



Key Centre for Ethics, Law, Justice and Governance

Violence Research Program

An evaluation of the book

Everyone's got a bottom

Dr Jennifer Sanderson

and

Professor Paul Mazerolle

October 2008
Griffith University

ACKNOWLEDGMENTS

This evaluation would not have been possible without the help and support of several people. We would like to acknowledge, and thank Holly Brennan from Family Planning Queensland who worked closely with the research team throughout the project and provided feedback during survey development.

We are also grateful to other staff from Family Planning Queensland who offered comments on early versions of the survey draft, and also to those who prepared the surveys for distribution.

And lastly, we would like to thank all the purchasers of the book, *Everyone's got a bottom*, who gave their time to respond to our survey. Without their assistance, this evaluation would not have been possible.

TABLE OF CONTENTS

Acknowledgements	i
Table of Contents	ii
List of Tables	iii
Executive Summary	iv

SECTION 1 INTRODUCTION AND METHOD

1.1 Introduction	1
1.2 Background	1
1.3 Method	
Ethical clearance	2
Participants	3
Materials and Procedure	3

SECTION 2 SURVEY ANALYSES

2.1 Reasons respondents had not used the book	5
2.2 Changes in purchasers' behaviour since using the book	7
2.3 Discussion of the book with other adults	8
2.4 Helpfulness of the book as an education tool	10
2.5 Possible consequences of using the book	12
2.6 Use of the book in child-care centres and schools	14
2.7 Changes in the child/children's behaviour	14

SECTION 3 SUMMARY OF KEY FINDINGS

3.1 Limitations	20
3.2 Use of the book	20
3.3 Changes in purchasers' behaviour since using the book	21
3.4 Discussion of the book with other adults	22
3.5 Helpfulness of the book as an education tool	22
3.6 Possible consequences of using the book	23
3.7 Use of the book in child-care centres and schools	24
3.8 Changes in the child's behaviour	25
3.9 Conclusion	27

REFERENCES	29
-------------------------	-----------

LIST OF TABLES

Table 1	Reasons for not using the book	6
Table 2	Percent (and number) of respondents discussing child safety.....	7
Table 3	Percent (and number) of respondents discussing sexuality.....	7
Table 4	Percent (and number) of respondents using anatomically correct terms for genitals ...	7
Table 5	Frequency of discussion with other adults	9
Table 6	Percent (and number) of respondents finding the book helpful for particular activities	10
Table 7	Respondents' ratings of possible consequences of using the book.....	13
Table 8	Percent (and number) of respondents indicating changes in child's willingness to discuss sexuality	15
Table 9	Percent (and number) of respondents indicating changes in child's willingness to discuss their bodies.....	15
Table 10	Percent (and number) of respondents indicating changes in child's willingness to discuss abuse.....	15
Table 11	Respondent's ratings of frequency of children's behaviours.....	17

EXECUTIVE SUMMARY

Currently there are numerous sexual abuse educational resources available, but very few if any, have been evaluated. Without evaluation, it is impossible to know if these resources actually benefit children, or instead provide no increase in protective knowledge, or may in fact, make children more vulnerable to victimisation. Evaluation provides information on the effectiveness of materials and also identifies ways to further enhance the benefits that can be gained from prevention education.

This report presents the findings of an initial evaluation of the book, *Everyone's got a bottom*. The book has been designed as a resource to assist parents, carers, and teachers to help young children develop effective personal safety skills. As a resource it provides a story to be read to young children and additional advice for parents and carers on child sexual abuse and how to handle any disclosures of victimisation.

The evaluation surveyed a random sample of 1,000 purchasers of the book about their use, and its perceived effectiveness in helping to educate children and carers about child safety skills. Twenty-nine per cent of the sample (n=280) returned completed surveys. Respondents answered a series of questions relating to their use of the book, subsequent changes in their own behaviour, their willingness to discuss the book and its content with the child and other adults, the helpfulness of the book as an education tool, and possible consequences of using the book, including changes in children's behaviour.

Respondents were most likely to be female and more likely to be parents. The book was most likely to have been purchased for children between one to eight years of age (97% of the sample) with a mean age of approximately 4 years. It was also more likely to have been bought for girls (55.9%) rather than for boys (44.1%). This may reflect the higher risk of sexual abuse faced by girls. However, adults need to be aware that boys are also vulnerable to victimisation. It is important for parents and carers to use, and teach, protective strategies to both boys and girls.

Fewer than eleven percent of respondents had not already used the book. Of these, no respondents expressed any concern that the content would frighten the child, nor were they worried about discussing these issues with the child, or uncomfortable with the nudity in the book. They were however, more likely to have purchased the book for use with a very young child of one, or two years of age.

There were clear benefits in using the book for both the purchasers and the target children. More than 92% of respondents had used the book to develop strategies to help the child deal with unsafe situations involving both strangers and familiar adults, discuss sexuality, and the correct terminology for genitals. Significant numbers of respondents had also acted out scenarios from the back of the book with the child, and used the carer information in the book, although, fewer respondents were likely to have done these two activities. Respondents generally rated the book as very helpful with all these activities, and particularly for discussing correct terminology for genitals and body awareness with the child.

Respondents were also questioned about changes in their willingness to discuss child safety and sexuality issues with the child, and their use of anatomically correct terms for genitals when speaking with the child since purchasing the book. The majority reported being more willing to now engage in conversation with the child, and to use correct terminology when referring to genitals.

Not only were respondents more willing to talk about these issues with the child, but they were also more likely to discuss the book with other adults. Respondents were most likely to have discussed the book with their partner (96.7%), friends (90.6%), or family (86.2%). They were less likely to have mentioned it to child care (46.1%), or school staff (37.5%). Engaging in conversations with other adults about the book may provide an easy method of initiating talk about child safety issues and potentially helps to educate other adults about these issues. It also models an ease and willingness to discuss sexuality to the child, and hence, may increase the likelihood that the child would disclose any attempted victimisation to the adult.

Respondents were also surveyed about a series of possible consequences of using the book. They reported positive consequences, including their own increased awareness of unsafe situations for children involving both strangers and particularly familiar adults, their capacity to deal with a disclosure, and better protection for the child. Interestingly, respondents believed the book had increased their awareness of the risks posed by familiar adults more than their awareness of the risks to the child from strangers. This is not surprising as most attention in preventing child sexual abuse is commonly directed to “stranger danger”, even though children are far more likely to be abused by familiar adults.

Reassuringly, purchasers still believed it was necessary to maintain adult vigilance in protecting the child. Although they believed the book had provided important prevention education for the child, this did not negate their responsibility to protect the child.

No child-focused prevention material is an adequate substitute for adult vigilance.
The responsibility for protecting children always resides with adults.

Nearly all respondents supported the use of the book by schools and child care centres. It would be beneficial for children if the book was also used in these contexts. Providing effective prevention education for children requires an ongoing effort, not a 'one-of' prevention program. Retention of knowledge is often poor without repetition, and particularly for young children.

Lastly, respondents were questioned about changes in the child's behaviour since using the book. First, they were asked about changes in the child's willingness to talk about, or ask questions about sexuality, their bodies, or about abuse. A significant number of children were now more willing to converse, and specifically initiate conversations, about sexuality and their bodies.

In relation to sexual abuse, however, using the book did not result in a significant change in children's willingness to initiate, or participate in conversation. Approximately 71% of respondents indicated that after using the book, there was no difference in children's willingness to engage in conversations about sexual abuse. This may have occurred because respondents' interpretation of what consisted "sexual abuse" could have varied considerably.

Second, respondents were asked to rate the frequency that children engaged in seven behaviours which related to possible positive and negative consequences of using the book. Significantly more children understood that genitals were private and used the correct terminology for genitals at appropriate times after using the book.

In contrast, there was no change in children's behaviours for three of the positive consequences. Respondents reported that significant numbers of children did not, or only rarely used the story themes in (i) their play, or in (ii) their drawings. The majority of children also did not (iii) discuss the themes in the book with other children.

There was no evidence that exposure to the book had resulted in negative consequences for children's behaviour. The majority of children either never, or only rarely worried about interacting with adults after being read the book. Similarly, most children did not use genital terminology at inappropriate times. Actually use of the book was associated with less likelihood that the child would be worried about interacting with adults, or that they would use genital terminology at inappropriate times.

This evaluation showed there were clear benefits in using the book to provide prevention education for purchasers, children and potentially for the other adults purchasers spoke to about these issues. As an education resource, importantly, it targets both adults and children. It provides important information for adults (e.g. risks from familiar adults, handling disclosures) and helps to provide children with knowledge about sexuality and their bodies which counters the naivety that many perpetrators find appealing when targeting victims. Importantly, also adults model a willingness and comfort in discussing sexuality that is likely to encourage disclosure from the child if they are victimised. Information from this preliminary evaluation can provide a basis for further revisions of the book to maximise the opportunities to facilitate the development of effective safety skills for young children and provide effective information for parents and carers.

SECTION 1

INTRODUCTION AND METHOD

1.1 Introduction

This report presents the findings of an initial evaluation of the book, *Everyone's got a bottom*. The evaluation surveyed a random sample of purchasers of the book about their use, and its perceived effectiveness in helping to educate children and carers about child safety skills. Information from this preliminary evaluation can provide a basis for further revisions of the book to maximise the opportunities to facilitate the development of effective safety skills for young children and provide effective information for parents and carers.

Our report is comprised of three sections, which includes the introduction, background and methodology (section 1), analyses of the survey responses (section 2), and a summary of the major findings from the evaluation (section 3).

1.2 Background

The book, *Everyone's got a bottom* has been designed as a resource to assist parents, carers, and teachers to help young children develop effective personal safety skills. As a resource it provides a story to be read to young children and additional advice for parents and carers on child sexual abuse and how to handle any disclosures of victimisation.

While the development of prevention of child sexual abuse materials is an important first step in attempting to educate children, parents, and carers about child sexual abuse, it is crucial that materials are evaluated. The provision of materials does not guarantee that there is any benefit gained from their use.

Currently there are numerous educational resources available, but very few if any, have been evaluated (Roberts et al., 1990; Tomison, 2002; Tomison & Poole, 2000). Hence it is unknown whether these unevaluated materials provide any benefit to children, so several researchers have questioned the utility of providing these materials to children (Kaufman & Zigler, 1992; Melton, 1992; Reppucci & Haugaard, 1989; Reppucci et al., 1999; Wald & Cohen, 1986).

Importantly, there is a particular concern that the provision of ineffective materials may actually place children at greater risk of victimisation by creating a false sense of security amongst parents and abdicating the primary responsibility that adults have for protecting children (Bagley et al., 1996; Kaufman & Zigler, 1992; Reppucci & Haugaard, 1989; Wald & Cohen, 1986).

Worryingly, many parents do often assume that their child is “protected” against the possibility of sexual victimisation once they have been provided with any prevention education (Bagley et al., 1996; Kaufman & Zigler, 1992; Krivacska, 1990; Reppucci & Haugaard, 1989; Wald & Cohen, 1986). Yet educative materials which are “shy” about clearly defining sexual abuse, and avoid providing anatomically correct names for genitals do not give young children the concrete information they require to increase their personal safety skills (Sanderson, 2004).

This hesitancy suggests to the child that adults are uncomfortable discussing sexuality and abuse (Melton, 1992). In these circumstances, even if the adult encourages the child to disclose any incidents, the adult’s own reluctance to frankly discuss sexuality is likely to dissuade children from disclosure. Despite the adult’s good intentions, children are given the message that these issues are not really to be talked about. Therefore it is likely that children would be less likely to disclose sexual victimisation under these circumstances (Sanderson, 2004).

Consequently, it is a mistake to believe that the provision of any prevention education benefits children. Only when materials have been evaluated is it possible to judge if there are actual benefits from prevention education for children, their parents and carers. Evaluation provides information on the current effectiveness of materials and also identifies ways to further enhance the benefits that can be gained from prevention education.

1.3 Method

Ethical clearance

Ethical clearance to conduct this evaluation was obtained from the Griffith University Ethics Committee (Protocol Number: LEJ/01/08/HREC).

Participants

One thousand purchasers of the book were randomly selected from the database kept by Family Planning Queensland. Participants were surveyed during May 2008. Of the 1,000 surveys, two hundred and eighty surveys were returned¹. Another 22 surveys were returned as undeliverable giving a return rate of just under 29%. Given the low response rate caution must be exercised when interpreting the results of this evaluation.

Of the 280 respondents, 262 were female, 5 were male, and three respondents did not record their gender. Respondents were most likely to be parents (75%) or grandparents (10%). Approximately four percent were teachers and 2.6% were child care workers. Other respondents included foster carers (1.1%), step-parent (0.4%), other relatives (1.9%). and “others” including psychologists, and family support workers (4.8%).

The book was purchased for children ranging in age from one to 16 years², and was most likely to have been purchased for children between one to eight years of age (97% of the sample). The average age of the children was approximately 4 years. Teachers and child-care workers were most likely to use the book with 4-year-old children (age range 3-10 years). The book was more likely to have been purchased for girls (55.9%) rather than for boys (44.1%)($p < .01$). This gender difference may reflect the higher risk of sexual abuse faced by girls. However significant numbers of boys are sexually abused, and it is important that they also receive adequate prevention education. Adults need to be aware of the vulnerability of boys to victimisation and use protective strategies for both boys and girls (Bagley et al., 1996; Finkelhor, 1984; 1986; Sang, 1994).

Materials and Procedure

The survey was developed to address relevant issues defined in the research literature on the prevention of child sexual abuse. The draft survey was pilot tested on a group of FPQ staff. The final survey consisted of 20 questions for respondents who had used the book, or 2 questions for those who had not used the book since purchase. Respondents who had not read the book were asked two questions; one about their reasons for not using the book (e.g. too busy, concern about how others may react, discomfort in discussing the issues with children), and the other relating to possible changes that would encourage them to use the book.

¹ One participant was excluded from the data analysis as it was unclear whether she had used the book.

² It appears likely that a very small number of respondents answered the question asking for the ages of children using the book as requiring the ages of all their children, regardless of their exposure to the book. Therefore it is unlikely that the book was used with children in the older age ranges.

Respondents who had used the book were asked a series of questions about changes in their own behaviour, the level of helpfulness of the information in the book, consequences of using the book, potential changes in the child/children's behaviour (including both positive and negative behaviours (e.g. is the child worried about interacting with other adults?), and a series of open-ended questions about the benefits, negative effects, and suggested improvements for further editions of the book.³

One thousand respondents were randomly selected from the database of purchasers of the book (n=10,000). Surveys, consent materials and a reply paid addressed envelope were mailed to respondents early in May 2008 and returned at the end of the month.

³ The results of the open-ended questions are not reported here.

SECTION 2

SURVEY ANALYSES

This section presents the analyses of participants' responses to the survey relating to

- Reasons respondents had not used the book
- Changes in purchasers' behaviour since using the book
- Helpfulness of the book as an education tool
- Possible consequences of using the book
- Changes in the child/children's behaviour since using the book⁴

2.1 Reasons respondents had not used the book

Thirty respondents indicated they had not used the book since purchase (10.8% of the sample). These respondents had been provided with a series of possible reasons for not using the book, and asked to rank their level of agreement with each statement. Responses were scored on a 4-point agreement scale from 1=strongly disagree to 4=strongly agree. Table 1 presents respondents' mean agreement score, and the percentage of respondents agreeing (combining agree and strongly agree responses) or disagreeing (combining disagree and strongly disagree responses) with each reason.

There were significant differences between the number of respondents in each agreement level for each of the nine possible reasons for not using the book (all $ps < .004$). As a group, the respondents were more likely to **disagree** that they had not used the book because they were too busy, did not like the nudity or terminology in the book, were concerned about what the child may say to others, were concerned how others may react, thought the content may frighten the child, felt uncomfortable discussing the issues or used other more appropriate prevention materials. It is important to note that **no** respondents expressed any concern that the content would frighten the children, they were not worried about the nudity in the book, or worried about discussing these issues with their children. Twelve respondents indicated another reason for not using the book with most (66.7%) stating the child was too young.

⁴ Note: as all respondents did not answer all questions the number of missing observations varies across questions in the survey.

Table 1 Reasons for not using the book

Reason	Mean agreement	Per cent of respondents disagreeing	Per cent of respondents agreeing⁵
Too busy	1.23	76.7%(n=23)	23.3%(n=7)
Nudity in the book	1.00	100% (n=29)	0% (n=0)
Terminology in the book	1.07	93.1% (n=27)	6.9% (n=2)
How others may react	1.10	89.7% (n=26)	10.3% (n=3)
Frighten the child/children	1.00	100% (n=29)	0% (n=0)
What child may say to others	1.21	79.3% (n=23)	20.7% (n=6)
Uncomfortable discussing issues	1.00	100% (n=29)	0% (n=0)
Use other more appropriate materials	1.07	93.1% (n=27)	6.9% (n=2)
Other reason	1.92	8.3% (n=1)	91.7% (n=11)

Differences between respondents in relation to use of the book

There were no significant differences between respondents who had used the book and those who had not in relation to either the respondent, or the child's gender. However those who had not used the book were more likely to have purchased it for use with a younger child (Mean=2.38 years) than those who had already used the book (Mean=4.91 years, $t(2,242)=6.41, p<.001$). So for example, 71% of respondents who had not used the book at the time of completing the survey had purchased it for a child of either 1 or 2 years of age while only approximately 10% of those who had used the book had purchased it for use with children this young.

⁵ Please note that the total n for each question will not always = 30 because of respondents' failure to answer all questions.

RESPONSES FROM PARTICIPANTS WHO HAD USED THE BOOK

2.2 Changes in purchasers' behaviour since using the book

Respondents were asked a series of questions about changes in their own behaviour after using the book. Tables 2, 3 and 4 present the percent of respondents who indicated their behaviour had changed in relation to their willingness to discuss: safety issues (Table 2) and, sexuality with the child (Table 3), and their own use of anatomically correct names for genitals when speaking to the child (Table 4).

Table 2 Percent (and number) of respondents discussing child safety

Willingness	Per cent (and number) of Respondents
Increased willingness to discuss	56.5% (n=134)
No difference but discussed before purchase of book	42.2% (n=100)
No difference but never discusses	1.3% (n=3)

Table 3 Percent (and number) of respondents discussing sexuality

Willingness	Per cent (and number) of Respondents
Increased willingness to discuss	55.9% (n=133)
No difference but discussed before purchase of book	40.8% (n=97)
No difference but never discusses	3.4% (n=8)

Table 4 Percent (and number) of respondents using anatomically correct terms for genitals

Use of correct terminology	Per cent of Respondents
Yes all the time	29.6% (n=71)
Yes, most of the time	30.0% (n=72)
Yes, occasionally	11.3% (n=27)
Yes, but used correct terminology previously	26.3% (n=63)
No - still does not use correct terminology	2.9% (n=7)

For both questions 2 and 3 approximately 40 per cent of respondents were already discussing child safety and sexuality issues with their child before they purchased the book. To examine if using the book had changed the purchasers' behaviour, comparisons were made between the numbers of respondents indicating they were now more willing to discuss issues with their child vs. the number who were still unwilling to discuss these issues. χ^2 analyses showed that significant numbers of respondents indicated an increased willingness to discuss child safety and sexuality issues with their child after they had used the book (both $p < .001$).

For question 4, which asked respondents about their use of anatomically correct terms for genitals when speaking to the child, approximately 26 per cent of respondents were already using correct terminology before they purchased the book. To examine if using the book had changed the purchasers' behaviour comparisons were made between the numbers of respondents indicating they were now more likely to use correct terminology vs. those who still did not use the correct terminology for genitals when speaking to the child. χ^2 analyses showed that significant numbers of respondents used correct terminology with their child after they had used the book ($p < .001$). Fewer than three per cent of respondents indicated that they were still not using correct terminology when talking to their child after using the book. Almost 71% indicated that using the book had resulted in a change in their willingness to use correct terminology with the child.

2.3 Discussion of the book with other adults

Respondents were asked how often they discussed the book and topics with other adults. Responses were scored on a three-point scale from never (1) to often (3). Respondents were also able to choose a not applicable category for items that did not apply (e.g. they did not have a partner, or their child did not attend school). Table 5 presents the percent of respondents indicating conversing with each discussant, and the mean frequency of discussion.

Comparisons within each adult category

To examine if there were differences in the number of respondents who reported discussing the book for each of the six adult categories separate comparisons were made between the number of respondents who discussed the book (those discussing the book occasionally plus respondents discussing the book often) vs. the number of respondents who never discussed the book.

When compared with the number of respondents who never discussed the book, significantly more respondents reported discussing the book with their partner, their friends, family, or other adults. In contrast, significantly fewer reported discussing the book with school staff (all $p < .02$). There were no significant differences in the numbers of respondents discussing the book with child care staff.

Table 5 Frequency of discussion with other adults

Adult/s	Per cent reporting discussion (number)			Mean
	Never	Occasionally	Often	
Partner	3.3% (n=7)	64.0% (n=135)	32.7% (n=69)	2.29
Friends	9.4% (n=21)	73.2% (n=164)	17.4% (n=39)	2.08
Family	13.8% (n=30)	69.3% (n=151)	17.0% (n=37)	2.03
Staff at Child Care	53.9% (n=69)	28.1% (n=36)	18.0% (n=23)	1.64
Staff at school	62.5% (n=75)	28.3% (n=34)	9.2% (n=11)	1.47
Other adults	37.5% (n=33)	43.2% (n=38)	19.3% (n=17)	1.82

Comparisons across adult categories

A repeated measures ANOVA investigated whether the frequency of discussion varied for the adult category⁶. There were significant differences in the likelihood of discussing the book with particular adults (Wilk's Lambda=.263, ($F(5,28) = 15.73$, $p < .001$). Respondents were most likely to discuss the book with their partner than either with friends, family, child care or school staff, or other adults. They were also more likely to talk with either friends or family about the book than with school or child care staff or other adults (all $p < .001$). Similarly, they were also significantly more likely to discuss the book with other adults than with school staff ($p < .001$).

⁶ Only respondents who had answered all 6 parts of this question could be included in this analysis.

2.4 Helpfulness of the book as an education tool

Respondents were asked to indicate how helpful information in the book had been for a range of activities. Responses were rated on a 3-point helpfulness scale from not helpful (1) to very helpful (3). Respondents could also indicate if they had not used the book for each activity.

Table 6 presents the per cent of respondents who found the book helpful, and the mean helpfulness ratings for particular activities.

Table 6 Percent (and number) of respondents finding the book helpful for particular activities

Activity	Percent of respondents finding the book helpful (Frequency)			Not used the book in this way	Mean helpfulness rating
	Not helpful	Somewhat helpful	Very helpful		
(i) Develop strategies for child deal with strangers	1.6% (n=4)	30.6% (n=75)	61.6% (n=151)	6.1% (n=15)	2.64
(ii) Develop strategies for child deal with familiar adults	2.0% (n=5)	32.2% (n=79)	60.0% (n=147)	5.7% (n=14)	2.61
(iii) Discuss sexuality	0.8% (n=2)	33.3% (n=81)	58.4% (n= 142)	7.4% (n=18)	2.62
(iv) Discuss correct genital terminology	2.9% (n=7)	18.0% (n=44)	67.7% (n=189)	2.0% (n=5)	2.76
(v) Discuss body awareness	0.4% (n=1)	17.1% (n=42)	80.0% (n=196)	2.4% (n=6)	2.82
(vi) Act out book scenarios	5.4% (n=13)	29.9% (n=72)	23.7% (n=57)	41.1% (n=99)	2.31
(vii) Information for the parent/carer	2.1% (n=5)	22.6% (n=53)	50.9% (n=119)	24.4% (n=57)	2.64

Number of respondents using the book for each activity

Separate comparisons were made between the numbers of respondents who had used the book for each activity vs. the number who had not used for book for that situation. As can be seen from Table 6, more than 92% of the respondents had used the book to develop strategies to deal with unsafe situations with (i) strangers, or (ii) familiar adults, (iii) discuss sexuality, (iv) discuss the correct terminology for genitals, and (v) discuss body awareness with the child (all $ps < .001$). Although significantly more respondents were also likely to have used the book to also (vi) act out the scenarios in the back of the book and (vii) used the carer information at the back of the book (both $ps < .006$), more respondents had used the book for the first five activities.

Helpfulness in completing each activity

To investigate if significant numbers of respondents had found the book helpful, comparisons were made between the number of respondents finding the book at least somewhat helpful (somewhat helpful plus very helpful) vs. those who did not find the book at all helpful for each of the seven activities. For each of these activities: developing strategies to deal with unsafe situations with strangers (i), or familiar adults (ii), (iii) discussing sexuality, (iv) discussing the correct terminology for genitals, (v) discussing body awareness, (vi) acting out scenarios in the back of the book and (vii) the information for carers, significant numbers of respondents had found the information helpful (all $ps < .001$). As can be seen from Table 6 in all activities except (vi) acting out the scenarios at the back of the book, the vast majority of respondents rated the book as being very helpful rather than as only somewhat helpful.

Was the book more helpful for particular activities?

While significant numbers of respondents found the book helpful for each of the activities, a repeated measures ANOVA was used to investigate if there significant differences between the helpfulness ratings for the seven activities. This analysis was significant (Wilk's Lambda=.565, ($F(6,103) = 13.22, p < .001$). Further analyses revealed that respondents rated using the book to act out scenarios with the child as significantly less helpful than using the book for all other six activities. Also, using the book to discuss correct terminology with the child was rated as more helpful than using it to develop strategies for dealing with potentially unsafe situations with either strangers or familiar adults, discussing sexuality with the child, or using the information for carers at the back of the book.

Similarly, respondents rated the book as more helpful in discussing body awareness with the child than in dealing with potentially unsafe situations with familiar adults, discussing sexuality with the child, or the information for carers at the back of the book (all $ps < .005$).

2.5 Possible consequences of using the book.

Respondents were asked to rate their level of agreement with five statements about possible consequences of using the book. Agreement was scored on a 5-point scale from 1 (strongly disagree) to 5 (strongly agree). Table 7 presents the percent of respondents for agreement level and the mean level of agreement.

There were significant differences in the number of respondents choosing each of the agreement level responses for all five consequences (all $ps < .001$). To further investigate if there were differences between the number of respondents agreeing or disagreeing with each consequence comparisons were made between the number of respondents agreeing (respondents agreeing plus those strongly agreeing) with those who disagreed (respondents disagreeing plus strongly disagreeing). These differences were significant for all five consequences (all $ps < .001$). Since using the book significant numbers of respondents agreed that the (i) the child was now better protected, (ii) the adult/s using the book were now more aware of unsafe situations for the child involving strangers, and (iii) involving familiar adults, and (v) they now knew how to respond to a disclosure of abuse. In contrast, the majority of respondents (almost 91%) (iv) disagreed that it was less necessary for them to protect the child since they had been using the book.

To investigate if there were significant differences between the respondents' agreement rating for the five possible consequences a two-way MANOVA was conducted with age of the child as the between-subjects factor and the five consequences as the within-subjects factor. There were no significant differences relating to the age of child ($p > .05$).

Table 7 Respondents' ratings of possible consequences of using the book

Possible Consequence	Level of agreement Percent and (number)			Mean (average) agreement rating
	<i>Disagree</i> ⁷	<i>Neither agree or disagree</i>	<i>Agree</i>	
<i>(i) Child is now better protected</i>	7.0% (n=17)	21.8% (n=53)	71.2% (n=173)	3.74
<i>(ii) Adult more aware of unsafe situations with strangers</i>	18.9% (n=46)	31.1% (n=76)	50.0% (n=122)	3.39
<i>(iii) Adult more aware of unsafe situations with familiar adults</i>	15.2% (n=37)	27.5% (n=67)	57.4% (n=140)	3.52
<i>(iv) Less necessary to protect child now</i>	90.6% (n=221)	6.1% (n=15)	3.3% (n=8)	1.60
<i>(v) Know how to respond to disclosure</i>	12.7% (n=31)	25.0% (n=61)	62.3% (n=152)	3.62

In contrast, there were significant differences between the ratings of the five possible consequences of using the book (Wilk's Lambda=.166, ($F(4,239) = 301.09, p < .001$). Scores for (iv) it is less necessary to protect the child now were significantly lower than all other possible consequences. Respondents also had lower agreement scores on (ii) more aware of unsafe situations with strangers than (iii) more aware of unsafe situations with familiar adults, (i) child is now better protected and (v) now knowing how to respond to disclosures of abuse. Respondents gave higher agreement level ratings to (i) child is now better protected than (iii) they are now more aware of potentially unsafe situations with familiar adults (all $ps < .002$).

It is important to note that the differences in scores for between items (i), (ii), (iii) and (v) reflect differences in the strength of the agreement rating made by respondents.

⁷ Respondents rated their level of agreement on a 5-point rating scale from strongly disagree to strongly agree. In this table respondents who either strongly disagreed or disagreed were summed to create one disagree category. Similarly, those who strongly agreed, or agreed with a statement were summed to create an agree category.

Alternatively, the differences between (iv) there is less need to protect the child now and the other four consequences relate to a fundamental difference between an item which the majority of respondents disagreed with (item iv), and the four other consequences (items i, ii, iii, and v) where respondents varied in the extent of their agreement.

2.6 Use of the book in child-care centres and schools

Next, respondents were asked whether they supported the use of the book by child care centres and schools. Ninety-eight percent of respondents supported the use of the book in child-care centres and schools ($p < .001$).

2.7 Changes in the child/children's behaviour

Respondents were questioned about any changes in the child/children's behaviour since using the book.

Willingness to engage in conversation

First, they were questioned about the child's willingness to talk about, or ask questions about sexuality, their bodies, or about abuse. Responses were rated as (i) no difference, and the child did not mention these issues previously, (ii) no difference, the child has mentioned these issues previously, (iii) a difference now as the child sometimes initiates these conversations or (iv) a difference now, although the child does not initiate conversation they are more willing to participate. Tables 8, 9, and 10 present the percent of respondents choosing each alternative for each question.

Table 8 Percent (and number) of respondents indicating changes in child's willingness to discuss sexuality

Change since using the book?	Per cent and (number) of respondents
No, and did not mention before	24.3% (n=56)
No, but discussed before purchase of book	20.9 (n=48)
Yes, now initiates conversation	38.3% (n=88)
Yes, now participates in conversation	16.5% (n=38)

Table 9 Percent (and number) of respondents indicating changes in child's willingness to discuss their bodies

Change since using the book?	Per cent and (number) of respondents
No, and did not mention before	11.7% (n=27)
No, but discussed before purchase of book	34.3% (n=79)
Yes, now initiates conversation	45.7% (n=105)
Yes, now participates in conversation	8.3% (n=19)

Table 10 Percent (and number) of respondents indicating changes in child's willingness to discuss abuse

Change since using the book?	Per cent and (number) of respondents
No, and did not mention before	71.2% (n=163)
No, but discussed before purchase of book	7.4% (n=17)
Yes, now initiates conversation	10.5% (n=24)
Yes, now participates in conversation	10.9% (n=25)

There were significant differences in the number of respondents who chose each of the possible four responses for each of the three questions (all $ps < .001$). To further explore if there were significant differences in the numbers of respondents who believed there was a difference in the child's willingness to discuss each of these three topics since the respondent had used the book, comparisons were conducted between the number of respondents who reported that the child still did not discuss the topic vs. the number of respondents who indicated the child either initiated, or participated in conversation since using the book. All analyses were significant (all $ps < .001$).

Significant numbers of respondents indicated that children were more likely to initiate, or engage in conversation about sexuality or their bodies since using the book. Interestingly, for both these questions children were now more likely to initiate, rather than simply participate in these conversations. In contrast, a significant number of respondents indicated that children still did not mention issues about sexual abuse even after exposure to the book.

Behaviour change

Second, respondents were asked to rate the frequency of occurrence of a number of possible positive and negative behaviour changes for the child. Behaviours were rated on a 5-point frequency scale from never (1) to always (5). Table 11 presents the mean occurrence rates and percent of respondents choosing each frequency category.

These seven children's behaviours consisted of both positive and negative consequences of using the book. While including story themes in (i) play, and (iii) drawings, (ii) discussing themes with other children, (v) using correct terminology at appropriate times, and (vi) understanding that their genitals were private were all regarded as positive outcomes, (iv) children who were now more worried about interacting with adults, or (vii) who used genital terminology at inappropriate times were regarded as negative effects of using the book with children.

A one-way repeated measures MANOVA revealed that there were significant differences in the frequency that children would engage in each of these seven behaviours (Wilk's $\Lambda = .8896$, $F(6, 216) = 289.40$, $p < .001$). Further comparisons between the seven behaviours showed that children were significantly more likely to (vi) understand their genitals are private, and to (v) use the correct terminology for their genitals at appropriate times than to use the story themes (i) in their play or (iii) in their drawings, or (ii) discuss the topics with other children, or (iv) worry about interacting with adults, or (vii) use genital terminology at inappropriate times (all $ps < .001$). In relation to the three other positive behaviours: including themes in their (i) play, or (iii) in drawings, or (iii) discussing topics with other children, they were more likely to discuss themes with other children than include themes in stories or drawings and least likely to include themes in their drawings (all $ps < .001$).

Table 11 Respondent's ratings of frequency of children's behaviours

Behaviour	Percent and (number) of respondents					Mean (average) rating
	<i>Never</i>	<i>Rarely</i>	<i>Occasionally</i>	<i>Often</i>	<i>Always</i>	
(i) Use story themes in play	52.4% (n=119)	23.8% (n=54)	19.4% (n=44)	3.5% (n=8)	0.9% (n=2)	1.77
(ii) Discuss story themes with other children	38.2% (n=86)	27.6% (n=62)	29.3% (n=66)	4.4% (n=10)	0.4% (n=1)	2.01
(iii) Include story themes in drawings	68.0% (n=155)	20.2% (n=46)	10.1% (n=23)	1.8% (n=4)	0% (n=0)	1.46
(iv) More worried about adults	68.7% (n=156)	23.8% (n=54)	6.6% (n=15)	0.9% (n=2)	0% (n=0)	1.40
(v) Use correct terminology for genitals at appropriate times	6.1% (n=14)	6.1% (n=14)	26.3% (n=60)	32.9% (n=75)	28.5% (n=65)	3.71
(vi) Understands their genitals are private	3.1% (n=3.1%)	4.8% (n=11)	11.5% (n=26)	33.0% n=75)	47.6% (n=108)	4.17
(vii) Uses terminology at inappropriate times	42.3% (n=96)	28.6% (n=65)	26.0% (n=59)	3.1% (n=7)	0% (n=0)	1.90

In relation to the two possible negative consequences of using the book: (iv) child is now more worried about interacting with adults and (vii) is now using genital terminology at inappropriate times, adults reported that children were significantly less likely (iv) to be worried than all other six behaviours except (iii) including story themes in their drawings. In contrast, (vii) the use of genital terminology at inappropriate times was significantly less likely to occur than (v) the child's use of genital terminology at appropriate times or (vi) than their understanding that

their genitals were private ($ps < .001$) and more likely to occur than (iii) children including story themes in their drawings ($p < .001$).

As there were significant differences between the likelihood of the seven behaviours occurring separate ANOVAs were conducted on each behaviour to investigate possible age differences. There were no significant age differences for behaviours involving using story themes in (i) play or (iii) drawings, (ii) discussing themes with other children or (iv) the child being worried about interacting with adults (all $p > .05$). In contrast, there were significant age differences in (vi) children's understanding that genitals are private $F(7, 210) = 16.73, p < .001$, in (v) children's use of genital terminology at appropriate times $F(7, 205) = 2.20, p < .036$, and in using terminology at inappropriate times $F(7, 205) = 2.17, p < .038$. There was an increasing likelihood that children would understand that genitals are private, and use genital terminology at appropriate times with increasing age until they reached four years old. There were no further significant age differences between 4-year-olds and older children. This age effect most likely represents developmental changes in children's cognitive capacity.

For the third question regarding use of genital terminology at inappropriate times there was only one significant age difference. Five-year-olds (Mean = 2.18) were more likely to use terminology inappropriately than 2-year-olds (Mean = 1.09). It is important to note that the majority of five-year-olds were still only rarely using terminology at inappropriate times so this higher frequency use of inappropriate terminology is most likely explained by the superior language skills of 5-year-olds when compared with those of 2-year-olds.

Comparisons of ratings within each behavioural category

To examine if significant numbers of respondents were more likely to choose a particular frequency response category separate χ^2 analyses were conducted on the number of respondents choosing never, rarely, occasionally, often or always for each of the seven behaviours (using themes in (i) play, (ii) in discussion, (iii) in drawings, (iv) being more worried about interacting with adults, (v) using terminology appropriately, (vi) understanding genitals are private or (vii) using terminology inappropriately). All analyses were significant (all $ps < .001$).

To further investigate if using the book had resulted in any changes in children's behaviour the number of respondents indicating that the child never, or only rarely engaged in a behaviour were compared with the number who indicated that the child occasionally, often or always engaged in the behaviour for each of the seven behavioural categories.

All comparisons were significant (all $p < .001$). Significantly more children understood that genitals were private and used the correct terminology for genitals at appropriate times after using the book. In contrast, there was no change in children's behaviours for three of the categories. Respondents reported that after using the book, significant numbers of children did not, or rarely used the story themes in (i) their play or in (ii) their drawings. The majority of children also did not (iii) discuss the themes in the book with other children.

In relation to the possible negative consequences of using the book, the majority of children never, or rarely worried about interacting with adults after being read the book. Similarly, most children did not use genital terminology at inappropriate times. So in relation to these two specific behaviours there was no evidence that exposure to the book had resulted in negative consequences for children's behaviour. Actually use of the book was associated with a lower likelihood that the child would be worried about interacting with adults, or that they would use genital terminology at inappropriate times.

SECTION 3

SUMMARY OF KEY FINDINGS

3.1 Limitations

There are several limitations to this evaluation which need to be considered when interpreting the results

- ❖ Although the original participants were randomly selected from the FPQ database, the sample of respondents is self-selected as it only includes those who returned their surveys.
- ❖ The return rate is low at approximately 29%. As there is no demographic data available on non-respondents it is not possible to investigate if respondents and non-respondents were significantly different. Therefore it is unknown if the sample is representative of the 1,000 participants who received the survey.
- ❖ As part of the survey respondents provided information about changes in children's behaviour. It is important to note that no data was obtained directly from the children themselves.

3.2 Use of the book

Most respondents had used the book after purchase with fewer than 11% not using the book at the time they completed the survey. Overall, these respondents did not indicate one particular reason for not using the book. Reasons varied amongst participants, but they were significantly more likely to have purchased the book for use with very young children (1 or 2-year-olds) than respondents who had already used the book. So while approximately 71% of respondents who had not used the book had purchased it for use with a 1- or 2-year-old child, only 10% of those who had used the book, had purchased it for use with children these ages. It is also important to note that no respondent reported any concern about discussing these issues with children, or that the content of the book would frighten children, or worries about the nudity in the book as a reason for not using it. It appears more likely that most of these respondents had not used the book because they thought the child was too young at the time.

When respondents were questioned about a range of possible activities they could have used the book for, significant numbers of respondents indicated using the book for these activities. So more than 92% of respondents had used the book to develop strategies to help the child deal with unsafe situations with both strangers and familiar adults, discuss sexuality, and the correct terminology for genitals. Significant numbers of respondents had also acted out scenarios from the back of the book with the child, and used the carer information in the book, although fewer respondents were likely to have done these activities (58.9% and 75.6% respectively).

3.3 Changes in purchasers' behaviour since using the book

When respondents were questioned about changes in their willingness to discuss child safety and sexuality issues with their child approximately 40% were already discussing these issues before purchasing the book. However, amongst those who had not previously discussed these issues with their child, after purchasing the book, the majority reported being more willing to now engage in conversation with the child.

When respondents were questioned about their use of anatomically correct terms for genitals when speaking with the child, fewer were already using accurate terms (26.3%). However, after using the book, significant numbers of respondents reported using the correct terminology when speaking with the child (70.9%). Very few respondents (less than 3%) persisted in not using anatomically correct terms when discussing genitals with the child.

These improvements in adults' willingness to discuss child safety and sexuality issues and use correct terminology when referring to genitals represent clear gains from using the book. There are obvious benefits for children in having adults discuss these issues and use the correct terminology for genitals. For example, if children do disclose abuse, they are more likely to be understood if they use anatomically correct terms for genitals than terms that are unfamiliar to other adults (Ratto & Bogat, 1990; Wurtele, 1990, 2002; Wurtele et al., 1991).

Also by discussing sexuality and child safety issues with the child, adults are modelling behaviour suggesting they are comfortable, and willing to discuss these issues with the child. This behaviour is likely to encourage disclosure from the child (Sanderson, 2004). As sexual abuse often involves a prolonged grooming process, early disclosure may result in intervention before the abuse has progressed to a more serious level (Sanderson, 2004).

Also threats of disclosure from the child may deter some offenders from targeting the child. Offenders prefer children who will maintain the secrecy of their relationship (Budin & Johnson 1989; Conte et al., 1989; Elliott et al., 1995)

3.4 Discussion of the book with other adults

Respondents were asked if they discussed the book with other adults. Only one respondent (0.4%) indicated they had never discussed the book with anyone else. Respondents were most likely to have discussed the book with their partner (96.7%), friends (90.6%), or family (86.2%); and less likely to have discussed it with child care (46.1%), or school staff (37.5%). So not only were respondents more willing to discuss issues with the child but they were also more willing to discuss the book with other adults. Engaging in conversations with other adults about the book may provide an easy method of initiating talk about child safety issues and potentially helps to educate other adults about these issues. Again, seeing carers discuss these issues with others also models to children that it is permissible to talk about this. Issues around sexuality are not taboo.

3.5 Helpfulness of the book as an education tool

Respondents had been asked to indicate how helpful they found the information in the book for a range of activities. Significant numbers of respondents had used the book for each of these activities, though they were less likely to have used the information for carers or acted out the scenarios in the back of the book with the child.

Significant numbers of respondents rated the book as helpful on all activities: developing strategies to deal with unsafe situations with (i) strangers, or (ii) familiar adults, (iii) discussing sexuality, (iv) the correct terminology for genitals, and (v) body awareness, (vi) acting out scenarios in the back of the book with the child and (vii) using the information for carers. The majority of respondents rated the book as being very helpful, rather than as only somewhat helpful on all activities except (vi) acting out the scenarios at the back of the book, where respondents were slightly more likely to rate the book as somewhat helpful (29.9%), rather than very helpful (23.7%).

When comparisons were made between the helpfulness ratings for each activity, the book was rated as most helpful in discussing correct terminology for genitals and body awareness with the child. Other studies have also found clear benefits of teaching children body awareness and correct terminology for genitals to help decrease the risk of victimisation for the child (Wurtele, 1993; 2002; Wurtele, Melzer, & Kast, 1992).

In contrast, acting out the scenarios with the child was rated as the least helpful activity in the book. In terms of the prevention of child sexual abuse behavioural rehearsal of possible scenarios that may confront the child is believed to be a key component in teaching children safety skills (Davis & Gidycz, 2000; Finkelhor & Strapko; 1992; McCurdy & Daro, 1994; Rispens et al., 1997; Wurtele, 2002; Wurtele, Marrs, & Miller-Perrin, 1992). So while significant numbers of respondents did use the book to act out scenarios, they were less likely to do this, and although they found the book helpful, it was not as helpful in acting out scenarios as it had been in completing the other activities. Therefore this may be an area where some amendment could be made in future editions of the book to (a) further encourage adults to act out scenarios with the child and (b) provide more detailed guidelines to facilitate this occurring.

3.6 Possible consequences of using the book

Respondents were asked about five possible consequences of using the book. Significant numbers of respondents agreed that since using the book, (i) the child was now better protected, (ii) the adult/s using the book were now more aware of unsafe situations for the child involving strangers, and (iii) involving familiar adults, and (v) they now knew how to respond to a disclosure of abuse. In contrast, the majority of respondents (almost 91%) disagreed that (iv) it was less necessary for them to protect the child since they had been using the book.

Clearly there were benefits from using the book as adults now reported being better able to handle a disclosure from a child and being more aware of the risks posed to children from both strangers and familiar adults. Interestingly, respondents believed the book had increased their awareness of the risks posed by familiar adults more than their awareness of the risks to the child from strangers. Most attention in preventing child sexual abuse is commonly directed to “stranger danger” even though children are far more likely to be abused by familiar adults (McCurdy & Daro, 1994; QCC & QPS, 2000; Whetsell-Mitchell, 1995; Woodward, 1990).

Therefore many respondents may not have been as aware of the potential risks posed by familiar adults. Thus the book is providing adults with important information about the identity of possible perpetrators and helping to correct a commonly held misconception which may place children at greater risk of victimisation.

Importantly, while there has been some previous evidence that child-focused prevention education materials may worryingly result in decreased adult vigilance because children are subsequently believed to be safe from abuse (e.g. Bagley et al., 1996; Kaufman & Zigler, 1992; Krivacska, 1990; Reppucci & Haugaard, 1989; Wald & Cohen, 1986; Wurtele, Kvaaternick, & Franklin, 1992), this evaluation did not find that most adults believed there was less need for vigilance because they had used the book. Rather, although most respondents believed children were now better protected because they had used the book, they did not believe that this meant it was less necessary for them to protect the child. Only 3.3% of respondents agreed that after using the book, they could now be less vigilant. While this figure is reassuringly low, however it is important to emphasise that no child-focused prevention material is an adequate substitute for adult vigilance. The responsibility for protecting children always resides with adults (Sanderson, 2004).

3.7 Use of the book in child-care centres and schools

Nearly all respondents supported the use of the book by schools and child care centres (98%). It would be beneficial for children if the book was also used in child care centres and schools. Providing effective prevention education for children requires an ongoing effort, not a 'one-of' prevention program. Retention of knowledge is often poor without repetition, and particularly for young children (Kaufman & Zigler, 1992; Krivacska, 1990; Reppucci & Haugaard, 1989; Rispens et al., 1997). Repetition and ongoing education is necessary for children to consolidate knowledge and enhance their safety skills (Ratto & Bogat, 1990; Wurtele, 1998; Wurtele, Saslawsky, Miller, Marrs, & Britcher, 1986). Importantly, children who have had earlier prevention education gain more out of subsequent programs (Berrick & Gilbert, 1991; Finkelhor & Dziuba-Leatherman, 1995; Finkelhor et al., 1995).

3.8 Changes in the child's behaviour

Respondents were questioned about changes in the child's behaviour since using the book. First, they were questioned about changes in the child's willingness to talk about, or ask questions about sexuality, their bodies, or about abuse. Since using the book, a significant number of children were now more willing to converse about sexuality and their bodies. Specifically, children were more likely to initiate these conversations, rather than merely participating.

In relation to sexual abuse, however, using the book did not result in a significant change in children's willingness to initiate, or participate in conversations about sexual abuse. Approximately 71% of respondents indicated that after using the book, there was no difference in children's willingness to engage in conversations about sexual abuse. They had not initiated or participated in these conversations before exposure to the book, and they still did not speak about these topics.

Children's increased willingness to initiate conversations about sexuality and their bodies is a clear benefit in developing children's safety skills as perpetrators are known to prefer naïve children who lack confidence (Bagley, Thurston, & Tutty, 1996; Budin & Johnson 1989; Elliott et al., 1995). Perpetrators then take advantage of this ignorance to provide children with an inaccurate view of sexuality which facilitates their victimisation of the child.

In contrast, there was no change in children's willingness to discuss abuse. This may have occurred because respondents' interpretation of what consisted "sexual abuse" varied considerably. For example, while some may have regarded questions from the child about whether they had to kiss a relative or friend when they did not want to, as relating to sexual abuse, others may not have categorised this as relevant to sexual abuse.

Future surveys could break down the behaviours relating to sexual abuse and ask specific questions about these, rather than questioning respondents about one generic "sexual abuse" category. Such a question is too open to subjective interpretation from respondents. The parameters of what constitutes sexual abuse should be clearly defined by the survey questions.

Second, respondents were asked to rate the frequency that children engaged in seven behaviours which related to positive and negative consequences of using the book. While including story themes (i) in play, (ii) in drawings, (iii) discussing themes with other children,

(iv) using correct terminology at appropriate times and (v) understanding that their genitals were private were all regarded as positive outcomes, (vi) children who were now more worried about interacting with adults or (vii) who used genital terminology at inappropriate times were regarded as negative effects of using the book with children.

When comparisons were made between changes in the frequency of these seven behaviours, changes in the child's understanding that their genitals are private and in their use of genital terminology at appropriate times were most likely to have occurred, while the negative consequences involving the child now worrying about interacting with adults or using genital terminology at inappropriate times, were the least likely to have happened. Also children's understanding that their genitals are private and their use of genital terminology at appropriate times were related to their age. Their cognitive capacity to understand these two concepts increased until 4-years of age and then stabilised.

Significantly more children understood that genitals were private and used the correct terminology for genitals at appropriate times after using the book. In contrast, there was no change in children's behaviours for three of the positive consequences. Respondents reported that after using the book, significant numbers of children did not, or rarely used the story themes in (i) their play or in (ii) their drawings. The majority of children also did not (iii) discuss the themes in the book with other children.

Despite some researchers' concern that prevention education may have negative effects on children (Kaufman & Zigler, 1992; Krivacska, 1990; Melton, 1992; O'Donahue & Greer, 1992; Reppucci & Haugaard, 1989, 1993; Tharinger et al., 1988; Trudell & Whatley, 1988) the current study found no evidence of negative consequences for children. The majority of children never, or only rarely, worried about interacting with adults after being read the book.

Similarly, most children did not use genital terminology at inappropriate times. So in relation to these two specific behaviours there was no evidence that exposure to the book had resulted in negative consequences for children's behaviour. Actually instead, use of the book was associated with less likelihood that the child would be worried about interacting with adults or that they would use genital terminology at inappropriate times.

Although our study only used carer reports of children's behaviour and did not assess children directly, other studies using evidence from children have also failed to find any consistent evidence that prevention programs have resulted in serious negative effects on children's behaviour. These studies have examined a wide range of possible negative consequences

including behaviour problems, anxiety, fear, emotional distress, or in misinterpreting appropriate touches as inappropriate (Davis & Gidycz, 2000; Finkelhor & Strapko, 1992; Hazzard et al., 1991; MacIntyre & Carr, 2000; Ratto & Bogat, 1990; Wurtele et al., 1989; Wurtele & Miller-Perrin, 1992; Wurtele, 1998, 2002).

3.9 Conclusion

For this evaluation 280 respondents answered a series of survey questions relating to their use of the book, subsequent changes in their own behaviour, their willingness to discuss the book and its content with the child and other adults, the helpfulness of the book as an education tool, and possible consequences of using the book including changes in children's behaviour. There were clear benefits in using the book for both the purchasers and the target children. Most respondents had used the book, and indicated they had found it helpful for a series of particular activities with the child (e.g. to develop safety strategies with the child for situations involving both strangers and familiar adults, discussing sexuality and correct genital terminology with the child, acting out scenarios with the child and using the carer information at the back of the book).

Importantly, after using the book most respondents reported being more willing to engage in conversation with the child about child safety and sexuality and to use anatomically correct terminology for genitals when talking with the child. Nearly all respondents also discussed the book with other adults. Respondents also reported the book had resulted in positive consequences including their own increased awareness of unsafe situations for children involving both strangers and particularly familiar adults, their capacity to deal with a disclosure and better protection for the child. Yet reassuringly, purchasers still believed it was necessary to maintain adult vigilance in protecting the child. Although they believed the book had provided important prevention education for the child, this did not negate their responsibility to protect the child.

Similarly, respondents believed using the book had resulted in positive changes in children's behaviours by their increased willingness to initiate conversations about sexuality and their bodies, their understanding that their genitals were private and their use of correct genital terminology at appropriate times. Respondents also indicated that possible negative consequences for children's behaviour from using the book had not occurred. Most children were rated as not worrying about interacting with adults or as being unlikely to use genital

terminology at inappropriate times, with these behaviours actually less likely to occur after using the book.

This evaluation showed there were clear benefits in using the book to provide prevention education for purchasers, children and potentially for the other adults purchasers spoke to about these issues. As an education resource it targets both adults and children. It provides important information for adults (e.g. risks from familiar adults, handling disclosures) and helps to provide children with knowledge about sexuality and their bodies, which counters the naivety that many perpetrators find appealing in children suggesting these children may be less likely to be targeted.

REFERENCES

- Bagley, C., Thurston, W.E. & Tutty, L.M. (1996). *Understanding and preventing child sexual abuse, vol. 1, Children: Assessment, social work, and clinical issues, and prevention education*. England: Ashgate Publishing Ltd.
- Berrick, J.D. & Gilbert, N. (1991). *With the best of intentions: the child sexual abuse prevention movement*. New York: Guilford Press.
- Budin, L.E., & Johnson, C.F. (1989) Sex abuse prevention programs: offenders' attitudes about their efficacy. *Child Abuse and Neglect*, 13, 77–87.
- Conte, J.R., Wolf, S., & Smith, T. (1989). What sexual offenders tell us about prevention strategies. *Child Abuse and Neglect*, 13, 293–301.
- Davis, M.K., & Gidycz, C.A. (2000). Child sexual abuse prevention programs: a meta-analysis. *Journal of Clinical Child Psychology*, 29, 257–65.
- Elliott, M., Browne, K., & Kilcoyne, J. (1995). Child sexual abuse prevention: What offenders tell us. *Child Abuse and Neglect*, 19, 579–84.
- Finkelhor, D. (Ed.) (1984). *Child sexual abuse: New theory and research*. New York: Free Press.
- Finkelhor, D. (1986). Prevention: A review of programs and research. In D. Finkelhor, S. Araji, L. Baron, A. Browne, S.D. Peters & G.E. Wyatt (Eds.). *A sourcebook on child sexual abuse*. (pp. 224–54). Beverly Hills, CA: Sage.
- Finkelhor, D., Asdigian, N. & Dziuba-Leatherman, J. (1995). Victimization prevention programs for children: a follow-up. *American Journal of Public Health*, 85, 1684–9.
- Finkelhor, D. & Dziuba-Leatherman, J. (1995). Victimization prevention programs: A national survey of children's exposure and reactions. *Child Abuse and Neglect*, 19, 129–39.
- Finkelhor, D. & Strapko, N. (1992). Sexual abuse prevention education. In D.J. Willis, E.W. Holden & M. Rosenberg (Eds.). *Prevention of child maltreatment: Developmental and ecological perspectives*. New York: John Wiley & Sons.
- Hazzard, A.P., Webb, C., Kleemeier, C.P., Angert, L. & Pohl, J. (1991). Child sexual abuse prevention: Evaluation and one-year follow-up. *Child Abuse and Neglect*, 15, 123–38.
- Kaufman, J., & Zigler, E. (1992). The prevention of child maltreatment: Programming, research, and policy. In D.J. Willis, E.W. Holden, & M. Rosenberg (Eds.). *Prevention of child maltreatment: Developmental and ecological perspectives*. New York: John Wiley & Sons.
- Krivacska, J. (1990). *Designing child sexual abuse prevention programs: Current approaches and a proposal for the prevention, reduction and identification of sexual misuse*. Springfield, IL: Thomas.
- MacIntyre, D., & Carr, A. (2000). Prevention of child sexual abuse: Implications of programme evaluation research. *Child Abuse Review*, 9, 183–199.

- McCurdy, K. & Daro, D. (1994). Current trends in child abuse reporting and fatalities. *Journal of Interpersonal Violence*, 9 (4), 75–94.
- Melton, G.B. (1992). The improbability of prevention of sexual abuse. In D.J. Willis, E.W. Holden & M. Rosenberg (Eds.). *Prevention of child maltreatment: Developmental and ecological perspectives*. (pp. 168–89). New York: John Wiley & Sons.
- O'Donahue, W., & Greer, J. (Eds.). (1992). *The sexual abuse of children: Clinical issues*, vol. 2. (pp. 477–517). Hillsdale, NJ: Erlbaum.
- QCC & QPS - Queensland Crime Commission & Queensland Police Service. (2000a). *Project Axis, vol. 1, Child sexual abuse in Queensland: The nature and extent*. Brisbane: QCC and QPS.
- QCC & QPS - Queensland Crime Commission & Queensland Police Service. (2000b). *Project Axis, vol. 2, Child sexual abuse in Queensland: responses to the problem*. Brisbane: QCC and QPS.
- QCC & QPS - Queensland Crime Commission & Queensland Police Service. (2000c). *Project Axis, vol. 3, Child sexual abuse in Queensland: Offender characteristics and modus operandi*. Brisbane: QCC and QPS.
- QCC & QPS - Queensland Crime Commission & Queensland Police Service. (2000d). *Project Axis, vol. 4, Child sexual abuse in Queensland: selected research papers*. Brisbane: QCC and QPS.
- Ratto, R., & Bogat, G.A. (1990). An evaluation of a preschool curriculum to educate children in the prevention of sexual abuse. *Journal of Community Psychology*, 18, 289–97.
- Reppucci, N.D., & Haugaard, J.J. (1989). Prevention of child sexual abuse: Myth or reality? *American Psychologist*, 44, 266–75.
- Reppucci, N.D., & Haugaard, J.J. (1993). Problems with child sexual abuse prevention programs. In R.J. Gelles & D.R. Loseke (Eds.). *Current controversies on family violence*. Newbury Park: Sage Publications.
- Reppucci, N.D., Woolard, J.L., & Fried, C.S. (1999). Social, community, and preventive interventions. *Annual Review of Psychology*, 50, 387–418.
- Rispens, J., Aleman, A., & Goudena, P.P. (1997). Prevention of child sexual abuse victimization: A meta-analysis of school programs. *Child Abuse and Neglect*, 21, 975–87.
- Roberts, M.C., Alexander, K., & Fanurik, D. (1990). Evaluation of commercially available materials to prevent child sexual abuse and abduction. *American Psychologist*, 45, 782–3.
- Sang, D. (1994). “Just say no” may not be enough to prevent sexual abuse. *Social Work*, 39, 603–5.
- Sanderson, J.A. (2004). Child-focused sexual abuse prevention programs: How effective are they in preventing child sexual abuse? *Research and Issues Paper, No.5*. Brisbane: Crime and Misconduct Commission.

- Tharinger, D.J., Krivacska, J.J., Laye-McDonough, M., Jamison, L., Vincent, G.G. & Hedlund, A.D. (1988). Prevention of child sexual abuse: An analysis of issues, educational programs, and research findings. *School Psychology Review*, 17(4), 614–34.
- Tomison, A.M. (2000). Evaluating child abuse prevention programs. *National Child Protection Clearinghouse Issues Paper No. 12*, Melbourne: Australian Institute of Family Studies.
- Tomison, A.M. & Poole, L. (2000). *Preventing child abuse and neglect: Findings from an Australian audit of prevention programs*. Melbourne: Australian Institute of Family Studies.
- Trudell, B., & Whatley, M. (1988). School sexual abuse prevention: Unintended consequences and dilemmas. *Child Abuse and Neglect*, 12, 103–13.
- Wald, M.S., & Cohen, S. (1986). Preventing child abuse: what will it take? *Family Law Quarterly*, 20, 281–302.
- Whetsell-Mitchell, J. (1995). *Rape of the innocent: Understanding and preventing child sexual abuse*. Washington, DC: Taylor & Francis.
- Woodward, J.H. (1990). *Evaluating the implementation of the “Keeping Ourselves Safe” child sexual abuse prevention programme*. Masters thesis, Dunedin: University of Otago.
- Wurtele, S.K. (1987). School-based sexual abuse prevention programs: A review. *Child Abuse and Neglect*, 11, 483–95.
- Wurtele, S.K. (1990). Teaching personal safety skills to four-year-old children: A behavioural approach. *Behavior Therapy*, 21, 25–32.
- Wurtele, S.K. (1993). Enhancing children’s sexual development through child sexual abuse prevention programs. *Journal of Sex Education and Therapy*, 19, 37–46.
- Wurtele, S.K. (1998). School-based child sexual abuse prevention programs: Questions, answers, and more questions. In J.R. Lutzker (Ed.). *Handbook of child abuse research and treatment*. (pp. 501–16). New York: Plenum Press.
- Wurtele, S.K. (2002). School-based child sexual abuse prevention. In P.A. Schewe (Ed.). *Preventing violence in relationships: Interventions across the lifespan*. (pp. 9–25). Washington, DC: American Psychological Association.
- Wurtele, S.K., Kast, L.C., & Melzer, A.M. (1992). Sexual abuse prevention education for young children: A comparison of teachers and parents as instructors. *Child Abuse and Neglect*, 16, 865–76.
- Wurtele, S.K., Kvaaternick, M., & Franklin, C.F. (1992). Sexual abuse prevention for preschoolers: A survey of parents’ behaviours, attitudes, and beliefs. *Journal of Child Sexual Abuse*, 1, 113–28.
- Wurtele S.K., Marrs, S.R., & Miller-Perrin, C.L. (1987). Practice makes perfect?: The role of participant modelling in sexual abuse prevention programs. *Journal of Consulting & Clinical Psychology*, 55, 599–602.
- Wurtele, S.K., Currier, L.L., Gillespie, E.I., & Franklin, C.F. (1991). The efficacy of a parent implemented program for teaching preschoolers personal safety skills. *Behavior Therapy*, 22, 69–83.

- Wurtele, S.K., Gillespie, E.I., Currier, L.L., & Franklin, C.F. (1992). A comparison of teachers vs. parents as instructors of a personal safety program for preschoolers. *Child Abuse and Neglect*, 16, 127–37.
- Wurtele, S.K., Kast, L.C., Miller-Perrin, C.L., & Kondrick, P.A. (1989). A comparison of programs for teaching personal safety skills to preschoolers. *Journal of Consulting and Clinical Psychology*, 57, 505–11.
- Wurtele S.K., & Miller-Perrin, C.L. (1992). Preventing child sexual abuse: sharing the responsibility. Lincoln: University of Nebraska Press.
- Wurtele, S.K., Saslawsky, D.A., Miller, C.L., Marrs, S., & Britcher, J.C. (1986). Teaching personal safety skills for potential prevention of sexual abuse: A comparison of treatments. *Journal of Consulting and Clinical Psychology*, 54, 688-92.