

REFERENCES - FROM SAFE CHILD PROGRAM

"Child abuse and neglect in the United States now represents a national emergency... Protection of children from harm is not just an ethical duty; it is a matter of national survival."(U.S. Department of Health and Human Services, Administration for Children and Families, U.S. Advisory Board on Child Abuse and Neglect, The Continuing Child Protection Emergency: A Challenge to the Nation, April 1993)

\* Over 2.9 million cases of child abuse were reported last year in this country. (Current Trends in Child Abuse Reporting and Fatalities: The Results of the 1992 Annual Fifty State Survey Deborah Daro, D.S.W., Director and Karen McCurdy, M.A., Principal Analyst, Prepared by The National Center on Child Abuse Prevention Research, a program of The National Committee for Prevention of Child Abuse, April 1993)

\* Approximately 1/3 of sexual abuse cases involve children 6 years of age or younger. (National Incidence Study, 1988).

\* One in every four girls and one in every six boys will be sexually abused by the age of 18. (Kinsey, A. et al. Sexual Behavior of the Human Female. Philadelphia: W.B. Saunders. 1953.)

\* Eighty-five to 90% of sexual abuse happens with a person known to the child. (Russell, Diana E.H. Sexual Exploitation, Rape, Child Sexual Abuse, and Workplace Harassment, Sage Library of Social Research 155, Sage Publications, 1984).

\* 95% of child abusers were themselves abused as children. (Groth, conference 1986, interview 1993)

\* 80% of substance abusers were abused as children. (Daytop, conference 1988, interview 1988);

\* 80% of runaways cite child abuse as a factor. (Denver Police Department, conference 1985, interview 1986; also J. Baumeister, Franklin County Children Services "Unruly Youth" Program, Columbus, Ohio, March 1980 found in "One in Four, Handling Child Sexual Abuse - What Every Professional Should Know" Victoria Kepler, 1984)

\* 78% of our prison population were abused as children. (Groth, conference 1986, interview 1993)

\* 95% of prostitutes were sexually abused as children. (Conte)

\* 90% of the public believe that all elementary schools should offer prevention of child abuse programming. (Duffell, Joan Cole. National Teacher Survey Reveals Wide Gap Between Policy and Practice in Abuse Prevention, Prevention Notes, Committee for Children, Seattle, Washington, 1990.)

\* 92% of all teachers believe such instruction is effective. (Duffell, Joan Cole. National Teacher Survey Reveals Wide Gap Between Policy and Practice in Abuse Prevention, Prevention Notes, Committee for Children, Seattle, Washington, 1990.)

\* 60% of all elementary school districts mandate prevention instruction. (Duffell, Joan Cole. National Teacher Survey Reveals Wide Gap Between Policy and Practice in Abuse Prevention, Prevention Notes, Committee for Children, Seattle, Washington, 1990.)

\* It is now evident that "one-shot" efforts including plays, assemblies, books, videotapes, games and comicbooks alone are not adequate to provide real skill-building for children. (Gentles, Ian Ph.D. and Elizabeth Cassidy, M.A., Evaluating the Evaluators: Child Sexual Abuse Prevention - Do We Know It Works, Human Life Research Institute, Toronto, March 1988.

Also Kraizer, Sherryll, Susan S. Witte and George E. Fryer, Jr., Child Sexual Abuse Prevention Programs: What Makes Them Effective in Protecting Children, Children Today, September-October 1989.)

\* Developmental and age-appropriate materials are essential. (Daro, Deborah, Prevention, Replicating Child Abuse Prevention Programs: A Word of Caution, The APSAC Advisor, Spring 1991.

Also Wurtele, S., Saslawsky, D., Miller, C., Marrs, S. and Britcher, J. (1986) Teaching personal safety skills for potential prevention of sexual abuse: A comparison of treatments. Journal of Consulting and Clinical Psychology, 54, 688-692).

\* It is compellingly obvious that programming which begins at second or third grade is already too late as about half of child abuse begins prior to that age (National Incidence Study, 1988).

\* Preschool appears to be the "most teachable moment" for prevention instruction to begin. (Kraizer, Sherryll, Susan S. Witte and George E. Fryer, Jr., Child Sexual Abuse Prevention Programs: What Makes Them Effective in Protecting Children, Children Today, September-October 1989.

Also Kraizer, Sherryll, George E. Fryer and Marilyn Miller, Programming for Preventing Sexual Abuse and Abduction: What Does it Mean When it Works?, Child Welfare, Journal of the Child Welfare League of America, Inc., January-February 1988.)

\* Prevention education should be experientially-based. Children may learn concepts by watching, listening and discussion, but skills can only be learned by doing, by giving children an opportunity to rehearse prevention strategies. (Daro, Deborah, Prevention, Replicating Child Abuse Prevention Programs: A Word of Caution, The APSAC Advisor, Spring 1991

Also Fryer, George E. M.A., M.S.W., Sherryll Kraizer, M.S. and Thomas Miyoshi, M.S.W., Measuring Actual Reduction of Risk to Child Abuse: A New Approach, Child Abuse and Neglect, Volume 11, 1987.

Also Fryer, George E. M.A., M.S.W., Sherryll Kraizer, M.S. and Thomas Miyoshi, M.S.W., Measuring Children's Retention of Skills to Resist Stranger Abduction: Use of the Simulation Technique, Child Abuse and Neglect, Volume 11, 1987.

Also Kraizer, Sherryll, Susan S. Witte and George E. Fryer, Jr., Child Sexual Abuse Prevention Programs: What Makes Them Effective in Protecting Children, Children Today, September-October 1989.

Also Kraizer, Sherryll, George E. Fryer and Marilyn Miller, Programming for Preventing Sexual Abuse and Abduction: What Does it Mean When it Works?, Child Welfare, Journal of the Child Welfare League of America, Inc., January-February 1988.)

\* It is not necessary for programming to be explicit in order to be effective; fear and anxiety levels are lower in programs that teach prevention without talking directly about abusive situations (Kraizer, Sherryll, Susan S. Witte and George E. Fryer, Jr., Child Sexual Abuse Prevention Programs: What Makes Them Effective in Protecting Children, Children Today, September-October 1989.

Also Kraizer, Sherryll, George E. Fryer and Marilyn Miller, Programming for Preventing Sexual Abuse and Abduction: What Does it Mean When it Works?, Child Welfare, Journal of the Child Welfare League of America, Inc., January-February 1988.

Also Kraizer, Sherryll, Rethinking Prevention Child Abuse and Neglect, The International Journal, Volume 10, 1986.)

\* The opportunity to apply concepts and turn them into skills through role-play has been shown to be at the heart of empowering children to prevent abuse. (Kraizer, Sherryll, Rethinking Prevention Child Abuse and Neglect, The International Journal, Volume 10, 1986.

Also Fryer, George E. M.A., M.S.W., Sherryll Kraizer, M.S. and Thomas Miyoshi, M.S.W., Measuring Actual Reduction of Risk to Child Abuse: A New Approach, Child Abuse and Neglect, Volume 11, 1987.

Also Fryer, George E. M.A., M.S.W., Sherryll Kraizer, M.S. and Thomas Miyoshi, M.S.W., Measuring Children's Retention of Skills to Resist Stranger Abduction: Use of the Simulation Technique, Child Abuse and Neglect, Volume 11, 1987.

Also Kraizer, Sherryll, Susan S. Witte and George E. Fryer, Jr., Child Sexual Abuse Prevention Programs: What Makes Them Effective in Protecting Children, Children Today, September-October 1989.

Also Kraizer, Sherryll, George E. Fryer and Marilyn Miller, Programming for Preventing Sexual Abuse and Abduction: What Does it Mean When it Works?, Child Welfare, Journal of the Child Welfare League of America, Inc., January-February 1988.)

"The [Safe Child] Program is exceptionally 'user-friendly' for the adults who will be presenting the material. The curriculum is well laid out and includes detailed scripts and accompanying handouts... a comprehensive, easy-to-use, multimodal research-based product." (Ann Hazzard, Ph.D., Emory University School of Medicine. Journal of Interpersonal Violence, 9/91.)

"...this program teaches children, among other things, to think for themselves, speak-up for themselves, communicate effectively, and know when to ask for help." (Deborah Daro, Ph.D., Director, National Center on Child Abuse Prevention Research, Review appearing in Child Abuse and Neglect: The International Journal, 16:1, 1991.)

"...children who had been given a chance to practice skills in class were indeed more likely to say they had used the skills in real life, to have said no to an adult, to have told someone and to have helped a friend." (David Finkelhor and Jennifer Dzubba-Leatherman; "Victimization Prevention Programs: A National Survey of Children's Exposure and Reactions" Family Research Laboratory, University of New Hampshire, 1993.)

"Failure to prevent child abuse and neglect in America is costing taxpayers billions of dollars each year in measures associated with remediating delinquent and criminal behavior, urban unrest, drug abuse, severe mental illness and family dysfunction." (U.S. Department of Health and Human Services, Administration for Children and Families, U.S. Advisory Board on Child Abuse and Neglect, The Continuing Child Protection Emergency: A Challenge to the Nation, April 1993)

"Adult violence against children leads to childhood terror, childhood terror leads to teenage anger, and teenage anger too often leads to adult rage, both destructive towards others and self-destructive: and, therefore, an effective and adequately funded child maltreatment prevention program must be a the heart of any national, State or local crime prevention program." (U.S. Department of Health and Human Services, Administration for Children and Families, U.S. Advisory Board on Child Abuse and Neglect, The Continuing Child Protection Emergency: A Challenge to the Nation, April 1993)

"Watching the children's videotapes from preschool through Grade 3 gives one a keen appreciation for the different levels of comprehension exhibited by children of differing ages." (Deborah Daro, Director, National Center on Child Abuse Prevention Research, Review appearing in Child Abuse and Neglect: The International Journal, 16:1, 1991)

" . . .all Americans must commit personally and as voters to a national crusade of conscience and action that will ensure that no child is left behind." (Marian Wright Edelman, The Measure of our Success, Beacon Press, Boston, 1992.)

"Adult violence against children leads to childhood terror, teenage anger, and adult rage . . .prevention programs must be at the heart of any national, state or local crime prevention program." (U.S. Department of Health and Human Services, Administration for Children and Families, U.S. Advisory Board on Child Abuse and Neglect, The Continuing Child Protection Emergency: A Challenge to the Nation, April 1993)

"(Dr. Kraizer) is one of the few researchers in the field willing to challenge the preconceived but invalidated assumptions behind the proliferation of prevention programs. Her openness to seeing the programs in terms of the child's whole development is refreshing and extremely important." (Gentles, Ian Ph.D. and Elizabeth Cassidy, M.A., Evaluating the Evaluators: Child Sexual Abuse Prevention - Do We Know It Works, Human Life Research Institute, Toronto, March 1988.)

" . . .a unique and thoughtful approach to prevention." Jill Duerr Berrick, Family Welfare Research Group, University of California Berkeley, Personal Correspondence

Prepared by: Coalition for Children  
P.O. Box 6304  
Denver, Colorado 80206