
How to seek for help
I learned different sinarios of things and ways I can go about it.
I like how the Childhelp Speak Up Be Safe Program gives us real life scenarios.
I like that they gave me rules to keep myself safe.
I liked the scenarios that made me realize between good and bad.
It brings awareness to problems most people don't like talking about
It can be helpful
It gave a lot of helpful information
It gave me ways to help others.
It helped me escape dangerous situations I would never thing of.
It provided a lot of usefull information.
It was informative.
It was interactive
It was very useful
It's helpful for students who need it
It's was informative
Its was ok I didn't really like it
Learned how to prevent bullying situations
Learning about how to prevent bad things from happening
Lots of advice was learned from me
N/a
N/A
Nothing
Shows you safety
Spread awareness
That I got to learn how to get away from stuff like abuse
That it helps other kids
That there's a way for children to speak up if they're too scared to

That they help us do the good thing not the bad
The activities
The activities were a lot of fun.
The acts they took
The fact that it taught multiple ways to prevent someone from a dangerous situation
The informative discussions
The talks and examples
The ways to prevent abuse
There are different ways and choices you have to prevent it
There was class participation
To let other people know
We got markers
What I liked about the program was that it was very helpful and you can feel safe after this program
What we learned
You know the right thing to do
11th
I liked that we learned to always protect ourselves but if someone does something always tell an adult.
everything
Everything because it showed me what to do if someone or myself was in that position.
how they made students aware
I enjoyed doing the activities and discussing in depth of what we would do if we were in the person's situation. It was interesting to listen to other people's ideas and opinions about a certain topic or given event. It really expanded my knowledge about child abuse.
I enjoyed the program through its great care in finding the safety in our school.
I learned things i wouldnt have known
I like how it is an informing program about what to do and no to do during certain situations
I like how there's a program actually happening.
i like that at the end there were scenario's that we had to figure out what that person can do to get out of the situation.
I like that its happening.
I like that the program made students interact with each other and come up with solutions and interesting responses. The acronyms in keeping someone safe were easy to remember.
I like that they are trying to address an issue by teaching us about what could happen.
i like the different scenarios that they give us and how i realized there was more to abuse.
I liked how most of the scenarios presented were easy to identify with and that the instructor put a lot of effort into implementing the whole thing. It has room for improvement, but it wasn't a bad experience at all.
i liked how the word "resist" was used for the rules
I liked that it teaches kids how to be safe and how to prevent bullying.

I liked that most of the scenarios are realistic; Four out of the five scenarios are men harassing women in some way which is realistic because most abuse does happen that way. I do like how there were a variety of scenarios to discuss.
I liked that the Child Speak Up Be Safe Program taught children and teens how to keep themselves safe from other harmful people in the world. Some people might not know how to keep themselves safe so this is a good program to inform kids about that.
I liked that we got to learn more about what goes on in the world. How abuse can go along way and to stand up for your friends that have gone threw abuse. It's just a helpful way to speak up about things you notice and encounter.
I liked that we talked about a number of scenarios, and ways that we could stop them and which parts of RESIST we could use.
I liked that we talked about different situations that could happen.
I liked that we were able to speak with out peers
I liked the advice that was given to me to help keep myself and others protected.
I liked the different secorios from this program
i liked the examples that they gave me because it helped understand it
i liked the scenarios.
I liked the scenarios.
I told us things to keep us safe.
It gave real life scenarios.
It taught us how to be safe.
It was helpful and easy to understand.
it was really cool and hip
n/a
nothing
Nothing at all. The program sucks and i never want learn anything about this again. This program did nothing helpful and it was a waste of time. This took away from my learning time and the scenarios were dumb as hell. this program was just not interesting at all.
seeing different scenarios
Talks about safety concepts and relates to real life situations
That it at least brings up the topic of abuse
That the scenarios used were for the most part were modern and reliable.
That we were able to put ourselves in other's shoes.
The Childhelp Speak Up Be Safe Program really allowed me to deeply analyze serious situations and resolve them in the most safe and proper way. The program was really informative and helpful to me.
The group solutions to scenarios.
the in-group activities
the like program mostly was ok
the scenarios that were given
The scenarios.
The surveys that we took in class.

They tell you scenario and give you solutions of how to handle it
What I like about the Childhelp Speak Up Be Safe Program is learning ways on how to keep myself safe and others. It taught what to do and not to do to keep me safe or to help others
What I like about the Childhelp Speak Up Be Safe Program is that they talk about issues the teachers or others don't really talk about. It was nice to be aware of issues we might not really think about.
What I Like was that You Got To Be more Aware of your Surroundings and to help others As Well if there Unsafe to live in a Harmony Community. Prevent This Negativity From Happening In The World.
What I liked about the Childhelp Speak Up Be Safe Program was the scenarios that were given. It made students think about the situations and resolutions carefully.
What i liked about the program is that e went over real life scenarios that do happen in the real world which could be a help to some people that might be going through a situation similar.
What I liked about the program is that we learned the meaning about resist and at sometimes we were given scenarios that sparked class discussions.
What i liked about the program was that helped me see situations that were abuse and i thought they were not, also helped me see and confirm that words are hurtful.
12th
Don't care to comment
Having our councilor teach the course.
how they were teaching me everything i need to know just in case
I enjoyed the class discussions. They were an interactive way to learn about child neglect.
I learned about abuse
I learned things about how to be more safe.
I like how we were able discuss several scenarios to better understand what is child abuse and the feeling of unsafety.
I like that different types of abuses and bullying are being more made aware of.
I liked learning ways to protect myself.
informed that it ca happen to anyone
It allowed me to see how far "abuse" can stretch (terminology).
it helped informed me so i know what to do in a situation
It made us, the audience, aware of ways to ensure we keep ourselves safe
It spreads awareness.
It talked about scenarios where high school boys and girls were in trouble, helped us relate
It taught us in certain situations what we should be doing when we feel we are in a dangerous situation.
It was eye opening `
It was short, and to the point while still teaching students about the dangers of abuse.
it's really to learn.
Learn a lot

learning
That anything happening in your life can become abuse and its nice now you can find helpful way to keep yourself protected.
that difference in be the type of aduse they are
That it brought awareness to the issue of child safety
That It has real life examples.
That there are many types of abuse that I didn't knew.
The pace
The principals that they came up with in order to prevent harm and abusive individuals
The rules
The scenario activities
The scenarios given were very helpful in learning what to do in a harmful situation.
The script never said anything factually wrong
They were very helpful to know what could we do.
We had some participation as a class and talked about how to solve problems.
What a healthy relationship looks like

Appendix D

HS Student Responses to the item, what would you change?
10th
All in one day
Be more specific
Better scenarios
Don't know
Give more realistic reactions
Have more programs in more schools to help out
Having different examples each time that don't repeat
I honestly wouldn't change a thing because it was both fun and educational.
I won't change anything
I would change nothing about the program because they do enough to help us
I would change nothing.
I would not change anything
I'd make a few more interactive activities since it gets sorta boring
it's good.
Make it fun
Make it more interactive like make us act some things out.
Make it more interesting
Make it optional
Make sure they don't waste my time again
Maybe there should be less lecturing
More fun activities
N/a
N/A
Nothing
Nothing because they taught useful information that others may need to use.
Nothing it seems like it's going very well and will help many kids
Nothing.
Stop the amount of Surveys
The activities
The activities, they would be much more fun
The program was a little to long
Use real life examples, things that actually happened
Won't take up class time
11th
A change that could better improve the Childhelp Speak Up Be Safe Program would be to keep it more engaging and more hands-on.

A lot of scenarios were men abusing women, why is this?
At lease have it more interactive and more realistic events that is relateable to this generation.
Childhelp Speak Up Be Safe Program Should be passed down to Other Countries To Get All The Help That Is Needed In This World To Improve As People.
combine scenarios
Everything. If it was my choice, I wouldnt even take this program. This program needs to be more realistic. You need to ask kids about things they have experienced and use those as scenarios. And also, the questions for this were dumb. I just didn't enjoy any of this program. It was a waste of time. Horrible.
I don't think it needs any improvement. Sometimes the scripts were long and monotone, and kind of made me drift off.
I think most people already know what to do if something where to happen, but nobody would actually do what they should because they might feel embarrassed. The program should focus more on teaching the severity of the issues and not just general knowledge about what happens.
I would change nothing. The topic alone is already intriguing enough to get the audience's attention.
I would change the fact that we didn't really talk about how to protect ourselves, we mostly just talked about who to tell and what we would do in that scenario.
i would change the scenarios because they all sound the same to me
I would further reiterate that sometimes there is nothing you can do, and that it isn't your fault this is happening to you
I would like for there to be more diverse scenarios, some that are a little more up to date. I would also suggest that there be more seminars targeting guys, making it known to them that it's possible for guys to be the victims, that abuse doesn't just happen to women, and that its okay and they need to tell somebody about it. Also, to decrease abuse to women, teach boys that its not okay to victim shame, that its never her fault. I saw a lot of victim shaming in class and I wasn't okay with that. There should be more seminars/discussions about that and to remind people that the cause of rape are rapists and not what he or she was wearing or doing. I want there to be more diverse topics that are relevant to now.
I would like to actually be taught what to do in the real world. I feel that all the scenarios we learned about had unrealistic endings. If a girl is touched wrong in the hallway in real life, do you think she would go right ahead and tell someone? We should be told that there are other options besides telling some trustworthy adult, because a lot of times, kids and teens don't trust the adults around us. We should be provided and taught about hotlines that help sexual and child abuse. We should be showing that if someone is sexually assaulted or if there is a child that is abused, that there is consequences for the abuser not just a 3 month house arrest. The reason, and i'm going out on a limb here, that teens and children don't speak up, is maybe because when they do speak up, no one believes them or there is no justice in their case. Instead of giving us these surveys and expecting us to take something out of it, this program should continue to help raise awareness, show that justice will be served to those who do wrong, and help create a movement to make it socially acceptable to speak up for yourself.

I would not change anything because I found it very beneficial for me.
I would say maybe instead of just a lot of reading and just telling us situations, think of even more ways to get us involved in learning about the program.
I wouldn't change anything about this program.
I'd make it different for different age groups. If that makes sense.
Idk.
In case something like this happened to me or someone i love i wanna be able to know what to do or how to help .
instead of just words on how to protect yourself, how about self-defense when the dilemma actually happens.
It was repetitive; in almost every scenario the action that was implied to make things better was to tell an adult, but there has to be more solutions than that.
make it longer more days.
Make it more engaging.
make it more interesting because it was boring . when i say boring it was really boring. they should improve by involving more group activities .
Make it more interesting so that other students would pay attention and make the scenarios presented more easy for people to identify with it. Some of my classmates lacked any empathy towards the people in the scenarios, so that is something future endeavors should avoid.
Maybe not make it so, preschool bound because, you are talking to teenagers
more activities because we had ilke one
more prizes
More student involvement.
n/a
N/A
Needs to be more engaging
nothing
Nothing
Nothing i think that it is good so far.
nothing just expand the knowledge to everyone
nothing this program tells it all.
nothing,
Nothing, everything was well.
Nothing.
Some changes I would like to see is having copies of the reading because I forget things a lot.
The texts that were read to us were too long and repetitive
Use more scenes where the girl is the abuser, because males get abused too; not just "fragile" women.

What I would change about the Child Speak Up Be Safe Program is better activities in which would empower the students to take action. Instead of the adviser reading off a paper, which not useful or effective, and them understanding the material and showing more passion around the classrooms, would be of help. As a teenager in high school that is aware of bullying but does not deal or is aware of it in her environment, this program does nothing to really prepare a child to do something. Yes there are rules in which the victim could be aware of but there is no enforcing of them that would help if any sort of bullying.

What I would change about the program was getting the students get way more interacted with this. The reading part was sort of off.

12th

Add role playing activities.

Better activities

bring up different examples

Do better activities.

Have more up to date examples

have real life stories, it'll make us sympathize more.

hope it could be at every school

I felt the program was very effective, there is not anything I would recommend changing.

i know whats right for me or whats wrong

I think that some of the activities would be better if we had more activities that could represent how people could be treated. I think that it is important to not only talk about it, but also be more active so people can take this more seriously.

I would add even more ways to interact with the program.

I would like a bit more involvement or practice using scenes or scripts.

I would recommend having students act out scenarios.

I would say to add more interactive activities, instead of just sitting in a desk the entire class.

I wouldnt change anything

Inroduce it at a younger audience where it is more of an impact and this information can be new.

Make it more interesting

make more interesting and engaging activities

Maybe try to have this a little sooner in the year as opposed to the last 2 weeks.

More activities

More schools should have this program.

n/a

nonothing

nothing

Nothing

Nothing really. It's well set up to be honest.

Nothing.

some interactive scenerio

take away the script for most parts

The program felt cheesy and I felt like it blamed the victim a lot instead of taking preventative measures against abuse. It felt like a waste of time.

The scenarios activity is a bit redundant

The situations to fit the age group of participants.

Try to get people more serious about it because its a serious topic,

Appendix E

HS Student responses to the item, anything else?

10th
Have hands on self defense classes kind of things so people know how to protect themselves wether it's a guy or a girl. This can help explain and show what the program. This would also be a good experiance for many teenagers who need to protect themselves and want to protect themselves. I think that it would be good experiance.
I love how helpful it was
I wasted so much time doing this bag of [XXXX] called a program when instead I could have worked on my art.
It should be available in every school
N/A
No
No.
Non that I'm aware of
Nope
trash lmao
Was nice
11th
I don't know what it is but people don't seem to take it seriously.
I have no other comments
I think this is a great program and there has never been a better time to talk about these kinds of issues. I think there should be more programs and more talks with students like this Speak up Be Safe program, putting more emphasis on mental health and how important it is to deal with it and to help out other people that might deal with this-- for there to be more of an awareness. I think there should be more awareness of gender diversity and sexual orientation and more. Ugliness stems from ignorance; if we can all be aware of each other and develop more of an understanding of what others go through, everyone will be more kind and civil. I think these programs should be a regular thing. I love it. Thank you.
I'm glad I took part in this program.
n/a
N/A
Needs more interesting activities and better enforcement of the rules.
no
No
No.
None
nope

Nope. I just hope that this isnt taught every year. This program took out of my learning time. Also, it was during the last week of school when kids could have already been put through these things and we learn about it in the last month? C'mon. Really? what kind of program does this. Idc if it was intended to be helpful but this programs timing was horrible. Fix it.
touch me not to touch myself
12 th
.....i love you
It was interesting
It's interesting!
n/a
N/A
no
No
none
None
None. Thank you.
nope
Nope :) have a good day!
Not at all.
nothing
tell your perants and you have a chose