Recommendations for Sexual Abuse Prevention Education in Washington State K–12 Schools

Erin's Law Workgroup

2019

Kathe Taylor
Assistant Superintendent of
Learning and Teaching at OSPI

Prepared by:

- **Laurie Dils**
  Sexual Health Education Program Supervisor
  laurie.dils@k12.wa.us | 360-725-6364

- **Andrea Wessel**
  Sexual Health Education Program Specialist
  andrea.wessel@k12.wa.us | 360-725-6368

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Chris Reykdal, State Superintendent

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Executive Summary

About Erin's Law

Passed by the Washington state legislature in 2018, Erin's Law (Substitute House Bill 1539) addresses child sexual abuse prevention education in Washington state schools. The law recognizes the importance of preventing child sexual abuse and encourages school-based K–12 prevention education, but does not require schools to provide such education. Over 30 states have passed some version of Erin's Law, all of which are different from Washington's law.

Erin's Law addresses the need to prevent *sexual abuse* of students in grades K–12, which requires defining and addressing the wide range of behaviors and experiences related to *sexual violence*, such as *child sexual abuse*, *sexual assault*, and *sex trafficking*. (Here and throughout this report, words in blue italic text are linked to and defined in the glossary in Appendix A.)

Prevention strategies for different types of sexual abuse vary considerably, depending on the age of the child receiving prevention services, the type of sexual abuse being addressed, and community and cultural contexts. Ultimately, all prevention strategies address power and control. This document will use *sexual abuse* as an umbrella term that includes the range of sexual abuse that may occur throughout childhood and adolescence.

OSPI Role and Process

Erin's Law named the Office of Superintendent of Public Instruction (OSPI) as the lead agency tasked with reviewing existing child sexual abuse prevention curricula and assisting *local education agencies* with developing a coordinated program for the prevention of child sexual abuse in grades K–12. This work required OSPI to coordinate with the Department of Children, Youth, and Families (DCYF) and builds on work done by DCYF to address the prevention of child abuse and neglect.

Erin's Law also directed OSPI to gather advice and comments from *relevant stakeholders*. To carry out this work, OSPI held four regional meetings, in Spokane, Yakima, Everett, and Olympia. In addition, a statewide workgroup of stakeholders met to review regional meeting results, develop draft recommendations to assist schools as they establish sexual abuse prevention education programs, and provide information to DCYF regarding school-based prevention programming.

Regional Stakeholder Meetings

Curriculum Review Panel

Statewide Stakeholder Workgroup

Recommendations for school-based implementation of sexual abuse prevention programming
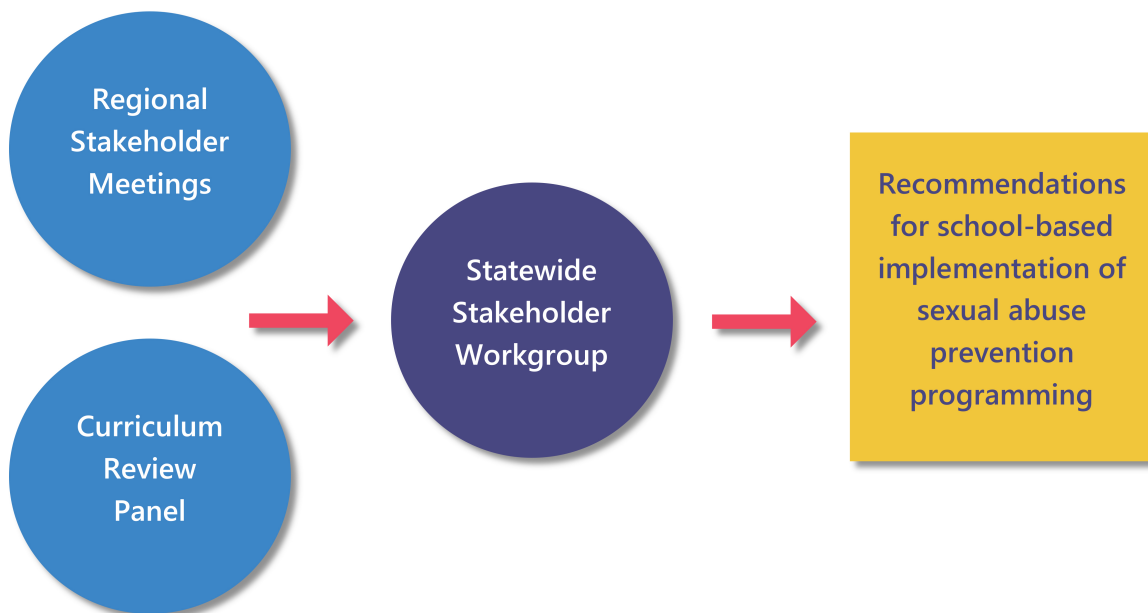
OSPI Implementation Process

These recommendations are provided in this report. They are designed for schools that intend to provide K–12 sexual abuse prevention education or that are delivering such education already and want to update or expand it. Should schools choose to

provide such instruction, they are required to review these recommendations and other resources developed by OSPI. The problem of K–12 sexual abuse points to a critical need for prevention education with both adults and children.

The use of these recommendations will help ensure that schools use evidence-informed approaches that are likely to be effective and that will avoid retraumatizing students who may have already experienced some form of sexual abuse.

In developing these recommendations, stakeholders and OSPI staff relied on research about effective prevention practices and programmatic strategies that are *theory-driven* and *evidence-informed*. While *primary prevention* approaches are front and center, *secondary prevention* approaches, which include *risk-reduction* strategies, and *tertiary prevention* approaches are also addressed.

The recommendations reflect a *trauma-informed* approach that recognizes that many students have already experienced some form of sexual abuse and that strives to avoid retraumatizing those students through well-intended but poorly designed or executed prevention education.

Schools are encouraged to do sexual abuse prevention work in an intentional and collaborative manner. The recommendations reflect a *whole child approach* to sexual abuse prevention that incorporates the Whole School, Whole Community, Whole Child Model and assumes the involvement and interconnectedness of several systems, including families, community organizations, the health care system, and state agencies. Collaboration ensures that child sexual abuse prevention education addresses and is based on an understanding of the complexities of the problem and avoids unintended risks to students (such as traumatization). Schools should use the breadth of their resources to ensure success.

About These Recommendations

This report's recommendations are designed for local education agencies, schools, classroom teachers, the surrounding community, and state and local agencies and organizations that are involved in implementing child sexual abuse prevention programs in K–12 schools in Washington state. The recommendations include information about requirements and best practices based on a *curriculum* review, literature from the sexual abuse field, and regional stakeholder meeting input. A statewide stakeholder workgroup assisted OSPI in developing this set of considerations and recommendations to help schools decide (1) if they are ready to offer a prevention education program, (2) if yes, how to approach the implementation process, and (3) if no, what they can do to prepare.

The report includes two main sections. Part 1 presents context and background information about child sexual abuse in Washington state and Erin's Law. It also describes the terms used in this document and the frameworks, theoretical models, and prevention approaches that provide a rationale for the recommendations presented in Part 2.

Part 2 summarizes Washington state requirements for schools and best practices for sexual abuse prevention education and outlines age-appropriate prevention approaches, then presents the overall recommendations for Washington state schools. These recommendations are intended to help local education agencies, schools, classroom teachers, the surrounding community, and state and local agencies and organizations think about and plan ahead for the steps to effective sexual abuse prevention work before beginning to provide programming.

The legislature provided funding during the 2019 legislative session for continued implementation work related to Erin's Law. In the second year of Erin's Law implementation (July 1, 2019–June 30, 2020), OSPI will develop a series of "readiness assessments" for schools that will build upon the recommendations presented here and serve as checklists of important steps to take when offering prevention programming. OSPI will also provide *professional learning* and resources for Educational Service Districts to increase capacity for implementation of school-based sexual abuse prevention education and programming.

Part 1: Background and Foundational Approaches to Sexual Abuse Prevention Education

Part 1 describes the background, research, frameworks, and foundational approaches used in formulating recommendations for schools that wish to provide sexual abuse prevention education. School staff who are developing such programs must first have a solid understanding of the frameworks and approaches to ensure successful programming. A number of specific terms used in this document, marked by blue italic text on first mention, are linked to and defined in the glossary (Appendix A).

Child Sexual Abuse in Washington State

Both *child sexual abuse* and *sexual violence* continue to be pervasive in Washington state and the nation:

- One in 9 girls and 1 in 53 boys under the age of 18 experience sexual abuse or assault at the hands of an adult (Finkelhor et al., 2014).

- 82 percent of all juvenile victims of sexual abuse are female (U.S. Department of Justice [DOJ], 2000).

- 34 percent of all victims under 18 are abused under the age of 12 (DOJ, 1997).

- 93 percent of perpetrators of sexual abuse are known to the victim (DOJ, 2000).

- Every 9 minutes, Child Protective Services finds evidence for a claim of child sexual abuse (U.S. Department of Health and Human Services [HHS], 2018).

- 58,000 sexual abuse reports were substantiated by Child Protective Services nationally in 2017 (HHS, 2018).

- In 2015, Washington Child Protective Services received reports meriting investigation that alleged the sexual abuse or exploitation of 2,603 children (Erin's Law, 2018).

- Of college-aged women who are sexually assaulted, only 32 percent report their assault (HHS, 2018).

According to the *Healthy Youth Survey* conducted in Washington state in 2018, 12.3 percent of 8th-graders, 18.9 percent of 10th-graders, and 25.2 percent of 12th-graders had been forced into kissing, sexual touch, or intercourse when they did

not want to. Among 10th- and 12th-graders, these figures were significantly higher than in 2016. Female students who identified as multiracial experienced higher rates of victimization than their white counterparts. Responses showed that 24.6 percent of 8th-graders, 31.1 percent of 10th-graders, and 31.4 percent of 12th-graders had seen someone about their age pressure someone else to kiss, touch, or have sex when they did not want to. Survey results also showed that 5.8 percent of Washington 8th-graders, 9.5 percent of 10th-graders, and 10.4 percent of 12th-graders had had their activities limited or had been threatened by someone they were dating. Experts in the fields of child sexual abuse and sexual violence point to problems related to underreporting (National Center for Victims of Crime, 2011; National Institute of Justice, 2010). Those who have been affected by sexual abuse may not report it for a variety of reasons: fear of punishment or reprisal, distrust of "the system," fear of not being believed, being nonverbal, language or other communication barriers, or because the questions asked in surveys or by professionals may not reflect their experience. In addition, the Healthy Youth Survey questions related to sexual abuse were optional for participating schools, which limits the usefulness of the data.

Students at greatest risk of being targeted for sexual abuse include those with cognitive or physical disabilities, very young students, students who identify as or are perceived as being LGBTQ, students representing racial or ethnic minorities, and students in out-of-home care or who are experiencing homelessness.

These students tend to have fewer natural supports, increased dependence on adults, and greater barriers to self-advocacy and self-determination. These students may also have greater barriers to accessing sexual abuse prevention education in school.

Individuals with intellectual or developmental disabilities experience sexual abuse seven times more than their nondisabled peers, yet according to one study, only 54 percent of special education teachers believe that such students would benefit from sexual abuse prevention education (Barnard-Brak et al., 2014). Recognizing the most vulnerable students can help schools tailor their prevention efforts to meet the needs of these differing communities.

Erin's Law

As a survivor of child sexual abuse, Erin Merryn began writing to legislators in 2008, advocating for personal body safety education in public schools. Her work led to the passage of legislation (Erin's Law) in 36 states. In December 2015, President Obama signed a federal version of Erin's Law that provides federal funding for schools to use for sexual abuse prevention education. In 2018, Merryn testified in Olympia on behalf of SHB 1539, Washington state's version of Erin's Law.

Passed by the Washington state legislature in 2018, Erin's Law, named in honor of a childhood sexual abuse survivor, is intended to help children, teachers, and parents in Washington state schools identify sexual abuse, and to provide assistance, referral, or resource information for children and families who are victims of child sexual abuse. The bill named the Office of Superintendent of Public Instruction (OSPI) as the lead agency tasked with reviewing curricula and assisting *local education agencies* with developing a coordinated program for the prevention of child sexual abuse in grades K–12. This work requires coordination with the Department of Children, Youth, and Families (DCYF) and builds upon work done by DCYF to address the prevention of child abuse and neglect (Erin's Law, 2018).

"This bill provides modifications to the Coordinated Primary Prevention Program for Child Abuse and Neglect (RCW 28.A.300.160). It adds provisions to address prevention of sexual abuse of students in grades K–12. It requires OSPI to: 1) Review existing curricula relating to the prevention of sexual abuse and make that information available to school districts; 2) Assist the Department of Children, Youth, and Families (DCYF) and school districts in establishing a coordinated program for the prevention of sexual abuse of K–12 students."

— Erin's Law, Substitute House Bill 1539,
State of Washington, 65th Legislature, March 5, 2018

Curriculum Review Process and Stakeholder Meetings

Due to the large number of stakeholders who contacted OSPI expressing interest in the implementation of Erin's Law, OSPI developed a volunteer application that provided three options for involvement: serving on a *curriculum* review panel, attending a regional meeting, or serving on a statewide workgroup. Forty-one people submitted applications, all of whom were provided with an opportunity for involvement. Additional stakeholders were recruited to ensure needed content expertise and diversity of volunteers.

Erin's Law required OSPI to review existing curricula related to sexual abuse prevention for students in K–12 schools. OSPI engaged content experts to develop a curriculum review instrument and, through volunteer applications, chose *relevant stakeholders* to serve on a review panel. OSPI requested 88 curricula or other instructional materials from publishers for review, though not all publishers responded. The panel of 20 reviewers, representing a geographically and culturally diverse cross-section of the state, received training from OSPI on use of the review instrument. They reviewed a total of 38 curricula and other instructional materials, and OSPI developed a curriculum review report for use by local education agencies interested in adopting curricula. OSPI will make the curriculum review report available online.

Erin's Law directed OSPI to gather advice and comments from relevant stakeholders. To carry out this work, OSPI held four regional meetings, in Spokane, Yakima, Everett, and Olympia, which were attended by a total of 120 people. A statewide workgroup of stakeholders met to review advice and comments from the regional meetings, review the literature on effective prevention approaches, and develop draft recommendations to assist schools as they establish prevention programs. DCYF was involved in both the regional meetings and the statewide workgroup.

Erin's Law also directed OSPI to write *rules* related to school-based provision of sexual abuse prevention programming. In addition to having policies and procedures in place, schools must give advance notice to parents (including legal guardians) and students of planned instruction, and they must allow parents and guardians to opt their children out of such instruction.

Background Information on Prevention

Primary prevention works to stop the perpetration of sexual abuse before it starts. It is therefore imperative to engage all members of the school community, including students and families, in addressing the root causes of sexual abuse, in part by creating a climate and culture that is safe, supportive, and protective and that does not tolerate any form of bullying, harassment, or violence. The adults in a school community, particularly at the elementary level, must be willing to be allies in protecting students from experiencing abuse, train other adults to avoid perpetrating any type of abuse, and work to change the *school climate* and culture to make any type of abuse or violence unacceptable.

The involvement of support staff at the building level, such as school counselors and nurses, is key to *secondary prevention*: reducing harm for those who have already experienced abuse. It is also of key importance to have a network of

community-based organizations and individuals who can provide services to survivors and who may be able to supplement instruction and resources with trained staff and evidence-based practice.

The recommendations that follow will guide schools through an intentional process of preparing for and providing effective sexual abuse prevention education. Depending on how experienced a school already is, or how much planning has already occurred for this work, it may take weeks or months to go through a planning and implementation process. This work may be challenging and time-consuming, but it is necessary to protect the health and well-being of all students in Washington.

Purpose of Recommendations

These recommendations are intended for review and consideration by schools that wish to provide sexual abuse prevention education or other programming. While offering such education is optional, schools that choose to provide sexual abuse prevention education are required to review these recommendations.

This will ensure that schools use evidence-informed approaches that are likely to be effective and that will avoid retraumatizing students who may have already experienced some form of sexual abuse. The establishment of a sexual abuse prevention education program is voluntary and is not part of the state's program of basic education.

"The coordinated prevention program established under this section is a voluntary program and is not part of the state's program of basic education."

— Erin's Law, Substitute House Bill 1539,
State of Washington, 65th Legislature, March 5, 2018

In developing these recommendations, stakeholders and OSPI staff relied on research related to effective prevention practices and programmatic strategies that are *theory-driven* and *evidence-informed*. While *primary prevention* approaches are front

and center, *secondary prevention* and *tertiary prevention*, as well as *risk-reduction* strategies, are also addressed. The recommendations reflect a *whole child approach* to sexual abuse prevention that assumes the involvement and interconnectedness of several systems, including families, community organizations, the health care system, and state agencies.

TERTIARY

Long-term responses after violence has occurred to deal with the long-term consequences of violence

SECONDARY

Immediate responses after violence has occurred to deal with the short-term consequences of violence

PRIMARY

Approaches that take place before violence has occurred to prevent initial perpetration or victimization
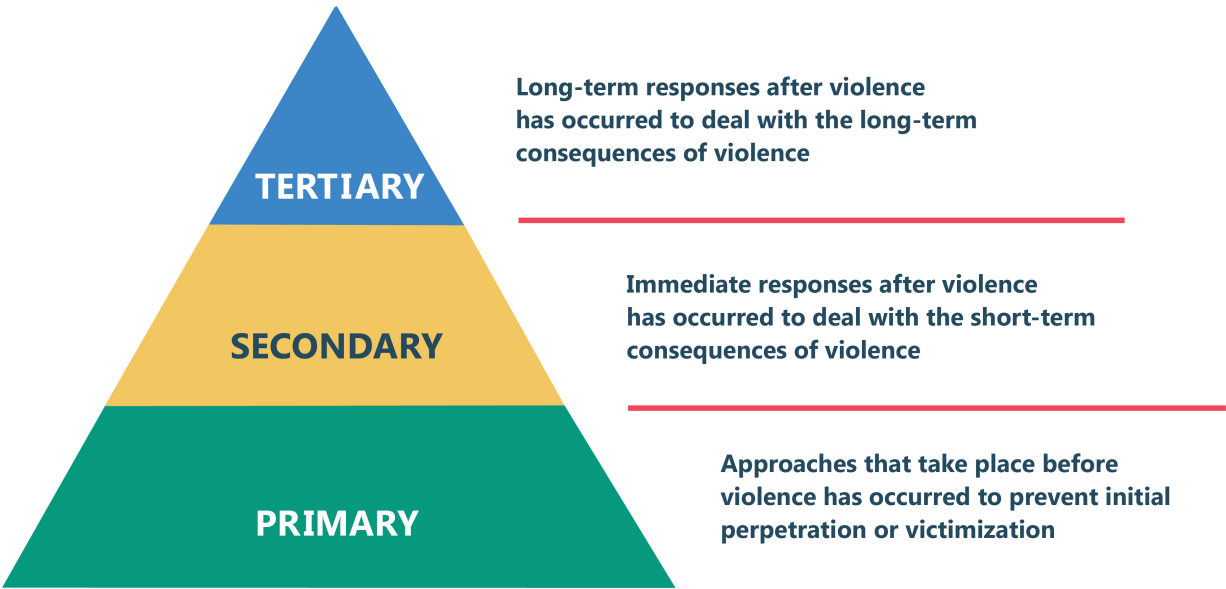
Primary, Secondary, and Tertiary Prevention

Adapted with permission from "Sexual violence prevention: Beginning the dialogue," by Centers for Disease Control and Prevention (CDC), 2004, Atlanta, GA. Copyright by CDC, 2004.

Terms and Definitions

Because of the broad range of sexual abuse and violence experienced by students in grades K–12, and because students in the K–12 education system range in age from 3 to 21 years, we use the term *sexual abuse* as an umbrella term to reflect the range of sexually abusive behaviors and experiences that are contained in the spectrum of violence. Our working definition of sexual abuse includes unwanted sexual touch*, sexual harassment*, *sexual assault*, *sexual exploitation*, and other types of *sexual violence*, although these terms are not interchangeable. For example, while sexual harassment is one form of sexual abuse, it is not the same as sexual violence.

Rape culture, while not a behavior, includes behaviors such as degrading jokes and images that, even if seemingly harmless, contribute to the perpetuation of sexual violence.

These recommendations use the terms *victim* and *survivor* to refer to people who have been affected by sexual abuse. These include people who have directly experienced the violence as well as family, friends, or any person who witnesses or becomes aware of a violent act and is affected by or involved in the situation in some way, commonly known as secondary victims.

Not all of those who have been affected by sexual abuse identify with or describe themselves as *victims*. Many people prefer the term *survivor* or another term altogether. When working with people affected by sexual abuse, it is important to use the same language they use to refer to themselves. Additionally, use of the term *victim* does not imply or require participation or involvement with a justice system. Many victims do not report to law enforcement or school officials, for a variety of reasons, and services are still available for victims who do not report.

Additional terms and definitions can be found in Appendix A: Glossary.

Prevention Approaches

These recommendations provide examples of several approaches to sexual abuse prevention education that are based on evidence-informed effective prevention programs. When developing a sexual abuse prevention education program, it is important to include all four prevention approaches: (1) whole child approach, (2) *social-ecological model*, (3) *trauma-informed* approach, and (4) culturally responsive approaches.

All of these approaches are important. Keeping the focus on primary prevention enables consideration of how violence can be stopped before it happens. Primary prevention cannot occur, however, without the response, support, and resources offered through secondary and tertiary prevention.

Another important consideration is that prevention approaches vary depending on the age of the students receiving education. More information on this can be found in the Prevention Strategies section.

- **Individual**
- **Relationship**
- **Community**
- **Societal**

- **Primary**
- **Secondary**
  - *Risk Reduction*
- **Tertiary**

Social-ecological model

Trauma-informed

Levels of prevention

Comprehensive Sexual Abuse Prevention

Culturally responsive and accessible

Age-appropriate and whole child
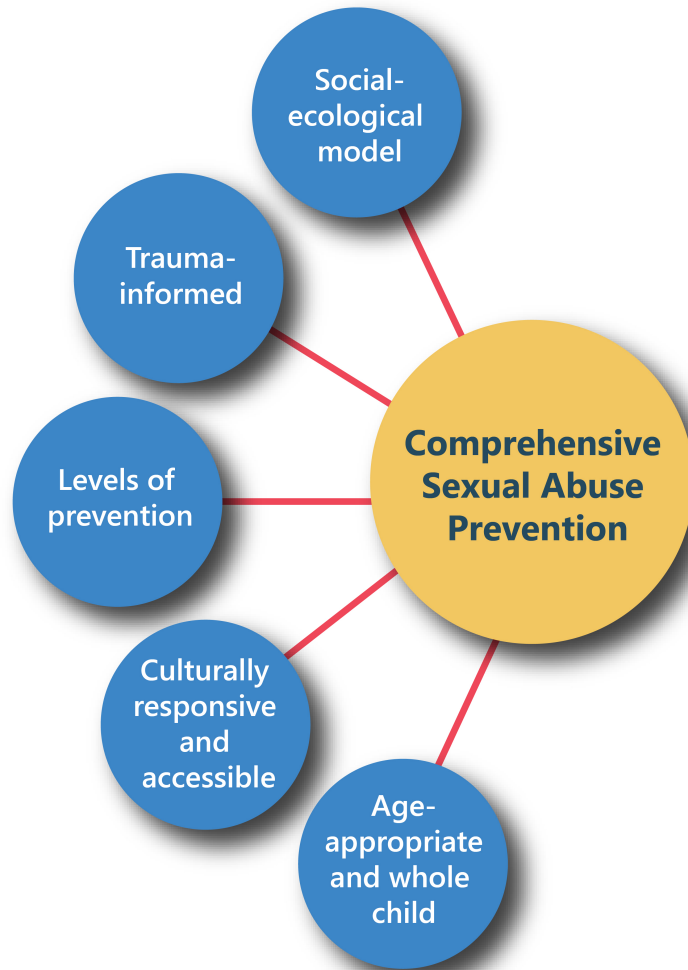
Aspects of Comprehensive Sexual Abuse Prevention

Whole Child Approach

OSPI is committed to using a whole child approach in all of its work, which ensures "that each child, in each school, in each community is healthy, safe, engaged, supported, and challenged" (ASCD, 2015). This approach puts each child in our K–12 system at the center of a collaborative system of support that includes educators, families, community members, and policymakers.

The Whole School, Whole Community, Whole Child Model

*Reprinted with permission from "The whole school, whole community, whole child model,"
by ASCD, 2019, Alexandria, VA. Copyright 2019 by ASCD.*

Based on research regarding effective prevention practices, schools should develop sexual abuse prevention programming in collaboration with the larger community, not in isolation. If schools choose to develop a sexual abuse prevention program, they can collaborate with several *community partners*. These partnerships can significantly reduce the burden on local education agencies, given limited resources such as staff time and capacity, money for instructional materials, and training. The recommendations include state and local organizations and resources in Washington that schools may want to partner with for this work.

Social-Ecological Model

The *social-ecological model* is a public health framework developed by the Centers for Disease Control and Prevention (CDC, 2019a). It recognizes the interrelationship between individual, relationship, community, and societal factors that influence issues like sexual abuse:

- Individual (e.g., providing education that builds positive attitudes and skills to counter factors that might put an individual at higher risk of perpetrating or experiencing abuse or violence)

- Relationship (e.g., peer or bystander projects that give youth tools to positively change their school or social climate; mentoring programs; and teacher-student relationship-building opportunities)

- Community (e.g., addressing school or community environments by encouraging a culture of consent)

- Societal (e.g., addressing larger macro-level factors such as gender inequality)

The Social-Ecological Model

Adapted from "The social ecological model," by Washington Coalition of Sexual Assault Programs (WCSAP), 2019, Olympia, WA. Copyright 2019 by WCSAP. Reprinted with permission.

Factors at all of these levels must be considered to ensure that sexual abuse prevention education efforts are successful. This model is similar to the whole child approach in that it addresses multiple factors and systems that are interrelated and

integral to providing effective education and services. The two approaches support one another.

Trauma-Informed Approach

One of the most important considerations in sexual abuse prevention education is to "do no harm." Without sufficient planning, training, and attention before offering education, schools may inadvertently retraumatize students who have already experienced sexual abuse. Risk-reduction approaches can have the unintended effect of students feeling responsible for their abuse (e.g., "I didn't speak out loudly enough" or "I didn't say no"). Sexual abuse, whether it happens in early childhood or late adolescence, is never the fault of the survivor, and care must be taken to make that explicitly clear with students.

Education in early elementary grades should include corollary efforts with all adults in the school community to ensure that the adults see it as their responsibility to protect children from being abused and do not place the burden of prevention on the students themselves.

Given the statistics on the prevalence of the problem, teachers should assume that students in every classroom have been affected by sexual abuse. Administrators

should also assume that survivors are being asked to teach this content. Bringing support staff into the process before delivering education is therefore critical. Support staff such as school counselors, along with community-based organizations, are necessary for the support of students who may be *triggered* by education or who may disclose abuse as a result of education. Support may also be needed for school staff who are triggered when delivering education.

While it is possible that children experiencing abuse may be removed from instruction by parents or guardians who are perpetrating abuse, advance notice also allows family members of survivors to take appropriate steps to prepare their child and make plans for additional support if needed to avoid retraumatization.

Culturally Responsive Approaches

School culture is a microcosm of the larger societal culture, which means that issues of power and control found within the larger culture contribute to conditions in schools that may lead to sexual abuse. These conditions must be addressed in order to do effective prevention education. When power is distributed unevenly, only some groups benefit and they may use their power to target other groups of people. Inequity and violence are rooted in abuses of power.

Sexual abuse, while often sexual in nature, is not necessarily about sex. Viewing sexual abuse as an abuse of power makes a clear connection between the root causes of sexual abuse and culturally responsive prevention efforts.

When working with certain populations (e.g., youth in general and marginalized groups such as students of color, students with cognitive and physical disabilities, students who identify as or are perceived as being LGBTQ, and students in out-of-home care or experiencing homelessness), it is best practice to include a representative of that group or someone who specializes in the treatment and support of people who are in that group.

To facilitate this, schools need to have identified staff from as many identified populations as possible who possess the extra training to support those who are experiencing abuse or who identify as being at risk. Developing and maintaining an active working relationship with local agencies that serve the populations represented in your school is also important.

Individuals with disabilities, especially intellectual and developmental disabilities, are at greatest risk of sexual abuse, yet they have the least access to sexual abuse prevention education. Much of this disparity stems from three main factors:

1. Individuals with intellectual and developmental disabilities are typically viewed as young children regardless of their chronological age, resulting in beliefs among parents and educators that they would not benefit from sexual abuse prevention education.

2. Most educational programs for individuals with intellectual and developmental disabilities promote a culture of compliance rather than a culture of self-advocacy or self-determination skills. Rarely do adults (family members or professionals) deliberately incorporate strategies to promote body autonomy and consent, and this results in beliefs among individuals with disabilities that all forms of touch are both expected and out of their control.

3. Compared with their nondisabled peers, individuals with intellectual and developmental disabilities tend to have many more adults in their lives, and these adults often have unsupervised access to them. The result is that 44 percent of perpetrators of abuse are paid professionals (e.g., caregivers, bus drivers, coaches, educational staff) and 32 percent are family members (Balderian, 1991).

An effective sexual abuse prevention education program must address these factors to ensure that students with intellectual and developmental disabilities have equitable access and support. Often, strategies used to manage these students' behavior or practices inadvertently set them up to be at greater risk for abuse.

Curricula designed for general education students that have been modified for students with intellectual and developmental disabilities often make incorrect assumptions about a student's knowledge or skills related to basic sexual abuse prevention concepts, including anatomy, boundaries, and consent. Using concepts of *Universal Design for Learning* helps ensure that all students have meaningful access to the prevention education programming being provided.

Prevention Strategies

Primary Prevention

The most effective approach to combating the problem of sexual abuse is primary prevention. Primary prevention focuses on stopping the perpetration of sexual abuse before it starts. It involves changing the attitudes, beliefs, and behaviors that contribute to violence, including changing societal norms and expectations.

Research points to risk and protective factors that can be addressed in effective sexual abuse prevention education programming. For example, improving emotional health, connectedness, empathy, and academic achievement may lessen the risk of someone perpetrating sexual violence (CDC, 2018).

Primary prevention strategies should include multiple components that address all levels of the social-ecological model. The actions and behaviors of individuals are influenced by the relationships they see around them (e.g., parents or guardians, peers, and teachers), community values and norms (e.g., power dynamics, rules and policies, and expectations), and messages from the larger society (e.g., media and laws). Addressing all of these levels simultaneously can potentially stop violence before it happens.

Examples of primary prevention include:

- Offering K–12 comprehensive sexual health education (Schneider & Hirsch, 2018).

- Providing social-emotional learning programs.

- Teaching people to respect the boundaries of others and refrain from giving unwanted touch.

- Teaching people they have the right to body autonomy and to choose when, where, how, and by whom they do and do not want to be touched.

- Engaging in social norms work that changes attitudes and behaviors related to sexual abuse.

- Addressing gender inequality and differences in power by changing policies and social norms to support gender equity.

- Creating a culture of respect and empathy within a school or community in which violence is not accepted.

- Developing, communicating, and modeling school values and expectations that promote good citizenship and healthy boundaries and consent.

- Ensuring adequate supervision on playgrounds.

- Monitoring hallways, restrooms, school buses, and other environments that may pose a risk for bullying or abuse.

Secondary Prevention

Secondary prevention is the immediate response to sexual abuse while it is occurring or soon after it occurs. The goal of secondary prevention is to reduce the potential short-term harm that can result from sexual abuse. It includes improving how people respond to survivors, ensuring that survivors have access to services, and raising awareness in the community about the nature of sexual abuse to increase understanding of what survivors experience and need.

Examples of secondary prevention include:

- Training staff on how to respond to a disclosure of abuse.

- Providing emergency medical care.

- Providing crisis intervention by a trained advocate.

Risk Reduction

Many sexual abuse prevention programs focus primarily on *risk-reduction* strategies, which are efforts aimed at lowering one's risk of victimization. These strategies are commonly used, but they do not represent best practices. In addition to ample research showing that these strategies are ineffective, these strategies may inappropriately place responsibility on potential victims to prevent their own victimization. Risk-reduction strategies are considered secondary prevention, as they aim to interrupt or reduce the harm done by an action, but primary prevention stops the action from occurring in the first place.

Examples of risk-reduction strategies include:

- Offering self-defense classes.

- Providing training on refusal skills.

- Promoting messages that place responsibility on potential victims to protect themselves (e.g., don't accept a drink from a stranger, don't dress provocatively, stay in a group, never walk outside alone).

There may still be value in using these strategies (e.g., teaching young children to say no if someone is treating or touching them in a way that is hurtful or harmful), but it is critical to combine them with primary prevention strategies such as teaching young children how to respect others' boundaries and teaching adults how to protect children from being sexually abused and stressing that abuse is never the fault of the victim.

Tertiary Prevention

Tertiary prevention is intended to reduce long-term harm from sexual abuse and reduce further trauma and harm. Examples of tertiary prevention include:

- Providing counseling or other support services at multiple points in time as survivors approach developmental milestones.

- Providing sex offender treatment.

Part 2: Recommendations for Implementing Sexual Abuse Prevention Education in Schools

These recommendations are intended to help guide K–12 schools in Washington state that are considering providing sexual abuse prevention education, or that are already delivering such education and want to update or expand it. Providing such education is optional, but if schools choose to do so, they are required to review these recommendations and [other resources developed and posted by OSPI](#). This will ensure that schools use evidence-informed approaches that are likely to be effective and that will avoid retraumatizing students who may have already experienced some form of sexual abuse.

Part 2 describes requirements for schools, best practices (policies and procedures, administrator and staff training, student education, and family education), age-appropriate sexual abuse prevention approaches, and specific recommendations for various members of the school community.

Requirements

Schools are not required to offer sexual abuse prevention education or programming, but if they choose to do so, they are required to have policies and procedures in place regarding reporting and responding to sexual abuse, and they are required to offer *professional learning* related to sexual abuse. Schools that provide sexual abuse prevention education or other programming must also give families and students at least 30 days' notice before such education begins, and they must allow parents and guardians an opportunity to choose whether to opt out of such education upon written request. Whether or not sexual abuse prevention education is being provided, all certificated and classified school employees shall receive professional learning on their role as mandatory reporters, per RCW 28A.400.317.

Best Practices

There is no one way for schools or communities to engage in sexual abuse prevention education. Because each community is different in terms of the scope of the problem, available resources, and community values and needs, each school community will approach prevention education differently. Students have different developmental needs related to education, and elementary-level education will be different from middle school and high school education, and therefore schools will develop different strategies. This section describes best practices in general terms, with the understanding that the approach of each school or local education agency will be different.

Many schools are already engaged in sexual abuse prevention work through their efforts to promote social-emotional learning or good citizenship. Research shows that the risk of perpetrating sexual violence may be lessened when someone is emotionally healthy, connected, and empathetic (CDC, 2018). Schools may wish to add to existing efforts by focusing more specifically on sexual abuse prevention. Schools may choose to adopt and deliver a curriculum for the purpose of sexual abuse prevention, or they may choose to bring in local experts to provide education or other programming. Other strategies may include schoolwide efforts such as school climate assessments, school climate and culture transformations, and social norms campaigns.

When the majority of a student's day is spent in school, schools are responsible for making sexual abuse prevention a top priority. Research shows that the most

effective way to do this is by training adults (all school staff and caregivers) and teaching students skills. This can be done by creating a comprehensive sexual abuse prevention strategy that incorporates the following evidence-informed best practices:

- Policies and procedures

- Teacher and staff training

- Student education

- Family education

Policies and Procedures

School administrators should assess and update existing sexual abuse prevention and child protection policies, procedures, and practices (Yanowitz, Monte, & Tribble, 2003). Such policies should aid in the development of comprehensive strategies that align with evidence-informed best practices. Policies and procedures should be in place that address:

- Developing a healthy, positive school climate and culture that values respect and equity and does not tolerate abuse or violence.

- Adopting curricula or programs for the prevention of sexual abuse.

- Establishing a staff code of conduct.

- Creating procedures for screening and hiring staff and volunteers (Saul & Audage, 2007).

- Reporting staff violations of protection policies.

- Reporting abuse when it does occur.

Teacher and Staff Training

Teacher and staff training is a fundamental component of effective sexual abuse prevention education (Riley & Roach, 2006). In the elementary grades, adults should be protecting students from abuse rather than placing that responsibility on students. Staff training should include:

- Assessing and developing a safe and welcoming climate and culture in schools and classrooms that values respect and equity and does not tolerate abuse or violence.

- Recognizing common indicators of abuse and neglect.

- Preparing staff to report, according to state law and their school's reporting procedures, when they have reasonable cause to suspect a child is being abused or neglected.

- Providing support for students who may have experienced child sexual abuse.

Ideally, staff training should include recognition of abuse or neglect among students who are at greatest risk of sexual abuse, because the signs of abuse may be more difficult to recognize when a student's situation is more complex.

Student Education

Children are more likely to learn sexual abuse prevention strategies if they receive comprehensive skill education, including opportunities to practice these skills in class, instruction that spans multiple days, and take-home materials to jump-start discussions with their parents or guardians (Davis & Gidycz, 2000; Finkelhor, Asdigian, & Dziuba-Leatherman, 1995). Research suggests that programs that use more active modes of teaching (e.g., modeling, rehearsal, and reinforcement) result in greater gains in knowledge and skills than programs that simply provide information (Davis & Gidycz, 2000; Wurtele, Marrs, & Miller-Perrin, 1987; Wurtele & Saslawsky, 1986). This is particularly important when working with students with intellectual or developmental disabilities. Active modes of teaching use concepts of Universal Design for Learning.

Curriculum Selection

Schools may wish to adopt a sexual abuse prevention curriculum for use with students. Schools that intend to adopt or use instructional materials should review the results of a curriculum review conducted by OSPI in 2018–2019, but they are not required to choose materials from the list of reviewed materials. The curriculum review report can be found on OSPI's website. The curriculum review also included materials designed for use with adults, to provide them with a deeper understanding of the issues involved with sexual abuse prevention education, as well as strategies for designing a collaborative approach to prevention.

Schools that want to use instructional materials not included in the curriculum review may use the tools created for the curriculum review to review materials themselves.

Research suggests that providing comprehensive sexual health education is an effective sexual abuse prevention strategy. Many comprehensive sexual health curricula include a focus on consent and healthy relationships, and the Health Education K–12 Learning Standards include grade-level outcomes that address these topics. [OSPI can provide additional information and resources](#).

Family Education

Families play a fundamental role in sexual abuse prevention, and parents and guardians are often best able to protect their children from maltreatment. Because most sexual abuse occurs within families and within other trusted relationships, providing a comprehensive sexual abuse prevention program that includes parents, guardians, and other caregivers as partners in protecting children from sexual abuse is important. Research suggests that schools can help families fulfill their role as protectors by engaging them in prevention efforts and education about child abuse and neglect (Wurtele & Miller-Perrin, 1992).

Family education strategies might include:

- Hosting a training for parents and guardians on sexual abuse prevention.

- Discussing school norms and values during family-teacher conferences.

- Offering books for parents and caregivers to read to their children.

- Sending home materials as hard copies or electronically.

- Choosing a curriculum that includes family homework assignments and resources.

Families can support and reinforce education that children are getting at school, and they can provide safer environments for their children by recognizing potential *grooming* patterns of offenders (Wurtele & Kenny, 2010). By communicating with their children about sexual abuse, families can help protect children from abuse or make it easier for children to disclose if abuse has occurred.

Schools must give families and students at least 30 days' notice before sexual abuse prevention education begins, and they must allow parents and guardians an opportunity to choose whether to opt out of education upon written request. While it is possible that children experiencing abuse may be removed from education by parents or guardians who are perpetrating the abuse, advance notice also allows family members of survivors to take steps to prepare their children and make plans for additional support if needed to avoid retraumatization.

Age-Appropriate Approaches

Schools will use different sexual abuse prevention approaches depending on the grade level of the students who will receive prevention education or other programming.

Early Childhood Prevention (Ages 0–5)

Many early childhood education programs address sexual abuse prevention, so programs starting in kindergarten should align with what is being provided in pre-K programs, which varies from community to community. Engaging pre-K programs during the planning process may be useful to ensure that primary prevention approaches are being used consistently throughout the local education agency. Considering Universal Design for Learning will help ensure that students of all abilities benefit.

Elementary School Prevention (Grades K–5)

Primary prevention at the elementary level should be more about adult education and training than about instruction for children.

Primary prevention at the elementary level should be more about adult education and training than about instruction for children. Adults must take responsibility for protecting children from being abused rather than place that responsibility on children. Elementary-level primary prevention approaches include:

- Staff training on creating cultures of respect.

- Assessing the safety of the school's physical environment.

- Staff training on policies regarding staff conduct.

- Schoolwide campaigns to promote empathy (Taylor, 2018).

While primary prevention approaches should be prioritized, risk-reduction strategies can empower children in assessing the health of their friendships and other relationships and reporting abuse that may be occurring. Information and skills provided in grades K–5 also lay the groundwork for healthy relationship education in later grades. Research shows that children who know the medically accurate terms for body parts are less likely to be targeted for sexual abuse. Teaching children how to respect and set personal boundaries gives them important skills that will serve them throughout life.

Specifically, if risk-reduction education is provided for elementary-school-aged children, it should aim to help children avoid experiencing abuse or harming others by teaching them skills in several areas:

- Recognizing unsafe and sexually abusive situations and touches.

- Assertively refusing these situations whenever possible.

- Immediately reporting these situations to adults.

- Refraining from giving unwanted touch.

- Communicating about consent.

- Recognizing the difference between healthy and unhealthy relationships.

Secondary School Prevention (Grades 6–12)

Components of primary prevention strategies in middle schools and high schools may be similar to those used in elementary schools, but unique factors should be considered when working with youth in middle schools and high schools. Programs must consider the peer-to-peer and dating relationships that have a major influence on youth. As with all programs, content should be age-appropriate; accessible for people with all learning styles and abilities, including youth with intellectual and developmental disabilities; culturally responsive and relevant; and trauma-informed.

An exciting aspect of working with middle school and high school students is giving them the opportunity, knowledge, skills, and resources to address sexual abuse issues within their own school community. Using a model of prevention focused on youth empowerment can help youth become passionate leaders in creating change within their school community. Examples of this include:

- Engaging youth in planning and provision of programs.

- Developing mentoring and/or leadership opportunities for interested youth.

- Empowering youth with the skills to interrupt harmful behaviors they see in their communities.

- Conducting surveys of students and using the results to inform programming.

Another important aspect of working in middle schools and high schools is engaging teachers and school staff in primary prevention efforts. Teachers and school staff play a key role in maintaining, and changing, the school climate and culture and should be empowered to take an active role in addressing sexual abuse prevention within their school community. This includes educating teachers and school staff about sexual abuse, teaching them how to interrupt behaviors, and helping them identify ways to

incorporate prevention strategies into their classroom culture and lesson plans, such as by modeling a culture of consent.

Recommendations

Sexual abuse is a multifaceted, complex issue, and a variety of activities and strategies are required to effectively prevent it. These recommendations provide a spectrum of prevention options at multiple levels. By selecting a range of activities that have different levels of impact, sexual abuse can be reduced, and ultimately eliminated over time. Schools are not alone in this effort. Community-based agencies across the state, many of whom are already doing this work, are willing to assist in developing and providing sexual abuse prevention efforts.

Planning

Schools and community partners should engage in a thorough planning process before deciding on an approach or providing a program. Several resources are available to support the planning process. For example, the Tri-Ethnic Center for Prevention Research provides a *Community Readiness for Community Change* handbook that can help assess the school community's readiness for change before

deciding on a program that will be most effective (Tri-Ethnic Center for Prevention Research, 2014).

ASCD, which created the Whole School, Whole Community, Whole Child model (ASCD, 2019b), provides a free school improvement tool to assist schools in assessing their performance on the components of the whole child approach. Other assessment tools and planning models are available from a variety of sources.

The following recommendations are provided to help schools decide whether to adopt a sexual abuse prevention program and, if they do, what steps and resources to consider beforehand. Recommendations are provided for various members of a school community—local education agencies, principals, administrators and other key staff, educators, the surrounding community, and state and local organizations. Recommendations are intended for use by any member of a school community and reflect the whole child and collaborative approaches described earlier.

Without undertaking the adequate knowledge, planning, and preparation required before offering sexual abuse prevention education, education may be ineffective and may inadvertently result in retraumatizing students who have already experienced sexual abuse.

Local Education Agencies

To provide effective K–12 sexual abuse prevention education or programming, local education agencies should consider the following recommendations:

- Create an agency climate and culture where sexual abuse prevention work, equity, and inclusion are explicitly identified as priorities for the local education agency. This requires buy-in from all stakeholders both in and out of the school system.

- Ensure that policies and procedures are in place that include (1) primary prevention activities for school staff, administrators, and students; (2) comprehensive, trauma-informed, and victim-centered response when violence does occur; and (3) clear and accessible information about Title IX accommodations and protections. Policies and procedures should reflect community needs, cultures, local education agency capacity, and state requirements such as staff training and mandatory reporting.

- Engage in a curriculum decision-making process that reflects the needs of K–12 students to ensure appropriate scope and sequence using evidence-informed curricula. Consider inclusiveness, Universal Design for Learning, and trauma-informed practices when selecting instructional materials.

Schools

To provide effective K–12 sexual abuse prevention education or programming at the school level, principals, administrators, and other key staff should consider the following recommendations:

- Plan and provide sexual abuse prevention programming as a schoolwide initiative:

    - Work to create a climate and culture of respect, safety, inclusion, nonviolence, equity, and trust for all staff and students.

    - Raise awareness about the problem of sexual abuse.

    - Build staff buy-in for schoolwide prevention.

    - Provide training to all school personnel.

- Engage families by providing information about the problem and the planned instruction.

- Provide age-appropriate opportunities for students to be engaged.

- Develop and foster staff support related to the provision of sexual abuse prevention programming:

  - Be aware of secondary traumatic stress related to hearing disclosures and provide access to support services.

  - Be aware that staff delivering programming may be survivors of sexual abuse and provide access to support services.

  - Allow adequate resources and time for staff who hear disclosures to make reports as soon as possible.

  - Support and provide resources to staff who want to receive further training.

- Support students who have experienced sexual abuse:

  - Ensure that adequate support services are available within the school (e.g., mental health counselors, school counselors, social workers, school nurses, and school-based clinics).

  - Create robust referral lists of qualified community organizations that work to support youth and families who are survivors of abuse.

  - Build relationships with local Department of Children, Youth, and Families Child Protective Services staff to support effective reporting and investigation that is consistent with Washington state law.

  - Develop informal and formal partnerships with local community agencies (e.g., sexual assault programs, law enforcement, after-school programs, and faith-based organizations).

  - Ensure that the school will be able to connect students and families with supports and referrals after disclosure.

Classrooms

To provide effective K–12 sexual abuse prevention education or programming, educators should consider the following recommendations:

- Consider delivery of instruction with the following in mind:

  - Relationships and trust have been developed between teachers and students.

  - Classroom culture and norms highlight and model gender equity, inclusion, respect, and other equitable practices.

  - Instructional materials are appropriate and accessible for all students.

  - Timing of instruction is planned appropriately (e.g., not immediately preceding or following a school break).

  - Age-appropriate student leadership and ownership opportunities are provided (e.g., peer learning and mentorship, planning for school campaigns and awareness events).

  - Families and students are notified in advance of planned instruction.

  - Building support staff are notified of planned instruction to ensure their availability.

- Develop partnerships with local community agencies that can help deliver prevention programming or provide support (e.g., sexual assault programs and after-school programs).

- Develop relationships with families and community members and provide resources to reduce discomfort about sexual abuse prevention programming (e.g., engage parent-teacher associations, include content during parent nights, create intentional space at parent-teacher conferences, and provide resources during child abuse prevention month).

Surrounding Community

To ensure that prevention education, reporting, and services for survivors are effective, establishing partnerships with the surrounding community is critical. Community partners should consider the following recommendations to help guide them in supporting sexual abuse prevention education:

- Offer support and expertise:

    - Provide community-based learning opportunities for students, families, school staff, and community members to learn more about sexual abuse prevention.

    - Identify local roadblocks and strategies for successful prevention programming.

    - Provide examples of successful school and community partnerships.

    - Identify culturally and developmentally appropriate terminology or language within the community to discuss sexual abuse prevention.

    - Provide any available, relevant resources (e.g., financial, personnel, materials, and content) to local education agencies, schools, and classrooms providing sexual abuse prevention education.

- Initiate or support legislation and policies that promote primary prevention strategies (e.g., at the state, county, school board, and local education agency levels).

State and Local Agencies and Organizations

To ensure that prevention education, reporting, and services for survivors are effective, establishing partnerships between schools and state and local agencies and organizations is critical. State agencies (e.g., the Department of Children, Youth, and Families, the Department of Health, and the Department of Commerce's Office of Crime Victims Advocacy), statewide organizations (e.g., Washington Coalition of Sexual Assault Programs and Washington State Coalition Against Domestic Violence), local agencies (e.g., law enforcement), and their staff in the community should consider the following recommendations:

- Develop policies and procedures and provide assistance to local education agencies and schools in adapting policies and procedures to meet their culture and needs.

- Collaborate across agencies (e.g., law enforcement, OSPI, Department of Health, and Department of Commerce) to provide comprehensive support and resources to local education agencies.

- Develop guidance, best practices, and support for local education agencies.

- Advocate for policies and resources to highlight the importance of sexual abuse prevention.

Statewide and local agencies can play the following roles in supporting the provision of sexual abuse prevention in local education agencies and schools:

- Department of Children, Youth, and Families:

    - Provide mandatory reporting training to school staff and teachers.

    - Assist schools with developing mandatory reporting policies and procedures that align with Washington state laws and agency regulations (RCWs and WACs) and that are trauma-informed and victim-centered.

- Law enforcement:

    - Develop positive relationships with local education agencies to support effective reporting and follow-up.

- Department of Commerce, Office of Crime Victims Advocacy:

- Notify schools of funding opportunities.

- Provide resources and referrals to best practices and potential curricula.

- Make connections with local and statewide technical assistance and service providers.

- Department of Health, Injury and Violence Prevention Program:

  - Provide resources and referrals to best practices and potential curricula.

  - Make connections with local and statewide technical assistance and service providers.

  - Provide access to data.

  - Assist with messaging regarding sexual violence prevention.

- OSPI:

  - Provide a list of reviewed curricula, a curriculum review tool, and resources for sexual abuse prevention programming.

  - Provide regional training to local education agencies.

  - Support shifts in the education system climate and culture that acknowledge prevention as an education issue.

- Support the creation of inclusive policies and procedures that address the needs of all students, particularly those at greater risk of experiencing sexual abuse.

- Washington Coalition of Sexual Assault Programs and Washington State Coalition Against Domestic Violence:

  - Provide referrals to local community-based agencies.

  - Make resources available, including best practices, potential curricula, and technical assistance for planning and program delivery.

Next Steps

The legislature provided funding during the 2019 legislative session for continued implementation work related to Erin's Law. During the second year of Erin's Law implementation (July 1, 2019–June 30, 2020), OSPI will develop a series of "readiness assessments" for schools that will build upon the recommendations presented here and serve as checklists of important steps to take when offering prevention programming. OSPI will also provide professional learning and resources for Educational Service Districts to increase capacity for implementation of school-based sexual abuse prevention education and programming.

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APPENDIX A: GLOSSARY

Child sexual abuse: Inducing or coercing a child to engage in sexual acts. It includes behaviors such as fondling, penetration, and exposing a child to other sexual activities (CDC, 2016).

Community partners: Community-based organizations, agencies, providers, and other professionals who may collaborate with a local education agency to provide sexual abuse prevention resources or education or services for survivors of sexual abuse.

Curriculum: Materials and resources chosen to support the implementation of state learning standards. OSPI does not recommend or require the use of any specific curriculum (OSPI, 2018).

Evidence-informed: Informed by scientific research and effective practice. An evidence-informed program replicates evidence-based programs or substantially incorporates elements of effective programs. The program shows some evidence of effectiveness, although it has not undergone enough rigorous evaluation to be proven effective (CDC & HHS, 2013).

Grooming: A process whereby an offender "grooms" a potential victim and their family to gain access to the victim. The basic steps of grooming include (1) gaining the trust and confidence of a future victim and their family, (2) introducing the victim to sexual types of touch when escalating inappropriate behavior, and (3) manipulating the victim with trickery or threats to keep the assault secret (adapted from King County Sexual Assault Resource Center, n.d.).

Healthy Youth Survey: A survey distributed in collaboration with OSPI, the Department of Health, the Department of Social and Health Service's Division of Behavioral Health and Recovery, and the Liquor and Cannabis Board. This survey is distributed to students in grades 6, 8, 10, and 12 to answer questions about safety and violence, physical activity and diet, alcohol, tobacco and other drug use, and related risk and protective factors (Washington State Department of Health, 2019).

Local education agency: A common school, a district, a charter school established under chapter 28A.710 RCW, a state-tribal education compact school approved and executed under chapter 28A.715 RCW, or an Educational Service District that has been recognized as a local education agency by OSPI.

Primary prevention: A prevention approach that takes place before sexual violence has occurred to prevent initial perpetration or victimization (CDC, 2004). Primary prevention looks at the root causes of sexual violence and uses education and awareness-raising efforts to prevent sexual violence from occurring in the first place. This prevention practice is often referred to as "moving upstream."

Professional learning: A comprehensive, sustained, job-embedded, and collaborative approach to improving teachers' and principals' effectiveness in raising student achievement. Professional learning fosters collective responsibility for improved student performance and must comprise learning that is aligned with student learning needs, educator development needs, and school district, or state improvement goals (RCW 28A.415.430, 2016).

Rape culture: A culture within a society or environment whose prevailing social attitudes have the effect of normalizing or trivializing sexual assault and abuse. *Rape culture* is a term used to describe an environment in which rape is prevalent and sexual violence against women and transgender people is normalized and excused by the media and popular culture. It is perpetuated through the use of misogynistic language, the objectification of women's bodies, and the glamorization of sexual violence, thereby creating a society that disregards the rights and safety of those who experience gender-based oppression (adapted from Marshall University, 2019). Rape culture upholds the incorrect belief that only masculinity is desirable and strong and femininity is weak and to be scapegoated.

Relevant stakeholders: In the context of this report, relevant stakeholders are identified in Erin's Law (2018) as Washington Association of Sheriffs and Police Chiefs, Washington Association of Prosecuting Attorneys, Washington State School Directors' Association, Association of Washington School Principals, Center for Children and Youth Justice, YouthCare, Committee for Children, Office of Crime Victims Advocacy at the Department of Commerce, and other relevant organizations.

Risk reduction: Risk-reduction strategies are targeted toward potential victims or bystanders who learn strategies to use in-the-moment, should an attack or attempted

sexual assault happen. Some examples of risk-reduction programs include learning how to say "No" forcefully, self-defense classes, bystander intervention techniques, the buddy system, and rape whistles (Colorado State University, n.d.).

Rules: In Washington state, rules are referred to as the Washington Administrative Code (WAC). Regulations of executive branch agencies are issued by authority of statutes. Like legislation and the Constitution, regulations are a source of primary law in Washington state. The WAC codifies the regulations and arranges them by subject or agency (WAC, 2019). The WAC specific to Erin's Law is 392.400.150.

School climate: The school's effects on students, including teaching practices, diversity, and the relationships among administrators, teachers, parents, and students (ASCD, 2019a).

School culture: The way teachers and other staff members work together and the set of beliefs, values, and assumptions they share (ASCD, 2019a).

Secondary prevention: Immediate responses after sexual violence has occurred to deal with the short-term consequences of violence (CDC, 2004). This can include services like advocacy, medical and mental health interventions, and crisis services.

Sex trafficking: The recruitment, harboring, transportation, provision, obtaining, patronizing, or soliciting of a person for the purpose of a commercial sex act. It involves the use of force, fraud, or coercion to make an adult engage in commercial sex acts, but any commercial sexual activity with a minor, even without force, fraud, or coercion, is trafficking (CDC, 2019b).

Sexual abuse: The range of sexually abusive behaviors and experiences that are contained in the spectrum of violence, including unwanted sexual touch, sexual harassment, sexual assault, sexual exploitation, and other types of sexual violence, although these terms are not interchangeable.

Sexual assault: Sexual contact or behavior that occurs without explicit consent of the victim. Some forms of sexual assault include attempted rape, fondling or unwanted sexual touching, forcing a victim to perform sexual acts, such as oral sex or penetrating the perpetrator's body, and/or penetration of the victim's body, also known as rape (RAINN, 2019).

Sexual exploitation: Any actual or attempted abuse of a position of vulnerability, differential power, or trust, for sexual purposes, including, but not limited to, threatening or profiting monetarily, socially, or politically from the sexual exploitation of another (World Health Organization, 2019).

Sexual harassment: A form of illegal sex discrimination involving unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct that is based on sex (Washington State Office of the Attorney General, n.d.).

Sexual violence: Sexual violence occurs when a perpetrator commits sexual acts (e.g., comments, gestures, and physical touch) without a victim's consent, or when a victim is unable to consent (e.g., due to age, illness) or refuse (e.g., due to physical violence or threats). Sexual violence is a problem embedded in our society and includes unwanted acts perpetrated by persons very well known (e.g., family members, intimate partners, and friends), generally known (e.g., acquaintances), not known well or just known by sight (e.g., someone in your neighborhood, person just met), and unknown (e.g., strangers) (Basile et al.).

Social-ecological model: The social-ecological model (also called the socio-ecological model) considers the complex interplay between individual, relationship, community, and societal factors. It allows understanding of the range of factors that put people at risk for violence or protect them from experiencing or perpetrating violence. The overlapping rings in the model illustrate how factors at one level influence factors at another level (Dahlberg & Krug, 2002).

Survivor: In the context of this report, a survivor is an individual who has experienced sexual violence in any capacity. Some people who have experienced sexual violence may dislike the identifier *victim* and may choose to identify as a survivor or use no descriptor at all.

Tertiary prevention: Long-term responses after sexual violence has occurred to deal with the lasting consequences of violence and sex offender treatment interventions (CDC, 2004). A goal of tertiary prevention is to prevent the recurrence of sexual violence.

Theory-driven: In the context of prevention, theory-driven means applying preventive strategies that have a theoretical justification, are based on accurate information, and are supported by empirical research (Nation et al., 2003).

Trauma-informed: A trauma-informed approach uses the principles of safety, trust, cultural relevance, choice, collaboration, and empowerment in every aspect of the work. Trauma-informed approaches provide an environment in which interactions emphasize physical, psychological, and emotional safety for both providers and survivors. Such an approach provides opportunities for survivors to rebuild a sense of control and empowerment.

Trigger: An automatic response connected to an individual's past abuse (also called traumatic trigger or trauma trigger). Certain acts, smells, words, physical spaces, and even a tone of voice can act as triggers that bring up images and feelings from an individual's traumatic experience. When an individual is experiencing a traumatic trigger, it may be difficult for that person to distinguish the past and present (adapted from Haines, 1999).

Universal Design for Learning: A method for teachers to create flexible learning environments able to accommodate individual learning differences (OSPI, 2016).

Victim: In the context of this report, a victim is an individual who has experienced sexual abuse in any capacity. Some people who have experienced sexual violence may dislike this identifier and may choose to identify as a survivor or use no descriptor at all.

Whole child approach: An ecological approach that is directed at the whole school, with the school in turn drawing its resources and influences from the whole community and serving to address the needs of the whole child. In this report, the term refers to the Whole School, Whole Community, Whole Child (WSCC) model, which combines and builds on elements of the traditional coordinated school health approach and the whole child framework by taking a more specific health and well-being focus. The WSCC Model highlights the School Health Components which every school should have to ensure the health, safety, and well-being of their students, staff, and environment (ASCD, 2019b).

APPENDIX B: RESOURCES

To ensure that programming is effective, schools and community partners should use effective prevention practices as defined by the sexual abuse fields and state agencies that fund and support sexual abuse prevention work, such as the Department of Commerce's Office of Crime Victims Advocacy, and the Department of Health's Injury and Violence Prevention Program. Community agencies funded by these two state agencies must use evidence-informed approaches that are consistent with best practices. The Department of Children, Youth, and Families provides resources related to sexual abuse reporting and services.

A number of nonprofit organizations in Washington state provide resources to support sexual abuse prevention. Committee for Children collects and disseminates research and develops evidence-informed prevention programs. Children's Advocacy Centers address child sexual abuse prevention and provide services to child victims in many communities. The Washington Coalition of Sexual Assault Programs (WCSAP) serves as a clearinghouse for research and resources to support effective programming. WCSAP can provide a list of sexual assault programs in the state that may be able to support school-based prevention and response work. Culturally and community-specific providers may also be available to support this work. The Washington State Coalition Against Domestic Violence provides resources, including a curriculum, related to preventing teen dating violence.

Other organizations and coalitions in Washington address other sexual abuse issues such as sex trafficking. Extensive resource lists can be found on OSPI's website.

School-based sexual abuse prevention programs should be consistent with the provisions of the Healthy Youth Act, if the content directly addresses sexual health or is being provided as part of a school's sexual health education curriculum. The Healthy Youth Act requires that if schools offer sexual health education, content must be medically and scientifically accurate, age-appropriate, and appropriate for all students regardless of gender, race, sexual orientation, disability status, and gender identity. Instruction must also be comprehensive and may not teach abstinence only, but must include instruction on other prevention approaches (see the Sexual Health website and K–12 Health Education Standards for more information).

APPENDIX C: CURRICULUM REVIEWERS AND DEVELOPERS

Curriculum Reviewers

Alison Price	Rural Resources Victim Services, Colville
Anne Ewalt	Dawson Place Child Advocacy Center of Snohomish County
Blanca Ortega	Domestic Violence and Sexual Assault Services, Bellingham
Byron Manering	Brigid Collins Family Support Center, Whatcom and Skagit Counties
Cheryl Neskahi Coan	WomenSpirit Coalition/Washington State Native Coalition Against Domestic Violence and Sexual Assault, Silverdale
Darin Dorsey	Washington Coalition of Sexual Assault Programs
Elizabeth Stuart	Bellingham-Whatcom County Commission Against Domestic Violence
Helena Schlegel	Skagit Domestic Violence and Sexual Assault Services
Hilary Bowker	New Beginnings, Seattle
JoDee Garretson	Support, Advocacy, Resource Center, Richland
Karen Winston	Children's Advocacy Centers of Washington, Spokane
Kenia Pineda	YWCA, Walla Walla
Lee Collyer	Office of Superintendent of Public Instruction, Special Education
Leticia Garcia	Lower Valley Crisis and Support Services, Sunnyside
Michelle Langstraat	Compassion Everett Counseling Center
Phoebe Anderson-Kline	Seattle Against Slavery
Sheena Brown	University of Washington, Seattle
Sierra Abrams	SafePlace, Olympia
Theresa Fears	The Arc of Spokane
Tracy Dahlstedt-Rienstra	Western Washington University, Bellingham

Curriculum Review Tool Developers

Alissa Hawks	Office of Crime Victims Advocacy, Washington Department of Commerce
Darin Dorsey	Washington Coalition of Sexual Assault Programs, Olympia
Jennifer Helseth	Washington Department of Children, Youth, and Families
Kirstin McFarland	Injury and Violence Prevention Program, Washington Department of Health
Multiple Staff	Committee for Children, Seattle

APPENDIX D: MEMBERS OF ERIN'S LAW WORKGROUP

Alissa Hawks	Office of Crime Victims Advocacy, Washington Department of Commerce
Amy Boswell	Washington Department of Children, Youth, and Families
Brigitte Yamamoto	Lutheran Community Services Northwest, Spokane
Celia Viveros	Private Practice, Seattle
Charlie Gourde	Children's Justice and Advocacy Center, Longview
Cheryl Neskahi Coan	WomenSpirit Coalition/Washington State Native Coalition Against Domestic Violence and Sexual Assault, Silverdale
Darin Dorsey	Washington Coalition of Sexual Assault Programs, Olympia
Deborah Peters	Children's Home Society of Washington, Walla Walla
Jennifer Helseth	Washington Department of Children, Youth, and Families
Judith Johnston	Pathways to Healing Program, Cowlitz Indian Tribe, Tukwila
Kerri Pedrick	Washington Trafficking Prevention, Tacoma
Kim Swanson	Olympia School District
Kirstin McFarland	Injury and Violence Prevention Program, Washington Department of Health
Lisa Wahl	Providence St. Peter Hospital, Sexual Assault Clinic and Child Maltreatment Center, Olympia
Michelle Woo	Oasis Youth Center, Seattle
Multiple Staff	Committee for Children, Seattle
Nicholas Oakley	Center for Children and Youth Justice, Seattle
Rachel Taylor	King County Sexual Assault Resource Center, Renton
Rebecca Milliman	Harborview Center for Sexual Assault and Traumatic Stress, Seattle
Robin Hopkins	Parent/Advocate, Seattle
Robin Tatsuda	The Arc of King County, Seattle
Shanna McBride	Washington Department of Children, Youth, and Families
Stephanie Klinger	Montesano School District
Tabitha Donahue	Washington Coalition of Sexual Assault Programs, Olympia
Tarassa Froberg	Washington Department of Children, Youth, and Families
Vanessa Corwin	Alternatives to Violence of the Palouse, Pullman
Vanessa Frias	Planned Parenthood of Greater Washington and North Idaho, Spokane

APPENDIX E: REGIONAL MEETING ORGANIZATIONAL REPRESENTATION

Agape House, Seattle
Apple Health Core Connections
Aspen Victim Advocacy Services, Comprehensive Healthcare, Yakima
Bellingham-Whatcom County Commission Against Domestic Violence
Cardea, Seattle
Center for Children & Youth Justice
Central Valley School District
Child Advocacy Centers of WA
Child Sexual Exploitation Task Force
Children's Advocacy Centers of WA
Children's Home Society of Washington, Key Peninsula
Children's Home Society of Washington, Walla Walla
Children's Justice & Advocacy Center
Committee for Children
Community Member (Mother/Advocate)
Compassion Everett Counseling Center
Connections: A Center for Healthy Families, Montesano
Cowlitz Tribe Sexual Violence Program
Crisis Support Network, Pacific County
Dawson Place, Everett
Domestic Violence and Sexual Assault Services, Bellingham
East Central School Board
Eastside Christian School, Bellevue
Educational Service District 105
Family Education and Support Services, Thurston County
Harborview Center for Sexual Assault and Traumatic Stress
Hope Unlimited, Stanwood
Jax Pediatric Massage Practice
King County Sexual Assault Resource Center
Lower Valley Crisis and Support Services
Lutheran Community Services Northwest
Montesano Schools
New Beginnings, Seattle
Oasis Youth Center, Seattle
Office of Superintendent of Public Instruction
Office of the Education Ombuds
Olympia School District
Partners with Families and Children, Spokane

PAVE: Partnerships for Action, Voices for Empowerment, Tacoma
Planned Parenthood of Greater Washington and North Idaho
Prevention & Wellness Services, Western Washington University
Private Practice/Sex Offender Therapist
Puget Sound Educational Service District
REST: Real Escape from the Sex Trade
Richland Police
Ridgefield School District
Room One, Methow Valley
Rural Resources Victim Services, Colville
SafePlace, Olympia
Seattle Against Slavery
Seattle Police Department
Selah School District Robert Lince Early Learning Center
Seneca Center Washington State
Sexual Assault Center for Pierce County
Skagit County Domestic Violence Task Force
Skagit Domestic Violence and Sexual Assault Services
Sunrise Outreach Center, Yakima
Support, Advocacy, & Resource Center, Richland
Swinomish Wellness Program
The Arc of King County
The Arc of Spokane
The Health Center
Tulalip Tribes Children's Advocacy Center
University of Washington School of Social Work
Washington Coalition for Sexual Assault Prevention
Washington Department of Children, Youth, and Families
Washington Department of Commerce, Office of Crime Victims Advocacy
Washington Department of Health
Washington Elementary School, Centralia
Washington State Health Care Authority, Behavioral Health & Recovery
Washington Trafficking Prevention
WomenSpirit Coalition, Washington State Native Coalition Against
Domestic Violence and Sexual Assault, Silverdale
Yakima Health District
Yakima Public Schools
Yelm Community Schools
Youth & Family Services, Seattle
YWCA, Walla Walla

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Chris Reykdal • State Superintendent
Office of Superintendent of Public Instruction
Old Capitol Building • P.O. Box 47200
Olympia, WA 98504-7200