

Body Boundaries Program

Pre-K thru 12th Grades

The Amy Schulz Child Advocacy Center

How Body Boundaries/Erin's Law Mesh

B/B teaches children how to recognize child sexual abuse and gives them skills to reduce their vulnerability and encourages them to report the abuse.

B/B has 3 different ways we schedule in our schools. We either cover every grade every other year in a school(3 sessions) and provide age appropriate curriculum/materials(1 to 2 sessions) for school staff to cover the year we don't come. Another option we present in (Pre-K and or K) 2,4,6,7,8 or 1,3,5,7,8 every year (3 sessions) and provide age appropriate curriculum/materials (1 to 2 sessions) for school staff to cover while we are in there school or at their leisure. B/B has currently began doing 2 programs in high school, usually for freshman and junior year in school.(1 session each).

B/B presentation/staff and or curriculum/materials provided for the school can be conducted annually, building on skills learned the previous year and are developmentally appropriate.

B/B presentation includes active learning, discussion, modeling, and roleplay.

B/B program has the capacity to be delivered by a range of personnel (teachers, counselors, social workers, outside agency prevention educators, or school nurse), and gives knowledge on how to handle disclosures.

B/B has an evaluation component with measurable outcomes. (Pre/Post Test 3rd or 4th grade)

B/B is culturally sensitive and adaptable for use within varying school contexts.

B/B programs are based from many concepts from the GOOD TOUCH/ BAD TOUCH program, which is research based. The Amy Center is currently looking into the possibility of the B/B program itself becoming research/evidence based.

B/B program makes information available to school personnel about talking to students about child sexual abuse prevention, the effects of child sexual abuse on children, handling disclosures, and mandated reporting.

B/B encourages parental involvement through the educational activity sheets or informational sheets we hand out to children. The activity sheet has pertinent information to educate the child and parent. The parent can also use this to review the concepts with the child.

The Key Components of Erin's Law

The Task Force recommends that, to effectively address the issue of child sexual abuse in Illinois, **all public schools should implement a child sexual abuse prevention program with students in grades Pre-Kindergarten through 12.** Members of this Task Force reviewed a variety of existing prevention curricula. However, recognizing the limited research available on the effects of specific curricula and the diversity of needs, resources and student populations in Illinois schools, the Task Force has chosen not to promote any specific prevention curriculum. Rather, **we recommend the following core components from which each school or district can craft an effective and comprehensive child sexual abuse prevention program:**

- Programs should include techniques to **teach children to recognize child sexual abuse**, equip them with skills to **reduce their vulnerability** and **encourage them to report the abuse.**
- Programs should include **more than one session, ideally, at least four** (Davis & Gidycz, 2000). Recognizing the importance and effectiveness of an environmental design, programs may include such building interventions as visual aids displayed throughout the school, **reinforcing the concepts learned within the prevention program** (Taylor, Stein, Woods, Mumford & Mennemeier, 2011).
- Programs should be **conducted at least annually, building on skills learned the previous year**, and should be **developmentally appropriate** for each grade level.
- Programs should involve children as **active learning** participants and should to be the most effective, **include discussion, modeling and role playing** (Davis & Gidycz, 2000).
- Programs should have the **capacity to be delivered by a wide range of personnel** (Barron & Topping, 2010). Acknowledging the varying resources and staffing patterns of each school, prevention programs should have the capacity to be delivered by a wide range of professionals, **including teachers, school counselors, outside agency prevention educators, etc.** Professionals delivering these prevention programs should **have a thorough knowledge of child sexual abuse, including how to respond appropriately to disclosures.**
- Programs should include an **evaluation component with measurable outcomes.**
- Programs should be **culturally sensitive and adaptable for use within varying school contexts** (age, race, special needs, etc.).
- Although we recognize that thorough research is limited on the efficacy of specific child sexual abuse prevention programs, we recommend that schools seek to implement programs that include an **evidence-based** curriculum.
- Programs must include a **professional training component for administrators, teachers and other school personnel on talking to students about child sexual abuse prevention, effects of child sexual abuse on children, handling disclosures, and mandated reporting.**
- Recognizing that parents play a key role in protecting children from abuse, programs must include a component to **encourage parental involvement** within the child sexual abuse prevention program. This component should inform parents about child sexual abuse topics including but not limited to characteristics of offenders, grooming behaviors and how to discuss this topic with their children (Kenny, 2010).

References

- Barron, I., & Topping, K. (2010) School-Based Child Sexual Abuse Prevention Programs: Implications for Practitioners. *APSAC Advisor*, 22(2), 10-19.
- Davis, M. K., & Gidycz, C. A. (2000). Child sexual abuse prevention programs: A meta-analysis. *Journal of Clinical Child Psychology*, 29(2), 257-265.
- Kenny, M. C. (2010). Child Sexual Abuse Education with Ethnically Diverse Families: A Preliminary Analysis. *Children and Youth Services Review*, 32, 981-989.
- Taylor, B., Stein, N., Woods, D., & Mumford, E. (2011). Shifting boundaries: Final report of an experimental evaluation of a youth dating violence prevention program in New York City middle schools. Available at: <https://www.ncjrs.gov/pdffiles1/nij/grants/236175.pdf>.