An Evaluation of the Use and Impact of a School Based Child Abuse Prevention Program

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SECTION 5: SUMMARY AND CONCLUSIONS

ABSTRACT

The research reported in this thesis deals with two important issues. The first relates to teachers' implementation and utilisation of a personal safety program in South Australia - the Protective Behaviours program. The second relates to what children learn about personal safety by participating in the program.

The research was undertaken in three linked stages. In Study 1, qualitative methods were used to identify 35 teachers' perspectives on the use of the Protective Behaviours program. In Study 2, insights from this earlier research were used to design a large scale survey (n = 957) that generated more broadly based data on teachers' use of, and decision making about, the program. Finally, in Study 3 an innovative video vignette methodology was used to compare the personal safety knowledge of children who had been taught the program (n = 194) with that of a group of children who had not been taught the program (n = 127).

The studies attempted to address some of the serious methodological and ethical problems encountered in abuse prevention research, while at the same time, contributing to our knowledge about the efficacy of abuse prevention strategies that involve teaching children how to identify, avoid and/or resist maltreatment.

Findings

A: Teachers' Use of the Protective Behaviours program

1. Around 20% of teachers did not teach any part of the program.

2. Most teachers were selective users of parts of the program.

3. There were few secondary teachers trained in Protective Behaviours, and of those who were trained, few implemented the program.

4. Junior primary teachers used more features of the program and in greater detail than their colleagues at other levels.

5. Teachers' main reasons for teaching the program related to the perceived benefits of the program for children.

6. Teachers' reasons for not teaching parts of the program related to the perceived lack of reliability of some parents to meet the expectations of the program, and the inability of some students to comprehend and implement particular strategies.

7. Medium to high level use of the program was linked to the provision of school level support to implement the program.

8. Teachers' beliefs about the prevalence of child abuse, and the efficacy of school based prevention initiatives influenced their use of the program.

B: Children's Personal Safety Learning

1. Protective Behaviours trained children more frequently identified feelings of fear in the sexually and physically unsafe scenes than Comparison children. This was particularly so with younger children.

2. There were few differences between the responses of children in the Protective Behaviours and Comparison groups, or between children of different ages, in response to the very unsafe scenes. The majority of children recognised the damaging impact of maltreatment on the victims.

3. More Protective Behaviours trained children correctly recognised and named sexually inappropriate behaviour than Comparison children.

4. Most children did not suggest using the widely accepted personal safety responses - 'No', 'Go', and 'Tell' - to prevent the escalation of the

physically and emotionally threatening situations to more serious levels.

5. Children's reactions to the sexually inappropriate behaviour were very different, however, with less children suggesting 'doing nothing' in this situation and many more (nearly three quarters of children) suggesting an 'accepted' personal safety strategy. This was so for children in both the Protective Behaviours and Comparison groups.

6. Once sexually inappropriate behaviour had occurred, more Protective Behaviours children in each age group suggested the appropriate personal safety strategy - 'Tell' - than did Comparison children.

ACKNOWLEDGEMENTS

STATEMENT

This thesis contains no material which has been accepted for the award of any other degree or diploma in any other University, and to the best of my knowledge and belief, contains no material previously published or written by another person, except where due reference is made in the text.

I consent to this thesis being made available for photocopying and loan in applicable, if accepted for the award of the degree.

Bruce Johnson

December, 1995

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CHAPTER 1

THE NATURE OF THE EVALUATION

INTRODUCTION

Since the early 1980s, community awareness of, and concern over, the problem of child abuse and neglect has steadily increased (Oates, 1993). Responses to the problem have been varied. Media campaigns have been mounted to broaden the focus of public concern about children's safety beyond threats from 'strangers' to include forms of abuse that occur in families and community groups. Intervention programs for 'at risk' families have been used to help reduce the physical abuse and neglect of young children. Special police operations against paedophile groups have also been undertaken in an attempt to stop the organised but covert exchange of information used by child sexual abusers to identify potential victims. A less spectacular but widespread and pervasive strategy to prevent child abuse and neglect has focussed on school based training and education of children in personal safety knowledge and skills (Duerr Berrick & Gilbert, 1991).

'Victim resistance' has been seen as a potentially powerful abuse prevention strategy. Educational programs have been developed and used in schools in many countries, including Australia, with the aim of enhancing children's abilities to identify real and potential threats to their personal safety, and to take action to avoid and/or resist abuse.

Most school based primary prevention programs aim to help children to:

- identify their intuitive danger signals
- label dangerous contexts
- assert their rights

- identify the parts of their bodies that, generally, should not be touched by others.
- enlist adult support if they feel unsafe
- not keep 'bad secrets' but to tell adults about them
- not blame themselves should they be victimised.

Educators who develop school based primary prevention programs make the assuption that teaching children basic information and skills concerning abuse will prevent further abuse (McGrath & Bogat, 1995).

THE FOCUS OF THE EVALUATION

The problem investigated in this thesis relates to the extent of utilisation and impact of a particular personal safety program in South Australia - the Protective Behaviours program (Flandreau West, 1984; 1989). The Protective Behaviours program was initially developed in the U.S. in the early 1980s and brought to Australia in 1984. It shares many of the features of other programs briefly described above. The Education Department of South Australia strongly supported the introduction of the program in South Australian schools by investing considerable resources to train over 8,000 teachers in the use of the program between 1985 and 1990.

The research reported in this thesis deals with two important issues. The first relates to teachers' implementation and utilisation of the Protective Behaviours program. The second relates to what children learn about personal safety by participating in the program.

a) Program Implementation

A reading of the wider literature on the implementation of educational innovations generally, reveals that it is a problematic area. Drawing on a comprehensive body of research on the implementation of planned change in

schools since the 1960s, researchers like Fullan (1982; 1991), Hord and Hall (1987), Marsh (1986), and Lieberman and Griffen (1977), are critical of what Fullan calls 'faulty assumptions and ways of thinking' about how reforms can be 'installed' in schools.

However, much of the discourse on the prevention of child abuse takes place in isolation from this research. Most school based prevention programs are imported from outside of the schools in which they are meant to be taught, assume that teachers find using them unproblematic, rely on teachers replicating programs without significant adaptation, and are often materials based, just at a time when these approaches have been found to be disappointingly ineffective in bringing about changes in other areas (Giacquinta, 1973; Berman & McLaughlin, 1976; Sarason, 1982; Fullan, 1982; Johnson, 1983; Holt, 1987; Common, 1988).

Consequently, one of the main aims of the research described in this thesis was to identify the nature and extent of implementation of the Protective Behaviours program by teachers trained to teach it. This was considered to be a prior issue to examining the impact of the program on student learning.

b) Student Learning

While the central concepts presented in most school based prevention programs seem to have considerable face validity, some researchers claim that they represent little more than

> adults' best guesses about the concepts and skills children will
> find useful in preventing their own sexual victimisation. ... No
> one knows yet if these activities are actually useful to children in
> preventing their own abuse.
> (Budin & Johnson, 1989: 78)

The 'logical' translation of adult responses to similar threats to personal safety - victim resistance against attempted adult rape, for example - is demonstrated

by the promotion of personally assertive strategies in most prevention program. Kraizer writes that

> Prevention programs for children are very often created by well meaning professionals as an isolated response to a specific problem without adequately considering or understanding the overall needs of children. They are created from concepts and beliefs that make sense to adults but which consistently are misunderstood by children.
> (Kraizer, 1986: 259)

Krivacska (1990) also claims that prevention programs fail to address the particular needs of children faced with abuse. As a consequence, he believes that most of the assumptions underpinning prevention programs are unrealistic and untenable. For example, he maintains that

- it is not feasible to expect children to learn about sexual abuse if they are denied information about sexuality generally
- it is not feasible to expect children to learn about prevention without assuming some blame for any failure to prevent abuse
- it is not feasible to expect children to learn about abstract rights and to derive concrete behavioural responses consistent with them, when teaching approaches are vague, non-specific, and non-experiential
- it is not feasible to expect children to overcome their need for love, affiliation, and attachment, and report abuse by someone close to them, especially if the consequences are perceived to be negative for them.

By challenging the conceptual bases of prevention programs, these criticisms raise serious questions about the rationale, design, and efficacy of school based prevention programs.

In response to these criticisms and the predictable call for on-going program evaluation from organisations which fund programs, numerous studies have been undertaken to determine the outcomes of school based prevention

programs. While providing some evidence of program effectiveness, these studies have a variety of methodological flaws. As a consequence, Daro (1993; 1990) and Chesterton, Johnson and Sanber (1992) highlight the critical need to further evaluate school based prevention programs to determine whether programs that appear intuitively sound are actually effective. However, they point to serious problems associated with evaluating these types of programs. Chesterton, et al., suggest that conducting evaluations of school based prevention programs is problematic because of:

- difficulties identifying suitable control or comparison groups
- difficulties identifying and defining independent and dependent variables due, in part, to ambiguity over program goals
- an over-reliance on proximal measures of knowledge aquisition rather than on measures of actual behaviour change
- the contaminating influence of unrecognised factors during the treatment phase of evaluations
- the lack of pre-existing assessment measures that are valid and reliable
- the use of small samples
- the lack of long-term follow-up or repeated measures.

(Chesterton, et al., 1992: 26)

Despite the profound difficulty of satisfactorily evaluating school based prevention programs, there is a strong imperative to proceed with additional research in the area. The National Child Protection Council has, as one of its five 'Principles to Guide the Development of Child Prevention Programs in Australia', a commitment to evaluate all prevention activities and programs 'so that the potential for replicating programs with good outcomes is realised' (National Child Protection Council, 1993: 28). Chesterton, et al., (1992) echo this concern for

> the development of creative strategies to evaluate prevention
> programs in order to identify the most effective ways to teach
> children in this field and to help them to translate knowledge
> into behaviours, if and when such actions are necessary.
> (Chesterton, et al., 1992: 26)

Internationally, Deborah Daro, the Director of the National Centre for the Prevention of Child Abuse in the U.S., strongly advocates continued work in the area.

> I recommend that ... programs be regularly and thoroughly
> evaluated in order to determine their benefits and costs. We
> cannot assume that these programs accomplish their goals,
> however commendable their objectives might be. While the
> value of classroom-based programs might be crystal clear to
> workers in the field, the rest of society, including major
> funders, must be convinced of it.
> (Daro, 1990: 10)

For these reasons, it was decided to undertake an evaluation of the Protective Behaviours program in three linked stages, beginning with a qualitative pilot study of teachers' views of the program, followed by a large scale study of teachers' use of the program, and finally a study of children's personal safety learning. The studies attempted to address some of the serious methodological and ethical problems encountered in abuse prevention research, while at the same time, contributing to our knowledge about the efficacy of abuse prevention strategies that involve teaching children how to identify, avoid and/or resist maltreatment.

At the program-specific level, the evaluation aimed to provide information about teachers' use of the program in South Australian schools, and about children's ability to apply the personal safety concepts they are taught. However, in addressing these issues, the evaluation contributes to a wider debate about the effectiveness of school based educational strategies in reducing and ameliorating the impact of socially harmful behaviours. Like the evaluations of other social interventions to combat drug abuse (Makkai, 1993; Stephenson, 1988; Thompson, 1988), and the spread of HIV/AIDS

(Department of Human Services and Health, 1994), this evaluation had a social purpose that transcended 'pure' academic research; its broadest purpose was to 'inform action, enhance decision making, and apply knowledge to help solve human and societal problems' (Patton, 1990: 12). It aimed to contribute to an ever expanding body of evaluation literature on the relative efficacy of using educational approaches to help reduce social problems (Scriven, 1983).

ORGANISATION OF THE THESIS

This thesis provides details about how the evaluation of the Protective Behaviours program in South Australia was conducted, and what findings were established. It consists of eleven chapters in five sections. The research problem and a review of literature relevant to the problem are presented in section one. In section two, one chapter describes the methodology used in a pilot study of teachers' perspectives on the use of the Protective Behaviours program. Another chapter deals with the findings of this qualitative study. Sections three and four each contain three chapters that describe the methodology, results, and interpretation of findings of the two main studies of teachers' use of the program, and children's personal safety learning. The final section contains a concluding chapter that summarises all three studies, discusses the implications of their findings, and suggests areas for further study.

BACKGROUND TO THE EVALUATION

a) Awareness of Child Abuse

The publication of research describing the Battered Child Syndrome in the early 1960s (Kempe, Silverman, Steele, Droegemueller, & Silver, 1962), both in the U.S. and in Australia, began a slow process of public recognition of the nature and extent of child abuse in our community (Oates, 1993). The current incidence of child abuse in Australia (ie, substantiated cases) is about 9 cases per 1,000 children. Approximately 48,000 cases of child abuse are reported to

Welfare authorities annually. In about half of these cases, abuse is substantiated (Angus & Wilkinson, 1993). However, most authorities acknowledge that these data reflect only a small proportion of the abuse that occurs in our community. Studies that seek to establish the prevalence of child abuse reveal considerably higher levels of abuse than indicated by reporting data. However, estimates of the prevalence of child abuse vary greatly due, in most part, to the application of different definitions of child abuse (Duerr Berrick & Gilbert, 1991). Even so, these studies suggest that child abuse may be many times greater than has been substantiated by incidence figures (Daro, 1993).

While debate continues over which set of figures should be used to establish the extent of the problem of child abuse, some commentators assert that overemphasising the incidence-prevalence disparities, or even the diverse range of prevalence statistics, diverts attention away from other important issues in the area of child protection. Finkelhor (1984), for example, suggests that precise figures are likely to be difficult and expensive to obtain, and ultimately of limited use to policy makers and service providers. He argues that the accuracy of data should be sufficient to make 'an unambiguous and persuasive case that the problem is widespread' (Finkelhor, 1984: 229). In Australia, at least, this has been convincingly established (see for example, Goldman & Goldman, 1986; Angus & Wilkinson, 1993).

b) The Case for the Prevention of Child Abuse

Two arguments are often advanced to condemn child abuse. The most frequently used argument refers to the physical and psychological damage suffered by victims. The adverse initial and long term physical, social, and emotional effects of child abuse are comprehensively documented in the international literature (Woodward, 1990; Harter, Alexander, & Neimeyer, 1988; Brown & Finkelhor, 1986; Finkelhor & Brown, 1986; Daugherty, 1986;

Garbarino & Gilliam, 1980). The consequences of child *physical* abuse are more obvious than for other forms of abuse and range from bruising and broken bones to death. In the case of child *sexual* abuse, eight studies cited by Duerr Berrick and Gilbert reveal that most victims experience negative reactions, including

> responses of guilt, anxiety, anger and depression, as well as a profound sense of loss that is carried over into adulthood. Other reactions involve behavioural responses such as aggression, suicidal ideation, and self-mutilation. Child sexual abuse also appears to have an impact on sexual functioning later in life.
> (Duerr Berrick & Gilbert, 1991: 5-6)

It is generally accepted that the consequences of child abuse are so far reaching and serious that, on social and economic grounds alone, it cannot be ignored or tacitly condoned.

The second argument advanced against child abuse invokes moral principles based on conceptions of the rights of children (Eekelaar, 1986).   In the Australian context, the moral denunciation of child abuse has recently been re-stated following Australia's ratification of the United Nations Convention on the Rights of the Child.

> The Convention recognises the particular vulnerability of the young, the fact that they cannot be held responsible for their actions in the same ways as adults, and their need for special protection. ... Essentially the Convention endorses children's right to protection from abuse and neglect, from drug abuse and from sexual exploitation. ...
> (National Child Protection Council, 1993 [a]: 1)

Other commentators maintain that the championing of children's rights undermines parents' rights and 'family values' (Hallpike, 1989; Partington, 1989). Paedophile groups have also argued that the moral grounds for the application of prohibitions on adult-child sexual activity are tenuous and based on repressive rather than liberating ideals (for a counter-argument see Finkelhor, 1978). Despite these views, there is widespread endorsement, both

socially and legally, of the moral grounds for opposing child abuse. These provide a strong rationale for initiatives aimed at preventing child abuse.

c) Stategies to Prevent Child Abuse

Backed by moral and legal sanctions against child abuse, social welfare agencies have assumed increased responsibility for detecting and stopping child abuse (Yeatman, 1987). Most Australian states have passed legislation making the reporting of suspected child abuse compulsory for a wide range of people (Western Australia and the A.C.T. excepted). In the states which have Mandatory Notification, approximately two thirds of all substantiated cases of abuse are reported by mandated notifiers (Angus & Wilkinson, 1993). Initiatives that focus on current abuse are often labelled as *tertiary prevention* efforts and are the most visible and urgently pursued.

While tertiary prevention initiatives are obviously needed to stop adults from exploiting and victimising children now, other strategies have been sought that address the issue of *primary and secondary prevention* to ensure that abuse does not occur in the first place (see Figure 1).

	PRIMARY PREVENTION	SECONDARY PREVENTION	TERTIARY PREVENTION
Definition	Primary prevention activities or programs aim to stop abuse before it starts, through broad based initiatives directed at populations of people	Secondary prevention activities or programs seek to identify and intervene in situations in which there is a high risk of children being abused	Tertiary prevention activities target those families, groups and individuals where abuse has occurred, and attempt to stop it recurring
Objectives	- to encourage the development of attitudes and behaviours that lead to a reduction in child abuse and neglect - to encourage non-violent and non-exploitative relationships between adults and children	- to identify high risk groups in the community - to provide services that target the underlying factors that lead to abuse in high risk groups (eg, stress inducing living conditions, parenting practices, drug and alcohol abuse, etc)	- to provide welfare services to cater for the needs of abused children and their families (eg, to stop abuse and to stop it recurring) - to enact legislation so that perpetrators of abuse are pursued through the legal system
Generic Prevention Initiatives	- communication strategies including mass media campaigns and special 'Child Protection Week' type events - personal safety programs for children which aim to empower children by giving them information, developing their skills, and identifying sources of help should they feel unsafe	- universal home visits by community nurses following birth of child to 'screen' for indicators of high risk of abuse - provision of parental support (respite care, self-help programs, volunteer support groups) for 'high risk' parents (eg, young single parents living in poverty, parents living with violent partners, etc)	- investigative and counselling services provided by the Department of Family and Community Welfare - offender programs which help offenders take responsibility for their abusive behaviour - services which enable children and adolescents to leave abusive situations (eg, refuges, foster care, residential care)

Figure 1: Levels of Prevention of Child Abuse and Neglect (based on National Child Protection Council, 1993 [a])

d) The Prevention of Child Abuse in South Australia

In South Australia, responsibility for co-ordinating the child abuse prevention and treatment efforts of medical, legal, welfare, law enforcement, and education agencies rested, until March 1995, with the South Australian Child Protection Council. The Council oversaw activity across the three levels of prevention and treatment (see Figure 2); primary prevention activities which aimed to prevent child abuse from occurring in the general population, secondary prevention efforts directed at preventing abuse in particular groups in society, and tertiary prevention and treatment initiatives which aimed to reduce the severity of the effects of abuse after it has occurred.

AGENCY	PRIMARY PREVENTION SERVICE	SECONDARY PREVENTION SERVICE	TERTIARY PREVENTION SERVICE

Health Commission	- Child, Adolescent and Family Health Service
	  . parenting education
	- Community Health Centres
	  . human relations education
		- Child, Adolescent and Family Health Service
		  . home visits by district nurse following birth of child
		  . residential support centre for new mothers
		- Community Health Centres
		  . counselling
			- Child, Adolescent and Family Health Service
			  . routine health examinations of children
			- Hospitals
			  . child victim assessment and treatment
			- Community Health Centres
			  . support groups for victims & non-offending family
			- Sexual Offenders Treatment and Assessment Program

Family & Community Services		- Metropolitan Offices
		  . identification of children 'at risk'
		  . counselling and family support
			- Metropolitan Offices
			  . identification of victims
			  . residential & secure care for victims
			  . child advocacy

Police	- 'Safety Beat' schools program
	  . general & personal safety education
	- Media Campaigns
	  . eg, linked with 'Operation Keeper'
			- Metropolitan Stations
			  . apprehension of suspected abusers
			- Special Operations
			  . apprehension of suspected abusers
			- Victims of Crime Unit
			  . support for victims

Correctional Services		- Parole Services
		  . supervision of former offenders
			- Prisons
			  . incarceration of offenders

Education	- Personal Safety Education
	  . Protective Behaviours
	  . Health Curricula
	- Human Relations Education
	  eg:
	  . self esteem devel
	  . conflict resolution
	  . counter harassment programs
	  . parenting education
			- Mandatory Reporting
			  . identification of suspected abuse
			  . reporting to FACS

National Association for the Prevention of Child Abuse & Neglect (SA Inc) (Non-Government)	- Public Awareness Campaigns
	  . media advertising
	  . special focus times
	    - Child Protection Week
	- Research sponsorship		

Figure 2: Examples of South Australian Child Abuse Prevention Programs and Treatment Services (based on Martin, 1993: 3)

e) Focus on School Based Primary Prevention

Cowan writes that the paramount goal of primary and secondary prevention programs is to stop abuse from occurring in the first place, rather than counter-attacking after the damage has been done. Primary prevention, in particular, is an attractive alternative because it is 'more sensible, humane, pragmatic, and cost effective' than to struggle, however valiantly and compassionately, with the consequences of abuse (Cowen, 1983: 14).

Finkelhor's (1984) analysis of the preconditions for sexual abuse provides the theoretical framework for most primary prevention interventions. Briefly, Finkelhor's 'Four Preconditions Model' identifies three points at which preventative actions may stop an individual who is motivated to abuse from actually abusing a child. Firstly, interventions directed at strengthening the social and cultural norms which prohibit child abuse may help reinforce a range of internal inhibitors which overcome an underlying motivation to abuse. Secondly, interventions that lead to the increased monitoring of the behaviour of adults with children, and the closer supervision of children themselves, may provide the external inhibitors that prevent abuse. Finally, interventions which increase the capacities of children to avoid or resist abuse may ultimately protect children from being abused.

Duerr Berrick and Gilbert (1991: 7) argue that the identification of the potential 'victim population' (ie, children) as a strong source of resistance against the physical and psychological hazards that 'problem causing agents' present to them, was consistent with already established prevention strategies developed mainly by feminist campaigners against rape in the 1970s. They maintain that the subsequent development of 'anti-victimisation' programs for children was stimulated by 'a system of thought that promotes self-defense and the psychological empowerment of children' (Duerr Berrick & Gilbert, 1991: 12). This problem-focussed approach largely ignored wider issues related to the

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relative status and authority of adults and children in society, prompting some critics to claim that the essential premise on which most progams are based is fundamentally flawed (Krivacska, 1990).

However, due to the close and ongoing contact children have with schools during periods when they are statistically at high risk of being abused (Finkelhor, 1979; Angus & Wilkinson, 1993), schools were considered ideal sites for the delivery of prevention programs. An estimated 400-500 school based prevention programs were developed in the U.S. during the early to mid-1980s (Trudell and Whatley, 1988). Subsequently, all Australian State Ministries or departments of education either adopted an American program or undertook the development of local programs.

The single most widely adopted program in Australia is Protective Behaviours (Flandreau West, 1984; 1989). Compared with other American and Canadian programs developed at about the same time (eg, *Good Touches/Bad Touches*, *Talking about Touching*, and *You're in Charge* programs) it was not widely known or used in the U.S.

f) Selection of the Protective Behaviours Program in South Australia
By 1985, child protection issues were receiving increasing professional and public attention in most Australian states. In Victoria, for example, police statistics relating to reports of child sexual abuse revealed that 83% of reported cases involved a trusted friend or family member, thus calling into question the appropriateness of the Stranger-Danger program being used widely in schools at the time (Dwyer, 1990; Brown, 1986[a]). Similarly, in South Australia, the Task Force on Child Sexual Abuse raised public awareness of the problems of child abuse and neglect and led to the formation of a number of working parties within the social welfare and education bureaucracies (Briggs, 1989; Education Department of South Australia, 1986).

Within this climate of growing concern over the previously hidden phenomenon of child abuse, efforts intensified to develop educative strategies designed to give children the means of protecting themselves from violent and predatory adults, most of whom were known and trusted by them. Between April and July 1984, a group of professionals working in the area of child maltreatment in Victoria, met to evaluate a range of American and Canadian school based prevention programs.

> Through an exhaustive consultation process, the group reached consensus that the appropriate program for development in Victoria was Protective Behaviours. This program stood alone.
> (C.P.E.C.G., 1986: 2)

Independently of the Victorian group, the program was first taught in a primary school in Melbourne and a secondary school in Adelaide during late 1984 (Dwyer, 1990). According to Fraser (1991), one of the original advocates of educative prevention programs in Australia, an early draft manuscript of the Protective Behaviours program was seen as 'the answer' to an increasingly urgent need to 'do something' about the problem of child abuse in Australia.

On the basis of this favourable evaluation of the draft program by the Victorian working group, and the endorsement of a local educator who had trained in Protective Behaviours in the U.S. during 1983, the Education Department of South Australia undertook to support the training of key professionals in Protective Behaviours. Flandreau West, the American author of the program, was brought to Australia for a number of workshops in Melbourne, Adelaide, Sydney and Canberra during April and May, 1985. Approximately 120 people in South Australia underwent 'intensive training' in the Protective Behaviours program at that time.

Following these initial training workshops, an appraisal of the Protective Behaviours program was undertaken by the Protective Behaviours Coordinating Committee for the Director General of the South Australian

Education Department. The appraisal was undertaken 'in order to be able to make judgements about the worth of the program' (Education Department of South Australia, 1985). However, only the aims, content, and suggested teaching approaches of the program were examined. No attempt was made to conduct a formal evaluation of the impact of the program on a selected group of children, following a 'trial' period of use in a school. Briggs (1992) further contends that the Education Department's 'appraisal' process failed to include an examination of the relative worth of the program compared with other readily available American and Canadian programs.

Predictably, given the limited nature of its 'appraisal' process, the Committee strongly endorsed the Protective Behaviours program. Its report concluded that 'the program is worthwhile'.

> Teachers, parents, school counsellors, officers from other agencies have indicated enthusiasm for such a program to be included in the schools' curriculum... The Protective Behaviours program is manageable and fits with current teaching and learning practices.
> (Education Department of South Australia, 1985: 15)

In late 1985, the Education Department of South Australia endorsed the program for use in state schools. The largely uncritical endorsement and subsequent adoption of the program reflects what Chin and Benne (1969) identify as a largely non-empirical, political approach to educational and social innovation in which 'commitment', 'enthusiasm', and the exercise of interpersonal and institutional power influence adoption decisions more than dispassionate, rational assessments of the worth of the innovation.

g) Main Features of the Protective Behaviours Program

The Protective Behaviours program, like many of its counter-parts, aims to equip children with the knowledge and skills needed to deal assertively with hostile and dangerous situations. The program is based on two core assumptions:

- that children need to be able to identify how they feel when they are in unsafe situations
- that children need to know how to enlist the help of other people when they feel unsafe.

The program uses the following five strategies:

1. Theme Reinforcement:- Two themes encapsulate the program's philosophical commitment to children's rights. The themes - 'We all have a right to feel safe all the time', and 'Nothing is so awful that we can't talk about it with someone' - are introduced and reinforced throughout the program using a range of teaching approaches.

2. Network Review:- Children are taught how to identify and maintain, through regular review, a 'network' or list of people to whom they could go for help if they ever felt unsafe.

3. Persistence Expectation:- Children are taught, through the continual reinforcement of the two themes, that they should tell someone if they are being maltreated and are feeling unsafe. The Protective Behaviours program proceeds one step further by emphasising the need for children to 'go on telling' until someone acts on their behalf to stop whatever it is that is making them feel unsafe.

4. One Step Removed Strategy:- The main teaching approach suggested in the program involves the use of hypothetical, non-personal scenarios that are designed to help children think about how to apply the principles of the program in an imagined situation. Children are encouraged to discuss appropriate actions in response to a wide range of threatening events. These events are described in terms that are personally distant from the children but, nevertheless, relevant to their experiences. By using the 'one step removed' strategy, teachers are able to introduce a variety of hypothetical situations in which children may be unsafe,

without directly involving children in the class who may have experienced abuse or maltreatment in similar situations.

5. Protective Interrupting:- In order to protect children who have been abused from the possibility of further distress and embarrassment caused by public self-disclosure, teachers are encouraged to use the 'one step removed' strategy when discussing various kinds of abuse, and to 'protectively' interrupt children if they begin self-disclosing. The program suggests that teachers should encourage children who begin to disclose details of their abuse to 'tell' when they are likely to feel safer, that is, away from the inquisitive ears of the large group.

These features of the program are presented in the following teachers' manuals.

- *Protective Behaviours Manual* (commonly called 'The Blue Book') (1984).
- *The Basic Essentials: Protective Behaviours Anti-victimisation and Empowerment Process* (1989).
- *Safe Start Safe Future: An Integrated Curriculum Approach to Child Protection in Early Childhood Settings based on the Protective Behaviours Program* (1991).
- *Keep Safe* (1993).
- *The Right to Feel Safe* (1995).

Up until mid-1990, teaching manuals could only be purchased by teachers who had undergone appropriate training in the program.

h) Teacher Training

Negotiations between the Education Department of South Australia and the author of the Protective Behaviours program resulted in agreement about the nature and scope of training required by teachers before they could teach the program. Support teachers were appointed to most metropolitan and some

country districts to train other teachers in the program. A minimum of six hours of training was necessary for certification as a trained Protective Behaviours teacher. The training schedule closely followed that modelled by Flandreau West in her original workshops and included sessions on:

- definitions of child abuse and neglect
- statistics on reported cases of abuse and neglect; statistics on the prevalence of abuse
- the 'Discount Continuum', a conceptualisation of the denial of child abuse and neglect
- the two themes
- networks
- the use of 'What if ...' situations
- the use of role play
- classroom climate and teaching styles
- 'victim language'
- assertiveness
- indicators of abuse
- verbal abuse, sexual abuse, and domestic violence
- sexual harassment
- barriers to implementation of program and how to overcome them
- role of parents and the school community.

A range of teaching approaches was used. A strong emphasis was placed on activity-based small groupwork in which participants were encouraged to confront the issues under review while, at the same time, remaining emotionally 'safe'. Trainers modelled a number of the key strategies used in Protective Behaviours (eg, 'protective interrupting', and role playing 'what if ...' situations) as well as demonstrating how to teach about sensitive areas of the program like sexual abuse. Discussion and reflection times were programed in

all sessions to provide participants with opportunities to question and probe what was being presented. Participant evaluation of the training experience also took place.

Following the initial six hours of training some teachers were encouraged to undergo a further six hours of training to prepare them as Protective Behaviours trainers. This 'train-the-trainer' model was endorsed as a relatively quick, simple, economical and effective means of training a large number of teachers. The beguilingly simple rationale for the training approach is best expressed by Brown (1986[b]):

> In order to train someone to teach Protective Behaviours,
> all that is necessary is for the person to assimilate and
> internalise the themes of the program, and to practise
> using the strategies. I would therefore train
> representatives from all different learning environments
> in the same manner ...
> (Brown, 1986[b]: 151)

Brown's initial optimism about the simplicity and efficacy of the training approach was not shared by experienced Protective Behaviours support teachers (McVeity, 1990). The following measures were taken by the Education Department of South Australia to ensure that training met minimum requirements:

- the development of specific guidelines about the pre-requisite training, knowledge, skill and commitment needed by accredited trainers
- setting the minimum training time for teachers at 12 hours and for trainers at 18 hours
- developing an accreditation data base of all trained personnel
- publishing explicit expectations in relation to school based training in the Education Gazette
- encouraging Protective Behaviours trainers to review their training methods.

Following internal reviews of their approaches to training during 1990, Protective Behaviours support teachers modified both the content and timing of their training sessions (McVeity, 1992). Prior to this time, however, the Flandreau West model of teacher training was followed closely.

By the end of 1992, more than 8,000 teachers in South Australia had been trained to teach the Protective Behaviours program, with most undergoing training between 1987 and 1990.

i) Public Criticism of the Program

Because of the ideological orientation of the program, it is not surprising that the program has been critically scrutinised by individuals and groups who hold opposing values positions. The most vehement public criticism of the program occurred in Victoria and South Australia. In stinging critiques of the program and the generic features it shares with other school based primary prevention programs, Arndt (1988), Partington (1989), Hallpike (1989), and Yates (1990) challenged the foundations of the program. Briefly, they were critical of the program for the following reasons.

- It is based on a 'radical' feminist ideology of personal 'empowerment' that repudiates traditional family values defining parents' and children's rights and responsibilities.
- It places too much responsibility on children to avoid or resist abuse. Adults should be responsible for the protection of children.
- It encourages children to distrust members of their own families. This distrust builds barriers between children and their fathers, in particular.
- It teaches all children to be concerned about their personal safety when only a small minority of children needs to be wary.
- It destroys children's innocence.
- It makes children afraid and anxious.

- It confuses children about appropriate and inappropriate touching. Many children label 'normal' touching (warm hugs and cuddles, or washing) as 'bad touching'.

- It confuses abuse with mild corporal punishment and, as a consequence, challenges parents' right to discipline their children by smacking them.

- It teaches children to rely on their 'early warning signs' to help them determine good from bad, rather than on what they are told is right or wrong, good or bad.

- It leads to an increase in unwarranted accusations of abuse.

- It presents complex concepts that are beyond most children's understanding.

- It is based on unsubstantiated assertions that have never been thoroughly researched or evaluated.

- Its proponents are zealots who fail to reply to criticism of the program.

In South Australia, criticism of the program reached a height during 1990 with the publication, in the daily press, of several largely negative articles on the Protective Behaviours program. In reply, the Director General of Education, the Director of Catholic Education, and the Chief Executive Officer of the Department of Family and Community Services wrote a joint letter to the editor of *The Advertiser*, fully endorsing Protective Behaviours as a program of 'substance and effect' (*The Advertiser*, 30th August, 1990). They cited 'local research' to substantiate their claim despite the paucity of published research in the area.

Australian criticism of the Protective Behaviours program did not occur in isolation from a growing body of opinion critical of similar programs in the United States. In the U.S., Kraizer (1986), Wurtele (1987), Krivacska (1990) and Daro (1990) identified serious flaws in the conceptualisation of many school based prevention programs, and cautioned against raising public expectations

about the capacity of school based prevention programs to achieve their often ambitious aims.

By 1990 there was local and international support for the further evaluation of school based personal safety programs like Protective Behaviours.

THE FRAMING OF THE INVESTIGATION

a) Research Questions

To help focus the evaluation, key dimensions of the research problem were identified and stated as questions to be investigated. Two questions relating to teachers' use of the Protective Behaviours program were stated, while a further three questions relating to children's personal safety learning were also stated. The five key questions investigated in the research were:

1. What is the nature and extent of teachers' use of the Protective Behaviours program in South Australian pre-schools and schools?
2. What factors affect teachers' use of the Protective Behaviours program?
3. Are students who have been taught Protective Behaviours more able to identify unsafe situations than students who have not been taught Protective Behaviours?
4. Do students who have been taught Protective Behaviours have greater knowledge of personal safety strategies than students who have not been taught Protective Behaviours?
5. Do factors like the extent of parental reinforcement of the program, student age, gender, learning ability, and socio-economic status influence learning outcomes in Protective Behaviours?

b) Overview of the Evaluation

As was outlined earlier, the evaluation was conceived as a three study project. In Study 1, qualitative methods were used to identify 35 teachers' perspectives

on the use of the Protective Behaviours program. In Study 2, insights from this earlier research were used to design a large scale survey (n = 957) that generated more broadly based data on teachers' use of, and decision making about, the program. Finally, in Study 3 an innovative video vignette methodology was used to compare the personal safety knowledge of children who had been taught the program (n = 194) with that of a group of children who had not been taught the program (n = 127).

The research was undertaken over a five year period beginning in May 1990 and culminating in November 1994. Three periods of intensive data collection occurred at the following times:

Study 1:   May - June 1990

Study 2:   May - August 1993

Study 3:   June - November 1994

c) Funding the Investigation

As Studies 2 and 3 were large scale and quite complex, progress was contigent upon the availability of adequate research funding. In order to secure sufficient funding, the author spent much of 1992 preparing and presenting applications for research grants to various organisations. Due to the perceived importance of the proposed research, all but one of the organisations which were approached for funding actually committed funds to the investigation. Despite a very competitive research environment at the time, funding was received from the following organisations:

Criminology Research Council	$22,345
Education Department of South Australia	$19,000
Children's Services Office	$ 5,000
Catholic Education Office	$ 5,000
University of South Australia	$ 3,465
Independent Schools Board	$ 1,500
Department of Family and Community Services	$ 1,000
Total	**$57,310**

As the scope of the investigation was extensive, much of this funding was used to employ part-time research assistants to work on the project. A total of twelve research assistants shared the following duties under the supervision of the author:

- transcribed audio-taped interviews (n = 35)

- located records of teachers trained in Protective Behaviours in all four education systems

- created and maintained a computer data base of Protective Behaviours trained teachers (n = 8,091)

- manipulated the data base to produce a stratified sample of Protective Behaviours trained teachers (n = 1,447)

- typed questionnaires (teacher and student)

- assisted with field testing of questionnaires

- distributed teacher questionnaire

- monitored the return of questionnaires and followed-up non-returns

- participated in interviewer training

- conducted interviews with selected students (n = 321).

Funds were also expended on printing and postage, and on releasing the author, for short periods of intensive work, from his academic duties at the University of South Australia.

e) Limitations of the Investigation

The studies outlined in this thesis are limited in the following ways.

- They were confined to teachers and children in South Australia.

- They focussed on only one school based prevention program - Protective Behaviours. There was no attempt to compare the relative impact of different school based personal safety programs.

- No longitudinal data were collected to determine changes in outcome measures over time. As a consequence, no conclusions can be drawn about decay effects on student outcomes over time.
- The measurement of children's personal safety knowledge was limited by the constraints of the vignette methodology used. As a consequence, it is questionable to generalise children's responses to the three specific situations of maltreatment, to other forms and types of maltreatment.
- The application of particular ethical constraints prevented the selection of a truly random sample of children in Study 3 of the investigation. As a consequence, it is questionable to generalise the results of this study to other children.

SUMMARY

The investigation introduced in this chapter based its rationale and purpose on the prime concern of sections of the South Australian community and the wider international child abuse prevention movement that school based personal safety programs should be thoroughly evaluated. While the three studies undertaken in the evaluation sought to address the weaknesses of previous evaluation studies and to promote methodological innovations in the area, several limitations to the studies have been acknowledged. Given these limitations, the studies outlined in this thesis make a contribution to our understanding of the impact of the Protective Behaviours program in South Australian schools. Such knowledge is vital in the development of improved ways to prevent child abuse and neglect.

CHAPTER 2

REVIEW OF LITERATURE

INTRODUCTION

In the interests of simplicity and clarity, research about the teaching of personal safety programs is dealt with, in this chapter, separately from research about the impact of such programs on children's learning. This separation allows insights from a diverse range of fields to be synthesised and applied to the problems under investigation. The search for relevant literature transcended traditional discipline and subject boundaries to encompass research in the following areas:

- child abuse prevention
- personal safety program design
- program evaluation
- program implementation
- teacher development
- school change
- child development
- child psychology

Both Australian and international research was accessed. However, due to the scope of the literature, the review presented here is necessarily selective. In the case of much of the overseas research, details of specific program evaluations and studies are not given. Rather, the broad implications of the findings of these studies are summarised to guide the conceptualisation of the reserach and to provide the basis for a rigorous analysis of its outcomes. Greater detail is provided on the results and implications of Australian research in the area as these were considered more relevant and significant to the South Australian context.

TEACHING ABOUT PERSONAL SAFETY

While many parents teach children about personal safety, schools are considered ideal sites for the systematic delivery of programs designed to teach children how to recognise unsafe situations and what to do to avoid being being hurt. In the United States, school based programs vary in length (from one-off sessions to 10+ weeks of intensive instruction), use a variety of materials and media (puppets, stories, video, student workbooks, plays, comics), employ a variety of teaching approaches (rote learning of safety 'rules', role play, guided rehearsal, problem solving, direct instruction), and use a variety of presenters and facilitators (outside visitors, actors, child protection specialists, teachers). In Australia, however, fewer programs are used in schools, and classroom teachers have almost exclusive responsibility for the teaching of programs like Protective Behaviours. Consequently, the knowledge, attitudes, values, and skills of teachers in this area are of prime interest to those concerned with school based abuse prevention strategies. Due to this interest, literature was reviewed that focussed upon teachers' use of new curricula generally, and personal safety curricula in particular, and what factors help and hinder them during the implementation process.

a) Program Implementation

Given the widespread adoption of personal safety programs in schools, there is surprisingly little research into the nature and extent of use of the programs by teachers. Most research focuses on the impact of programs on children's learning without reference to issues of program implementation by teachers. However, some insights into the thinking and instructional decision making of teachers can be gleaned from the international and Australian literature.

A reading of the wider literature on the implementation of educational innovations generally, reveals that it is a problematic area. In his influential treatise on the processes of educational change, Fullan (1982; 1991) criticises

what he calls 'faulty assumptions and ways of thinking' about how reforms can be 'installed' in schools. Drawing on a comprehensive body of research on the implementation of planned educational change in schools since the 1960s, Fullan systematically exposes the flawed thinking behind many attempts to introduce new programs in schools. In the process, he provides a succinct list of realistic and unrealistic assumptions about the implementation of new programs in schools. He suggests that the 'realities of implementation' (Fullan, 1982: 91-2) should be confronted by accepting that:

- implementation of new programs involves a certain amount of ambiguity, ambivalence, and uncertainty.
- implementation consists of some transformation or continual development of initial ideas, rather than the faithful replication of a program in different settings.
- effective change takes time. It is a process of 'development in use'.
- implementation will only be effective under conditions which allow people to react, to form their own position, to interact with other implementers, to obtain technical assistance.
- lack of implementation is often due to the complex interaction of number of factors: value rejection, inadequate resources to support implementation, insufficient time.
- implementing change is a frustrating, discouraging business.

These observations provide a wider view of the issues related to teachers' implementation of personal safety curricula like Protective Behaviours. They permit a new appraisal of what can be expected of teachers confronted with the task of operationalising these programs. In short, they provide an alternative to the 'hyper-rational' (Wise, 1977), input-output models of program use which have implicitly informed much of the thinking about school based child abuse prevention initiatives.

In a major independent evaluation of the Protective Behaviours program and a derivative called Personal Safety (Crime Prevention Education Consultancy Group, 1989), Dwyer reports concerns about program implementation (Dwyer, 1990). In focussing on the 'process of program implementation', Dwyer builds a strong case against the premature examination of program outcomes. She describes implementation research as the 'logical precursor' to research that is concerned with the impact on children of primary prevention programs.

> This evaluation ... starts with the assumption that child empowerment will follow if a child receives the program in positive conditions. However, the process by which the program is provided cannot be assumed to be fully in place, given early indications that the adult 'gatekeepers' may find the teaching of the programs initially challenging.
> (Dwyer, 1990: 5)

Using survey and interview approaches, Dwyer found that both programs had made a significant impact on teachers and school communities - 'a high level of support and interest in both programs was expressed by ... many schools' (Dwyer, 1990: 6). Dwyer also found that

> many teachers encounter some initial challenges in implementing the program/s. ... This issue, combined with very busy curricula and a perception of an overall increase in the areas over which teachers are expected to take responsibility, can lead to a situation where the program is taught in a largely ad-hoc way. ... Teachers who are supposed to be teaching it delay the systematic teaching of the program, or avoid addressing the more sensitive areas.
> (Dwyer, 1990: 6)

Similar concerns over program implementation were raised by Morrissey (1989) in an earlier South Australian study. Using focus group interviews, Morrissey investigated teachers' views of the Protective Behaviours program and whether or not they actually taught it.

> The impetus for this project came from my concern that although many teachers and other school based people in the Southern Area had been trained in the Protective Behaviours program (approximately 500 at that time), relatively few people, it appeared, were actually implementing it in classrooms. I was curious to explore this apparent situation, and .... to research the reasons for this situation.
> (Morrissey, 1989: 1)

Morrissey confirmed that many teachers had not implemented key features of the program in their classrooms; rather, selective use of parts of the program seemed to be quite common.

In early 1990, Hudson undertook a questionnaire study to investigate teachers'

> attitudes towards the teaching of the Protective Behaviours program within the classroom. In particular, it is concerned with those factors that work against implementation and those factors which facilitate implementation.
> (Hudson, 1990: 1)

Preliminary analyses of Hudson's data revealed that more than half of the 61 teachers surveyed had never implemented any part of the program with any class following training. Furthermore, only a quarter of the teachers were teaching the program at the time of the survey.

School based research by Briggs (1990) at the same time revealed similar patterns of selective use of the Protective Behaviours program by teachers in eight Adelaide Junior Primary schools.

In a broader survey study in New South Wales, Chesterton, et al., (1992) examined the extent to which people trained in Protective Behaviours - mostly teachers, social workers, and police officers - 'have been able to use their training' (Chesterton, et al., 1992: 30). They report that 35% of the 286 teachers who responded to their survey had not used their training at all, or had used it to a limited extent.

In summary, these studies challenge the view that teachers, who have been trained to teach personal safety programs like Protective Behaviours, implement them with a high degree of uniformity, at the same time and at the same rate. They point to the naivety and simplicity of assuming rapid, highly consistent implementation of programs following training. In doing so, they

demonstrate the need to explore more fully the 'dilemmas, ambivalences, and paradoxes' of the implementation process (Fullan, 1991: 350).

b) Factors Affecting Program Implementation

Woodward (1990) reviews the work of several international researchers with an interest in teachers' responses to personal safety curricula during the implementation process. She concludes that many teachers feel 'overwhelmed and unprepared for the responsibility' of teaching personal safety programs (Woodward, 1990: 45). Woodward identifies a smorgasbord of issues that may contribute to this, including the following:

- fear of adverse parental reaction to programs
- concerns about possible unintended negative effects on children
- emotional reaction to, and denial of, the 'unsavoury reality' of child abuse
- training that is too brief and superficial to address teachers' concerns
- lack of school-level support to implement programs
- inadequate liaison with outside child protection agencies.

Trudell and Whatley (1988) list similar issues of concern for teachers. As some of these are revealed in Australian research into the implementation of the Protective Behaviours program, they will be discussed more fully under the following sub-headings.

Teachers' Affective Responses

It is widely recognised that the issues surrounding the physical, sexual and emotional maltreatment of children by adults are disturbing, confronting, and at times controversial. It is not, therefore, surprising that programs designed to prevent the victimisation of children expose sensitivities about parents' and children's rights, child rearing practices, interpersonal violence, and exploitative forms of sexual expression involving children. Many teachers,

both as professionals with child welfare responsibilities and as members of the wider community, share feelings of ill-ease when issues of child abuse are raised (Levin, 1983). Indeed, teachers' close and intensive personal involvement with children probably makes the issue of child abuse even more poignant and disturbing for them than for other members of society who do not work with and care for children on a daily basis. The affective responses of teachers to the broader issues related to child abuse and its prevention have been found to impact significantly on their decision making about personal safety curricula.

Morrissey (1989) found that teachers' personal concerns about aspects of the Protective Behaviours program affected their decisions about what parts of the Protective Behaviours program they taught.

> Many people are afraid to implement the program due to lack of confidence, lack of school support, fear of the personal nature of the program, [and] not knowing how to adapt the program to their classroom.
> (Morrissey, 1989: 23)

In particular, she found that teachers were often reluctant to use the program because:

- the program requires 'use of self' and this threatens some people.
- they fear damaging the teacher/student and teacher/parent relationship.
- they fear talking about the material contained in the abuse sessions.
- they lack confidence in their ability to teach the program in a positive way.
- they fear their own experiences of abuse will surface.

(Morrissey, 1989: 10)

The relationship between essentially personal concerns and those connected with school and classroom contexts is made clear in Morrissey's study. Morrissey points to the importance of these personal perspectives in affecting teachers' decision making about whether or not to teach parts of the program.

Briggs and Hawkins (1994[a]: 225) are less accepting of the personal reasons given by teachers to account for their selective use of the program. They accuse teachers of 'negligence' in avoiding teaching those aspects of personal safety programs 'involving adult misbehaviour and issues to do with sexuality', due to 'insufficient confidence'.

These accounts are consistent with more general analyses of the cognitive and affective dimensions of teaching (Nespor, 1987; Munby, 1982). However, they only detail teachers' overt personal justifications of selective use of programs like Protective Behaviours. Perhaps of greater importance are the largely *implicit* beliefs and taken for granted assumptions of teachers about such fundamental issues as the incidence of child abuse and the efficacy of school based prevention programs. Furthermore, the above accounts under-emphasise experiential and contextual factors associated with particular schools which may significantly constrain or support the teaching of the program. To further explore these factors, a review of some of the literature on teacher development and school change was undertaken.

Teacher Development

There is a vast literature on the professional development of teachers and its impact on a range of school and student outcomes, including program implementation. Studies of teacher learning have established the importance of several principles of effective teacher development (Department for Employment, Education and Training (DEET), 1988; Queensland Board of Teacher Registration, 1991). There is general consensus that teachers seem to learn best when:

- they participate voluntarily in training and development activities.
- they participate in programs to improve their professional competence.

- theoretical issues are linked to classroom practice. In this sense, the professional development activities are contextualised within the real world of the practitioner. Teachers have opportunities to focus on issues relevant to their own classrooms and children's learning, and to use theoretical frameworks and others' experiences to help them formulate their own responses.

- the knowledge and expertise of teachers is respected and used.

- programs are well spaced over time. This allows teachers to address concerns about new roles and practices, and their impact on students. In other words, term-long programs enable teachers to accommodate and apply new ideas incrementally in their own setting at their own pace.

- programs are systematic, inter-related, and rigorous. Teachers should be encouraged to read between sessions, conduct classroom investigations, and report findings to their learning group.

(Barnett, Johnson, & Badger, 1992: 34)

There is also general endorsement of the view that

> Teachers can change their teaching practices if they are provided
> with quality professional development opportunities.
> (Barnett, et al., 1992: 34)

Fullan is similarly convinced that teacher professional development can significantly influence the outcome of school reform initiatives (Fullan, 1990). However, rather than focus on aspects of externally provided 'training' for teachers, Fullan places far greater importance on school level interactions and peer relationships that help teachers develop 'new meanings, new behaviours, new skills, and new beliefs' (Fullan & Stiegelbauer, 1991: 77).

> The quality of working relationships among teachers is strongly
> related to implementation. Collegiality, open communication, trust,
> support and help, learning on the job, getting results, and job
> satisfaction and morale are closely interrelated.
> (Fullan & Stiegelbauer, 1991: 77)

While Fullan and his supporters have recently warned of the dangers of embracing strange mutations of these socio-professional processes ('contrived collegiality' being one - Hargreaves & Dawe, 1990; Hargreaves & Fullan, 1992; Smyth, 1993; Johnson & Moraw, 1994), the power of school level support mechanisms in bringing about changes in teaching practices is now widely recognised.

These analyses, with their focus on school level collegial activity during the arduous implementation process, bring into question the efficacy of technical, largely non-social, pre-implementation 'training' approaches to teacher development. In so doing, they seriously undermine confidence in the capacity of training strategies and techniques to transmit the pre-determined knowledge and skills presumed to be needed to 'operationalise' new programs and methodologies. However, in their quest to assert the power of teachers to act collectively in the interests of sound educational and social reform, they run the risk of under emphasising the power of contextual factors to limit or expand teachers' 'decision making space' (Smith, 1984). Clearly, any comprehensive analysis of the dynamics of program implementation should include these factors as well.

School Context

There is a growing body of research which suggests that the organisational and cultural climate of schools acts in very powerful ways to either promote or inhibit the implementation of changes. There is also abundant evidence that school principals play an important role in defining and shaping the organisational conditions necessary for effective implementation, conditions such as the development of shared goals and clear plans to reach them, collaborative work structures and climates, and the provision of adequate resources (Leithwood & Montgomery, 1982; Barth, 1990; Fullan & Stiegelbauer, 1991). However, attempts to 'engineer' these conditions for single innovations

without addressing more fundamental features of school climate and organisation, inevitably fail (Fullan, 1990). Leithwood's work, for example, points to the need for principals to use very broad strategies to transform the culture of the school towards a stronger improvement orientation. He and Jantzi (Leithwood & Jantzi, 1990) suggest that principals need to:

- use a variety of means to stimulate cultural change
- value and promote staff learning
- talk frequently and seriously about shared and contested norms, values and beliefs
- share power and responsibility for school improvement.

None of this complex new literature supports a view of principals as 'educational manipulators' who follow superficial 'recipes' to provide 'support' for program implementation. The organisational processes related to successful school and classroom change are deep, powerful, and resistant to such short term orchestration.

c) A Model of Teacher Thought and Action

These revelations - a greater appreciation of teachers' affective responses to change initiatives (particularly controversial ones), an emerging understanding of how teachers learn best, and a growing appreciation of the complexity of schools as social organisations - contribute to a more elaborate view of the change process than previously conceived. However, their different origins and intellectual traditions make the task of integrating them quite difficult. Clark and Peterson (1986) attempted to do this to try to make sense of two diverse research perspectives. The first is the dominant process-product research paradigm in educational research with its pre-occupation with teacher action; the second is a newly emerging paradigm which seeks to uncover the previously hidden thought processes occurring 'inside teachers'

heads' (Clark & Peterson, 1986: 257). While they developed their model of 'teacher thought and action' primarily to provide a framework for a review of research on teachers' thought processes, it is useful in depicting the relationships between some of the more salient influences on program implementation identified above.

Clark and Peterson's model depicts hypothesised relationships between teachers' actions in the classroom, their thought processes, and a range of 'opportunities and constraints' in their professional environment. The three domains in their model neatly relate implementation outcomes (Teachers' Actions and their Effects) to school level and other support factors (Opportunities and Constraints), and to teacher decision making (Teachers' Thought Processes).

However, Clark and Peterson's model assumes that these relationships are reciprocal; they reject the assumption, typically held by process-product researchers, that causality is unidirectional. They assume, for example, that teachers' thinking and decision making influences their actions, **and** that their actions, in turn, influence their thinking.

> Rather than representing the direction of causation as linear, we
> think that it is more accurate to represent the direction of causation
> as cyclical or circular.
> (Clark & Peterson, 1986: 257)

While having the same reductionist faults of most theoretical models, Clark and Peterson's model serves as a synthesising tool that enables a clearer view of suggested relationships between factors drawn from diverse research perspectives. Furthermore, by incorporating contextual factors - elements within schools which constrain or stimulate teacher action and thought - the model draws on research in the burgeoning fields of program implementation, school leadership, organisational change and teacher professional development briefly reviewed above.

This model was used to depict groupings of factors that were of interest in an analysis of teachers' use of the program (see Figure 3).
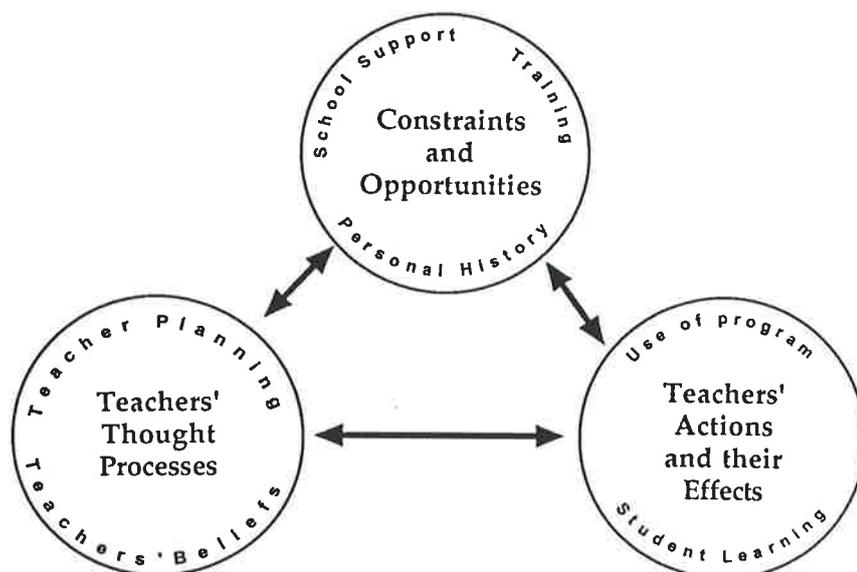
Figure 3: A Model of Teacher Thought and Action (Adapted from Clark & Peterson, 1986: 256)

d) Use of the Model in the Evaluation

The model was used to identify key areas of interest to be investigated in the pilot study of teachers' perspectives on the use of the Protyective Behaviours program. While essentially exploratory in nature, the pilot study was designed to investigate teachers' perspectives on the following:

- Opportunities and Constraints
    School Context
        - nature and extent of support for teaching of program
    Training in Protective Behaviours
        - reasons for undertaking training
        - type of course delivery experienced
        - extent of consultation
        - extent of extra training
    Personal history
        - contact with abused children
        - personal memories of abuse

- Teachers' Thought Processes
    Beliefs about Child Abuse
        - beliefs about prevalence of child abuse
        - theories and beliefs about the causes of child abuse
        - beliefs about the efficacy of school based prevention programs
    Decision Making about Program
        - reasons for deciding not to use the program or for using it in a limited way
        - reasons for deciding to use the program in a detailed way

- Teachers' Actions and their Effects
  Teaching of Protective Behaviours
  - use of features of the program
  - extent of detail taught
  Student Learning in Protective Behaviours

d) Summary

A large body of research suggests that teachers very rarely implement new programs uniformly across all schools. Program implementation is more realistically viewed as a variable process that involves some transformation and on-going development of initial ideas, rather than the pure replication of a set program in all settings. Past qualitative, and small scale quantitative research into teachers' use of the Protective Behaviours program suggests that this was likely to be the case with the implementation of the program in South Australian schools.

Given the complexity of the implementation process, strong, linear causal explanations of teachers' implementation behaviour are difficult to identify. It is more likely that a complex web of interconnected factors is linked to implementation outcomes. However, despite the complexity of the implementation process, school level interactions and peer relationships, together with other school level supports emerged, in the literature, as important influences on teachers' use of programs.

Finally, in the area of teaching about personal safety, qualitative studies have suggested a strong link between teachers' personal concerns about programs, and their subsequent decisions not to teach sections of them. It was revealed that these sensitivities probably prompt some teachers to omit those sections of personal safety program that are perceived to be controversial and/or personally difficult to confront.

These insights were used to frame the first study of teachers' perceptions of the Protective Behaviours program outlined in this thesis.

LEARNING ABOUT PERSONAL SAFETY

a) Synthesis of International Research

The rapid proliferation of school based personal safety programs in the 1980s occurred largely without the benefit of thorough research into the effectiveness of the programs in achieving their aims with children. Commentators have criticised the largely unquestioned acceptance of key components of personal safety programs and their assumed efficacy in promoting children's personal safety skills (Trudell & Whatley, 1988; Krivacska, 1990; Duerr Berrick & Gilbert, 1990). For example, Krivacska is particularly scathing in his criticism of prevention programs that

> appear to be based on personal prejudices, opinions or beliefs, and are reinforced by pseudo-scientific program evaluations.
> (Krivacska, 1990: x)

He believes that a collective 'desperation to do something (or perhaps more importantly, anything) to prevent sexual abuse' has inhibited the 'reasoned scientific evaluation of prevention and its effectiveness' (Krivacska, 1990: x).

Duerr Berrick and Gilbert (1991: 12) echo Krivacska's concerns about an apparent lack of commitment to program evaluation, suggesting that there is a 'huge zone of uncertainty' between the intent of personal safety programs and the achievement of recognisable outcomes. Duerr Berrick and Gilbert (1990) maintain that child sexual abuse prevention efforts are part of a 'righteous cause' invested with 'ideological fervour'. They assert that

> the ideological commitment to empower children, which endowed the movement with resolution and unity, also deprived it of a certain resiliency that might have encouraged more serious consideration of research evidence...
> (Duerr Berrick & Gilbert, 1990: 29)

Such criticisms are symptomatic of deep ideological divisions in the field of child protection that are frequently revealed when research 'evidence' from evaluation studies of prevention programs is interpreted and commented upon.

Reviews of the international literature (Tutty, 1994; Carroll, Miltenberger, & O'Neil 1992; Chesterton, et al., 1992; Dwyer, 1990; Wurtele, 1987; Finkelhor & Strapko, 1987; Reppuci & Haugaard, 1989) reveal sometimes contradictory evidence about the impact of school based personal safety programs on children. Identifying program design or policy implications from this complex body of research is extremely difficult due to the tentative status of much of the research reviewed.

However, it is possible to discern a number of tentative conclusions about school based personal safety programs that have relevance to the research into children's personal safety learning. They provided a theoretical context in which factors associated with the use and impact of the program could be investigated. Briefly, the international literature suggests that:

- school based personal safety programs frequently increase students' knowledge of prevention concepts, although gains are usually small (frequently 1-2 point scores) (Finkelhor, 1994; Lawrie & Stewart, 1993).
- children retain knowledge over time, although some retention loss seems inevitable (Briggs & Hawkins, 1994[b]).
- student age and developmental stage influence learning outcomes, with older children demonstrating greater knowledge of prevention concepts and strategies than younger children (Tutty, 1994).
- children as young as 4 years old can learn some prevention concepts although results are equivocal about which particular concepts present difficulties for young children (Tutty, 1994).

- results are equivocal about the influence on learning outcomes of student background factors like gender, self esteem, family socio-economic status, and parental teaching of prevention concepts (Wurtele, et al., 1986; Hazzard, et al., 1991; Briggs & Hawkins, 1994[b]; Lawrie & Stewart, 1993).

- despite initial fears that prevention programs would increase student anxiety (Krivascka, 1990; Trudell & Whatley, 1988), prevention programs do not appear to cause adverse side effects (Carroll, et al., 1992; Hazzard, et al., 1991).

b) Australian Research on the Impact of Protective Behaviours

Several of these general themes can be detected in a number of small scale and largely unpublished studies of the impact of the Protective Behaviours program in Victoria, South Australia, and the Australian Capital Territory.

Early evaluations of the program were produced by two schools which trialled the program in 1984 (Killen, et al., 1984, and Ryszczak, 1984, quoted in Australian Protective Behaviours Network, 1989, and Dwyer, 1990). Both studies used pre and post tests of student knowledge acquisition and attitude development. Both reported positive outcomes related to the teaching of the Protective Behaviours program; students were reported to have developed more self confidence, new knowledge about the likely sources of personal danger, and new skills that enabled them to 'use their networks' when they needed help.

A larger questionnaire study (32 teachers and 455 students) was conducted in 1986 to evaluate the trial of the Protective Behaviours program in the Australian Capital Territory. Again, the results of the evaluation were positive.

> ... teachers were able to successfully implement the
> program in their schools, and the majority of students
> were able to acquire the knowledge and skills that
> would enable them to 'keep themselves safe'.
> (Australian Protective Behaviours Network, 1989: 6)

A quasi-experimental study was undertaken during 1987 and early 1988 by a specially funded group from the Parks Community Health Service and Parks District Office of the Department for Community Welfare in Adelaide's western suburbs. The project aimed 'to initiate and evaluate Protective Behaviours Training for adolescents in the Parks area' (Newton & Wade, 1988: 6). Using two male and female control groups and two experimental groups with approximately 10 adolescents in each, the effects of the Protective Behaviours program were measured using pre and post tests of knowledge acquisition. Results of the study indicated that the experimental groups scored significantly higher than the control groups. However, informal feedback from the experimental groups which had undergone Protective Behaviours training suggested that aspects of the program needed to be modified 'so that it would be more understandable to the students as well as making the repetitive aspects of the program more interesting' (Newton and Wade, 1988: 3).

Another early study of the Protective Behaviours program raised questions about the capacity of the program to achieve its stated aims, particularly with young children. In a highly critical report, Fogl and Prior (1989) concluded that

> from both teacher reports and children's responses, it is clear that the content of Protective Behaviours is too abstract for nine-year olds to learn...
>
> This evaluation suggests that the uncritical adoption of the same Protective Behaviours program for all children of all ages (as is presently the case) is inappropriate. It also points to the fact that teachers need support throughout the teaching of the program, so that it is taught in its entirety. When this is done with children of Grade 5 and above, there is a good indication that the exercise may be worthwhile.
> (Fogl & Prior, 1989: 12-13)

By far the most thorough and influential studies of the Protective Behaviours program were undertaken by Briggs in collaboration with Herbert, and later

with Hawkins (Briggs & Herbert, 1989; Briggs, 1990; 1991; Briggs & Hawkins, 1994[a], 1994[b]). In a series of related studies in South Australia and New Zealand, Briggs and her colleagues interviewed more than 400 children aged between 5 years and 8 years to investigate their understanding of the concept of 'unsafe feelings', and their ability to suggest personal safety strategies when presented with hypothetical 'unsafe' scenarios. Comparisons were made between children's scores obtained from initial and follow-up interviews and between the scores of children who had been taught the Protective Behaviours program in South Australia and those who had been taught a program called *Keeping Ourselves Safe* in New Zealand.

Briggs' findings are startling (Briggs, 1991). She establishes that young children's concept of 'unsafe' varies between ages five and eight, with younger children showing unexpectedly high levels of personal fearlessness. When they disclose instances of feeling afraid, children frequently focus on threats from 'monsters', wild animals, and ghosts, rather than from humans. As a consequence, Briggs criticises personal safety programs - like Protective Behaviours - that rely on children developing and becoming aware of feelings of fear (their 'early warning signs'). She concludes that

> it is unlikely that the identification of 'unsafe feelings' can be
> relied upon as an efficient means of avoiding sexual abuse, least of
> all if the abuse involves sexual fondling in the context of an
> otherwise affectionate relationship.
> (Briggs, 1991: 65-6)

Briggs also raises questions about young children's ability to differentiate between 'good' and 'bad' secrets, their willingness to 'tell' adults if they feel unsafe, and adults' willingness to support children who might disclose abuse. Briggs points to the gross power inequalities inherent in adult-child relationships to explain some children's acquiescence when faced with unwanted adult behaviour. She writes that

> An alarming 22% [of New Zealand participants] said they could
> not count on parental support. ... Some children were very
> pragmatic about their own lack of power. They knew that

> parental intervention depended on the identity of the offender and if it was a grandparent, close relative or family friend, parents defended the adults. In these circumstances, some 7-8 year olds adopted a victim stance, rationalising that, as their position worsened when they said 'No', it was easier to 'put up with' the unwanted adult behaviour.
> (Briggs, 1991: 69)

Briggs was among the first researchers in Australia to raise these kinds of issues and to seriously challenge the efficacy of the Protective Behaviours program. While a staunch supporter of school based child protection programs, Briggs has consistently argued for Australian programs which have the following characteristics:

- the provision of explicit and precise teaching materials
- a tightly structured program
- the provision of school level support to teachers
- the use of developmentally appropriate concepts, language and teaching methods
- the integration of personal safety and personal development programs
- strong and ongoing parental involvement in programs
- whole school adoption, implementation and reinforcement of programs

Briggs and Hawkins point to a number of these design and implementation features that are associated with the New Zealand *Keeping Ourselves Safe* program to account for its judged superiority over the Protective Behaviours program (Briggs & Hawkins, 1994[a]).

c) Issues and Questions

This brief review of the literature on children's personal safety learning raises a number of broader issues that have relevance to research into children's personal safety learning.

What program outcomes should be measured?

The obvious reply to this question links outcomes measures to program goals. If a program aims to improve children's ability to identify 'unsafe' situations, then this should be the focus of evaluations of the worth of the program. However, the application of this evaluation truism has led to an almost exclusive focus on children's knowledge and ability related to threats to their *sexual* safety. This is due to the exclusion of other forms of abuse prevention from most North American curricula. A consequence of this almost exclusive focus on sexual abuse prevention is that most of the international literature on the evaluation of school based abuse prevention programs contains little of direct relevance to the prevention of other forms of abuse. In short, the international literature is clearly deficient in providing even rudimentary data about the nature of school aged children's ability to deal with situations in which they are physically or emotionally at risk.

A key question relevant to the Protective Behaviours program is:

- Do children use similar personal safety knowledge and strategies in situations in which the nature of the threat is different (ie, sexually threatening versus physically threatening)?

The very different dynamics of each form of abuse raise questions about the transferability of personal safety knowledge and skills between different situations of abuse.

Another issue being debated in the international literature relates to the worth of measures of student knowledge acquisition compared with measures of actual behaviour change (for a fuller discussion see Measures of Student Outcomes in Chapter 6). While some researchers are reconciled to a position articulated well by Briggs and Hawkins (1994[a]) - that behavioural change is

unlikely to occur without knowledge - many still lament the absence of 'real, hard data' on the 'actual benefit' of prevention programs (Carroll, et al., 1992). The effect of this critical search for evidence of behavioural change in children following exposure to prevention programs has been to cast an unnecessarily sceptical shadow over the worth of intermediate measures of student knowledge growth and skill development. In few other educational fields have such hard evaluative criteria been applied.

How should research results be interpreted?

Many researchers and commentators interpret the results from evaluation studies without reference to educational research into student learning and performance in other areas of the curriculum and, as a consequence, apply very high benchmarks of success to prevention programs. Gains in student knowledge are variously described as 'rather modest' (Gilbert, Duerr Berrick, LeProhn, & Nyman, 1989), or 'disappointing' (Briggs & Hawkins, 1994[a]). Both advocates and critics of school based prevention efforts frequently fail to appreciate the complexity of the problem of child abuse, the intricacies of child development and human learning, and the socially constructed values that underpin evaluations of the worth of educational initiatives. An unfortunate consequence of this is the simplistic and unsophisticated interpretation of much prevention research in the search for 'a simple solution to a complex social problem' (Trudell & Whatley, 1988).

What factors influence personal safety learning?

A multitude of factors influence learning - developmental stage, socio-cultural background, experience, prior learning, motivation, self esteem, ability to concentrate and stay on task, explicitness of instruction, concreteness of learning activities, and so on. While it would seem reasonable to assume that these factors influence student learning in the area of personal safety as much as they do in other areas, the results from international studies are mixed.

However, of particular interest in the area of abuse prevention is the influence on learning of children's cognitive and moral development, and relationships with authority figures (Tutty, 1994).

Tensions between competing views of child development permeate the wider psychological literature as well as the abuse prevention literature. Some writers and researchers (Krivacska, 1990; Duerr Berrick & Gilbert, 1990) devote considerable space to descriptions of the developmental stage theories of Piaget (1932/1965) and Kohlberg (1983) in order to demonstrate the inappropriateness of teaching some personal safety concepts to young children. Others are more sceptical about the pervasiveness and power of these stages in children's thinking (Braine, Pomerantz, Lorber, & Krantz, 1991). In reviewing several studies that focus on the cognitive demands associated with learning personal safety concepts, Tutty (1994) provides a useful summary of several studies that link under eight year old children's cognitive development with their personal safety learning. She concludes that

- young children do not learn personal safety concepts that are presented in an abstract rather than in a concrete specific manner.
- young children need information presented in clear simple terms with many familiar examples. Information needs to be overt and explicit, rather than implied.
- young children have difficulty understanding concepts that require flexibility of thinking.
- young children rely on visual messages more than verbal messages.
- young children need short sessions with considerable repetition.

(Tutty, 1994: 181)

Research into children's perception of authority is also salient. As many of the personal safety strategies taught in school based programs require children to

make judgements about whether or not to ignore or oppose the wishes of an adult, research in this area is considered critical to prevention efforts. Opponents of personal safety programs use the work of Piaget (1932/1965) to describe children's perception of authority. They suggest that children's perception of authority is limited by a simple and unilateral view of adults as socially powerful, infallible authorities. According to this view, parents, for example, are not only perceived to be all knowing and all powerful, but also the sole source of children's moral knowledge (Laupa, 1991). However, the view that age and, perhaps, size and physical power command the compliance of children is not supported by more recent research (Braine, et al., 1991).

Damon (1977) found that even young children have more complex conceptions of authority than the simple view that they must comply with the powerful.

> For example, authority has boundaries; parental authority cannot
> extend to immoral acts, or to areas seen to be under the child's
> personal jurisdiction, such as choosing one's friends.
> (Braine, et al., 1991: 829)

Damon also found that children generally comply with adult requests because adults are seen as having the right to make rules, subject to the constraints on immoral (ie, 'wrong' or 'unfair') acts and those which are considered 'children's business'. In situations that are deemed to be immoral - when someone may be harmed, or a moral sanction (against stealing, for example) is breeched - children tend to base their decision to comply or defy an authority figure on the moral legitimacy of the rule, rather than on the right of an adult to make rules. Subsequent research by Tisak and Turiel (1984), Laupa (1991), and (Braine, et al., 1991) suggests that

> both the traits of the authority figure and the specific situation in
> which the authority's commands are given affect even young
> children's perceptions of legitimacy and obedience. Children's
> behaviour (even pre-schoolers') in moral situations is guided by a
> universal code of conduct, not the person imposing the rules; in
> socio-conventional situations the reverse is true.
> (Bogat & McGrath, 1993: 653)

These findings confirm that most children comply with adult authority in everyday situations due to their acceptance of the right of adults, like parents and teachers, to make rules. Afterall, most adult directives aim to teach children how to behave in socially accepted ways in particular situations (Bogat & McGrath, 1993: 652). However, the revelation that even young children can delineate limits to adult authority provides some justification for interventions designed to strengthen children's ability to identify adult behaviours that breach moral codes of conduct. Such interventions would have greater impact if they stressed that specific behaviours - sexual misconduct and severe physical punishment, for example - have no moral legitimacy (Briggs, 1991; Bogat & McGrath, 1993).

This newly emerging literature on children's perceptions of authority is diluting the influence of earlier developmental theories in analyses of personal safety programs. However, many unanswered questions arise when it is linked with other research into child abuse. For example, when victims of child sexual abuse are asked to describe the tactics used by perpetrators to ensure their compliance (Berliner & Conte, 1990), they mention the use of essentially *non moral*, social justifications for involvement (ie, 'It's O.K. - I'll teach you about these things', or 'I need to know that you are developing and growing well'). By framing abusive behaviours in social-conventional terms, and not moral terms, perpetrators avoid provoking resistance from children who may have otherwise judged the behaviour from a moral perspective. Also, the interplay between punishment avoidance and children's sense of morality needs to be further explored, as many children probably comply with authority through fear of the consequences of defying it, even when they believe that complying breaches a moral code.

Research undertaken by Mayes, Gillies and Warden (1993) into children's compliance with familiar adults and strangers further emphasises the

vulnerability of children. As expected, they found that children comply most with familiar adults and least with stranger adults. The researchers express 'some concern' that the responses of more than half of the six and eight year olds in the study indicated compliance with a stranger. Compliance fell to around one third with ten year old children. However, they also found that compliance rates differed slightly depending on whether adults made requests (most compliance), offers (least compliance), or demands of children (Mayes, Gillies & Warden, 1993: 9). Again, these findings suggest a more complex perception of authority and legitimacy by children, than previously thought.

d) Hypotheses about Personal Safety Learning

The process of reviewing the body of literature on children's personal safety learning provided opportunities to speculate about the possible outcomes of the Protective Behaviours program. The research questions for Study 3 of the evaluation were framed in such a way as to compare the responses of children who had been taught the Protective Behaviours and those who had not. The two areas of comparison were children's ability to identify unsafe situations, and their knowledge of personal safety strategies. Within the parameters set by these research questions, it was hypothesised that:

1. Children who are taught Protective Behaviours more frequently identify unsafe situations than comparison children.

The balance of research suggests that children who receive personal safety instruction are better able to identify and name threats to their safety than are those who are not. However, in most comparative studies, differences between groups are relatively small, suggesting that findings need to be interpreted with some caution.

2. Children who are taught Protective Behaviours more frequently suggest appropriate personal safety strategies ('No', 'Go', 'Tell' strategies) to deal with unsafe situations than comparison children.

Again, a considerable body of research suggests that children who receive personal safety instruction know more about personal safety strategies than other children. Differences are usually small. Of interest here is also the range of alternate strategies suggested by children when faced with threats to their safety. Some research into children's perceptions of authority suggests that children use other less confronting ways of dealing with threats posed by adults than the frequently taught personal safety strategies.

3. Older children more frequently identify unsafe situations than younger children.

Developmental factors reportedly influence young children's ability to use their feelings to identify unsafe situations.

4. Older children more frequently suggest appropriate personal safety strategies ('No', 'Go', 'Tell' strategies) to deal with unsafe situations than younger children.

Similarly, younger children are thought to be more accepting of adult authority and more compliant. Consequently, they are thought to be less inclined to take assertive personal safety action that involves defying adult authority.

5. Apart from age and treatment effects, other factors do not significantly influence the ability of children to identify unsafe situations or suggest appropriate personal safety strategies ('No', 'Go', 'Tell' strategies) to deal with unsafe situations.

The evidence is equivocal about the impact on learning of factors like student gender, socio-economic background, and extent of parental reinforcement of personal safety concepts.

SUMMARY

The initial research questions of the evaluation called for an analysis of program implementation by teachers, and an assessment of the impact of the Protective Behaviours program on aspects of chidlren's learning. Because of this dual focus, the review of relevant research was necessarily far reaching. The review of literature on program implementation identified a complex range of personal and systemic factors which impact on teachers' decision making about new programs. Some of these have already been found to affect teachers' use of the Protective Behaviours program.

Evaluations of school based personal safety programs, both in Australia and overseas have confirmed that they can improve children's personal safety knowledge. However, methodological difficulties and the application of very strict evaluative criteria have raised concerns over the credibility of much of this research. Recent attempts have been made to integrate and apply more generic research (eg, related to children's perceptions of authority) to child abuse prevention research.

Both bodies of literature provided an understanding of the theoretical issues raised by the evaluation, and provided an insight into some of the difficult methodological problems associated with research in this area. The review of literature also helped frame the pilot study of teachers' perspectives of the Protective Behaviours program, and stimulated several hypotheses about the possible impact of the Protective Behaviours program on children's personal safety learning.

SECTION 2

STUDY 1

A QUALITATIVE PILOT STUDY

OF

TEACHERS' PERSPECTIVES ON THE USE

OF THE

PROTECTIVE BEHAVIOURS PROGRAM

CHAPTER 3

METHODOLOGY OF STUDY 1

INTRODUCTION

The evaluation of the Protective Behaviours program involved the application of both qualitative and quantitative methods to address key questions of interest. In this chapter, a brief discussion of the research 'paradigms debate' is presented to explore the suitability of 'mixed' research designs. The different epistemological assumptions and standards of procedure of several approaches are outlined. It is argued that multiple methods may be applied so long as the internal rigour of each approach is maintained. Having justified the overall design of the evaluation, the procedures used in the first interpretive study are described. The development of a structured interview protocol is outlined. A brief description is also given of the sampling procedure used in the study. Finally, details are provided of the way interview data - text - were coded and analysed using the computer program, NUD•IST.

RESEARCH APPROACH

a) The 'Paradigms Debate'

In Kuhn's (1970) sense of the term, a research paradigm is 'an implicit, unvoiced, and pervasive commitment by a community of scholars to a conceptual framework' (Shulman, 1986: 4). It serves to frame what is considered problematic by like minded scholars, what are accepted as legitimate ways of investigating problems, and what constitutes 'valid' knowledge about common issues of interest. Kuhn maintains that only one paradigm can be dominant in a 'mature' community of scholars at any time, reflecting that this has not been the case in most social science fields since their emergence late last century. Rather, debate has flourished between advocates of two competing research paradigms - the empiricist and interpretive paradigms (see, for example, Smith & Heshusius, 1986; Walker & Evers, 1988).

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More recent challenges to both empiricism and interpretivism by critical theorists (Harvey, 1990), and poststructuralists and deconstructionists (Derrida, 1992) have further contributed to the view that the social sciences are in a state of 'pre-paradigmatic retardation' (Shulman, 1986).

The debate over research methods has largely taken place between empiricists who uphold the canons of traditional science, and an increasingly assertive but very heterogeneous group of philosophers and researchers who chronicle the demise of 'scientific certainty' and the emergence of relativity and subjectivity. While this dichotomous debate has tended to mask the differences between some approaches (particularly between the emerging critical and deconstructive approaches and the more established interpretive approach), it serves to starkly contrast the fundamental epistemological differences between the dominant empiricist approach and 'the rest', that is, between 'quantitative' and 'qualitative' approaches. It is beyond the scope of this thesis to provide a thorough discussion of the ontological and epistemological assumptions of competing research paradigms (see Connole, Smith, & Wiseman, 1993; Candy, 1989; Husen, 1988; Burrell & Morgan, 1979; Rist, 1977). However, a broad comparative overview of the essential features of four approaches to social research is presented in Figure 4 to make explicit their differences.

Dimensions of Comparison	Empiricist Approach	Interpretive Approach	Critical Approach	Poststructural - Deconstructive Approaches
What is the approach modelled on?	Investigations in the physical sciences.	Existential studies in which the subjective understandings of subjects are significant.	Neo-Marxist studies which focus on the insights and judgements of subjects to expose repression and work for emancipation.	Anthropological and linguistic studies of the relationships between culture, language, and power.
What does it assume about reality?	Reality is unitary; it can only be understood through scientific inquiry.	There are multiple realities.	There are multiple realities which are problematic due to structural inequalities.	There is no 'reality' beyond language. Reality is 'constructed' through language.
What are its aims?	To predict and control; to produce 'useful' knowledge; to explain cause and effect.	To understand action; to discover the meanings and beliefs underlying others' actions.	As for the Interpretive approach, plus to reveal whose interests are served; to challenge repression and promote emancipation.	To analyse how knowledge is constructed with reference to dominant norms and modes of control.
How is research done?	By following clear and precise rules for data collection, regardless of context; ie, by applying the 'scientific method'.	By engaging others in dialogue using the social, linguistic and cognitive skills of the researcher.	As for the Interpretive approach plus critical self-reflection by researcher about aspects of the dialogue.	By 'interrogating' various discourses and analysing the power relationships within them.
What is generated by the inquiry?	'Objective' knowledge and generalisable laws which are free of error and bias.	Interpretations of the 'subjective' beliefs and understandings of others.	As for the interpretive approach, but also interpretations which assist others to resist repression.	Understanding of how knowledge has been constituted as 'truth' and how social realities are constructed through language.
SUMMARY	This approach emphasises controlled observation as the basis for knowledge. The observer is independent of the object of observation. Knowledge is objective, generalisable and can be used to predict and control future events.	This approach emphasises social interaction as the basis for knowledge. The researcher uses his or her skills to understand the subjective worlds of others. Knowledge is subjective. The emphasis is on understanding rather than prediction and control.	This approach shares interpretive assumptions but adds a further element. Knowledge is problematic as it always represents the interests of some group within society; it has the potential to be either oppressive or emancipatory. Social action to improve the quality of human life is seen as the desirable outcome of research.	This approach sees knowledge as being intimately linked to power. The researcher analyses 'discourses' to identify the constructed nature of knowledge and who it serves.

Figure 4: Approaches to Research (Adapted from Connole, Smith, & Wiseman, 1993: 12-13, 36-39)

From this brief overview it is clear that proponents of different research approaches construe social reality differently, are motivated by different research aims, define 'data' differently, use different ways of collecting and analysing that data, and impose different criteria to establish the credibility and value of the results of the research enterprise. Smith and Heshusius (1986) argue that these differences need to be described and made explicit in any explanation and justification of research methodology. Furthermore, they contend that 'different approaches to inquiry based on different philosophical assumptions ... require different interpretations of inquiry and different evaluations of its results' (Smith & Heshusius, 1986: 8). They present a strong case against integrating methods and techniques from different paradigms.

Other researchers, however, (Patton, 1990; Howe, 1988; Sowden & Keeves, 1988; Shulman, 1986; Miles & Huberman, 1984[a]; 1984[b]) maintain that exclusive adherence to one paradigm is neither necessary nor desirable in practice. Even Smith and Heshusius (1986) acknowledge that the quantitative - qualitative debate has changed. The debate began as a strident and polemic conflict early in the century, moved to a period of uneasy détente during the 1970s, and has recently almost 'closed down' due to the emergence of greater pragmatism and eclecticism in the selection of research methods. They note, with dismay, the growing trend to de-emphasise epistemological differences between research approaches. They suggest that

> ... many educational enquirers now seem to think that the
> profession has reached a stage of, if not synthesis, then certainly
> compatibility and cooperation between the two approaches. The
> demand that an inquirer be 'either/or' has been replaced by the
> injunction to employ both approaches in combination or to 'draw
> on both styles at appropriate times and in appropriate amounts'
> (Cronbach, et al., 1980, p. 223).
> (Smith & Heshusius, 1986: 4)

Miles and Huberman (1984[a]) are typical of the new group of eclectics. They recognise that the philosophical assumptions of different approaches are important, but then 'de-epistemologise' the debate by devoting considerable time to a discussion of 'clearly-defined methods for drawing valid meaning from qualitative data' (Miles & Huberman, 1984[a]: 21). While they acknowledge that the epistemological debate is a 'non trivial battle', they believe that it will not be resolved in the near future, and that immersion in it leads to research paralysis.

Patton (1990) follows a similar line of argument.

> Mixing parts of different approaches is a matter of philosophical and methodological controversy. Yet the practical mandate in evaluation to gather the most relevant possible information for evaluation users outweighs concerns about methodological purity based on epistemological and philosophical arguments. The intellectual mandate to be open to what the world has to offer surely includes methodological openness. In practice it is altogether possible, as we have seen, to combine approaches, and to do so creatively.
> (Patton, 1990: 193-4)

He takes issue with the 'one-sided advocacy' of those who subscribe to what Howe (1988) calls the 'Incompatibility Thesis'. Patton's motivation in challenging 'one-sided paradigm allegiances' is to

> *increase* the options available to evaluators, not to replace one limited paradigm with another limited, but different, paradigm.
>
> ... Rather than believing that one must choose to align with one paradigm or the other, I advocate a paradigm of choices. A paradigm of choices rejects methodological orthodoxy in favour of *methodological appropriateness* as the primary criterion for judging methodological quality. ... The paradigm of choices recognises that different methods are appropriate for different situations. ... All kinds of variations, combinations, and adaptations are available for creative and practical situational responsiveness (original emphasis).
> (Patton, 1990: 38-9)

Patton further argues - 'at the risk of being heretical' (Patton, 1990: 89) - that there is little need to delve into the depths of competing philosophical and

theoretical frameworks in order to undertake social research. He writes that while researchers

> ... will be concerned with theoretical frameworks and theory generation, there is a very practical side to qualitative methods that simply involves asking open-ended questions of people and observing matters of interest in real-world settings in order to solve problems, improve programs, or develop policies. In short, *in real-world practice, methods can be separated from the epistemology from which they have emerged* (original emphasis).
> (Patton, 1990: 89-90)

Shulman (1986: 5) is a little less pragmatic than Patton but, nevertheless, argues for the coexistence of diverse and competing 'schools of thought'. He agrees with Merton (1975) that

> a clash of doctrine seems preferable to the ... prescription of a single theoretical perspective that promises to provide full and exclusive access to the truth. ... No one paradigm has even begun to demonstrate its unique cogency for investigating the entire range of interesting questions.
> (Merton, 1975: 28)

He believes that the danger for any field of social science or educational research lies in its 'potential corruption (or worse, trivialisation) by a single paradigmatic view'. Significantly, he endorses the 'healthy current trend' toward the development of what he calls more complex 'hybrid' research designs that 'include concern for a wide range of determinants influencing teaching practice and its consequences' (Shulman, 1986: 4).

In summary, the 'paradigms debate', while still engaging some protagonists, seems to have 'gone from a situation of conflict to one of compatibility and cooperation' (Smith & Heshusius, 1986: 10). There appears to be growing consensus within the research community that, while epistemological differences remain between the various paradigms, considerable insights into social and educational problems can be made by following a 'disciplined eclecticism' (Shulman, 1986: 33) when selecting research methods. So long as

the canons of each research approach are followed to impose the necessary rigour at each stage of the research process, multiple methods may be used within an investigation to reveal different perspectives on essentially the same problem. As a consequence, the use of both qualitative and quantitative methods in the evaluation of the Protective Behaviours program was deemed both acceptable and desirable.

b) Research Approach Used in Study 1 of the Evaluation

When the evaluation of the Protective Behaviours program was planned, a lack of understanding of teachers' views on the use of the program was recognised as a serious weakness impeding the development of empirical measures of program use. As a consequence, an interpretive study was included within the evaluation strategy to provide insights into teachers' thoughts, feelings, intentions, and past experiences related to the program. The aim of this first study was not to simply support or refute pre-stated hypotheses, but to contribute to an understanding of teachers' thinking and decision making about the program, and to stimulate the formation of plausible hypotheses about their use of the program (Glaser & Strauss, 1967). While the pilot study had a definite theoretical basis, it was open to emerging explanations of how teachers' personal perspectives on the program and related matters affected their implementation of it in their classrooms.

DATA GATHERING

a) Choice of Interview Approach

As teachers' personal perspectives (variously called 'feelings', 'recollections' 'beliefs', 'views', 'opinions', 'attitudes', 'values', 'principles', 'constructs', 'implicit theories', 'personal practical knowledge', 'concepts', 'action rules' and 'attributions' in the literature - see Smith, 1984; Clark & Peterson, 1986; Willinsky, 1989) were the focus of interest in the first study, it was necessary to select a means of getting access to

> what is 'inside a person's head' ... to measure what a person knows (knowledge or information), what a person likes or dislikes (values and preferences), and what a person thinks (attitudes and beliefs).
> (Cohen & Manion, 1989: 309)

Personal interviews with teachers were expected to provide such access.

b) Development of Interview Protocol

A literature search and review of recent research and commentary in the area identified five main themes that appeared worthy of further investigation during in-depth interviews with teachers. A standardised interview approach was used to ensure that all participants were asked essentially the same questions in the same order. Patton's (1990) advice was followed in designing the interview protocol.

> The interview questions are written out in advance exactly the way they are to be asked during the interview. Careful consideration is given to the wording of each question before the interview. Probing questions are placed in the interview at appropriate places.
> (Patton, 1990: 285)

The interview protocol (Appendix A) had five sections with questions relating to:

- teachers' use of the Protective Behaviours program
- teachers' training in Protective Behaviours
- school level implementation strategies and tactics
- teachers' beliefs about children and childhood
- teachers' beliefs about child abuse and its prevention

The interview protocol was designed to make interviews systematic, while at the same time providing opportunities to probe and clarify teachers' responses.

c) Selection of Participants

A purposive sampling procedure was used to select teachers to participate in the study (Lincoln & Guba, 1985). This involved making judgements about the selection of participants based on theoretical and, to a lesser extent, practical considerations, rather than on the criterion of randomness. As Morse (1989) writes,

> ... this method facilitates a certain type of informant with a certain knowledge being included in the study.
> (Morse, 1989: 125)

The main practical consideration was the ease of accessibility of teachers to the author. For time and logistical reasons it was decided to limit the selection of teachers to those in schools in the northern area of Metropolitan Adelaide. A second practical consideration was identifying Protective Behaviours trained teachers in these schools. Fortunately, two child protection support teachers had been responsible for training teachers in Protective Behaviours in the northern area of Adelaide during 1988 and 1989. These two trainers provided the school location of Protective Behaviours trained teachers. Using this information, thirteen Primary and Junior Primary schools were identified in which around two thirds of classroom teachers had been trained in Protective Behaviours by the two child protection support teachers. The existence of a 'critical mass' (Berman & McLaughlin, 1976) of trained teachers was seen as an indicator of a school's commitment to the adoption of the Protective Behaviours program. Because of an *a priori* interest in the opportunities and constraints on teachers involved in a deliberate process of program implementation, the sample was selected to include teachers whose schools had made some commitment to the Protective Behaviours program. As there was little theoretical interest in trained teachers who were isolates in a school culture alien to the principles of the Protective Behaviours program, they were not included in the group of potential participants in the study. Their plight could well be the focus of another study.

Once this preliminary work was completed, permission to proceed with the study was sought and received from the Director General of Education in South Australia (Appendices B, C and D). Letters were then sent to the principals of the thirteen schools, identifying the teachers who satisfied the selection criteria, and inviting their schools to consider being involved in the study (Appendix E). Eight principals and school staffs with a total of 62 eligible teachers indicated that they would be prepared to participate in the study. Of the five schools which decided not to participate in the study, two provided justifications for their non-involvement. One junior primary school was about to undergo a merger with its associated primary school and its principal did not want any other commitments during what was anticipated to be a stressful time for her and some of her staff. Another school simply reported being 'overloaded' with other non-teaching requirements (eg, policy writing, forward planning) and that participation in the study would add 'more work to already overworked teachers'. The other three non-participating schools did not convey their reasons for deciding not to become involved in the study.

Personal letters were sent to the 62 eligible teachers explaining the purposes and procedures of the study (Appendix F). The letter included additional information about:

- the proposed methodology to be used in the study
- the use of procedures to ensure confidentiality
- the ownership of information collected during the study
- the voluntary nature of participant's involvement in the study
- the support and approval gained for the project from various formal bodies.

This group of teachers constituted the pool from which a smaller number of teachers was selected following Lincoln and Guba's (1985) 'serial selection to the point of redundancy' sampling procedure. Rather than pre-specifying the precise nature and size of a sample, Lincoln and Guba recommend selecting each unit of a sample only after the previous unit has been interviewed or observed. In this way, each successive unit can be selected to extend or to fill gaps in information already obtained, to gather other information that contrasts with it, and to gather completely new information.

Using this procedure, interviews were conducted with six teachers in one school before a decision was made on the selection of the next group of teachers. As the socio-economic make-up of school communities emerged as a clear factor influencing teachers' perspectives, successive groups of teachers were selected to ensure that the sample contained teachers who taught at schools in different socio-economic areas. A total of 35 teachers in six schools - three middle class schools, two 'disadvantaged' schools, and one rural/urban lower middle class school - were ultimately selected to participate in the study. Sampling was terminated when little new information or insights were forthcoming from newly sampled units; thus redundancy was the primary criterion determining the final sample size.

Descriptive information about participating teachers revealed that 30 were female and five were male, their mean age was 39 years, and their mean teaching experience was 16 years. Seventeen teachers taught children aged four years to seven years (that is, in Pre-schools and Junior Primary schools) with the remaining 18 teaching children aged 8 years to 12 years (that is, in Primary schools).

In summary, the sampling approach used in the study was different from conventional sampling. It was based on informational, not statistical,

considerations. Its purpose was to maximise information rather than facilitate generalisation. While the pool of teachers from which the sample was selected was identified on theoretical grounds (within practical constraints), the ebb and flow of information generation during initial interviews directed the serial selection of particular groups of teachers. Finally, informational redundancy was used to limit the sample size to 35 teachers in six schools.

d) Conducting the Interviews

Interviews ranged in length from 70 minutes to 90 minutes. All interviews were conducted in private rooms in participants' schools by the author. Teachers were 'released' from normal classroom teaching responsibilities to participate in interviews by volunteer student teachers engaged by the author.

Each interview was audio tape recorded. Some researchers have criticised audio taping on the grounds that it is 'mindless' and merely contributes to 'data overload' (Walker, 1985: 109). However, taping interviews had a number of advantages.

- It allowed the interviewer to attend fully to the interviewee.
- It freed the interviewer to observe the participant and to note these observations at the end of the interview.

> Physical movements, gestures and facial expressions give clues not found in the words themselves and some of these fleeting non-verbal clues will be missed while the interviewer is writing.
> (Burgess, 1985: 118)

- It enabled the interviewer to establish rapport, thus reducing the formality of the interview and encouraging the participant to elaborate on ideas and to relate personal anecdotes.

Unlike Measor, who reported that participants were more willing to talk 'after the tape is turned off' (Burgess, 1985: 69), participants in the study did not report being inhibited by the presence of recording equipment. They appeared to be quite prepared to discuss a full range of issues and experiences knowing that their responses were being recorded.

The interviews were transcribed verbatim from audio tape to word processor by a research assistant. Each transcript was then edited by the author (see Appendix G for an example of a final transcript) to eliminate remarks that were irrelevant to the topics under discussion (mainly incomplete phrases, 'thinking' sounds like 'Um', 'Mm', and references to pauses in the conversation). The transcribed interviews varied in length from 6,000 to 10,000 words, constituting a large combined data source of over 300,000 words.

DATA ANALYSIS

The study, although deliberately limited in scope, produced an huge amount of data. When confronted with this data, the author experienced what Fleet and Cambourne (1989) describe as

> a feeling of being 'choked' or 'swamped' by the sheer complexity and
> amount of what had been collected.
> (Fleet & Cambourne, 1989: 9)

To help cope with the demands of text management and analysis, each transcribed interview was introduced to the innovative text analysis computer program, NUD•IST (Richards & Richards, 1993).

Considerable mysticism surrounds the process of coding text data (Richards & Richards, 1987). Effective coding depends on the division of the raw data into manageable chunks of meaning ('text units' in NUD•IST). This is known as unitising or segmenting the data into the smallest pieces of information about the issue being investigated. The process of grouping together coded data into

categories ('nodes' in NUD•IST) is known as pattern coding ('indexing' in NUD•IST) and allows a researcher to build a schema ('index tree' in NUD•IST) that depicts emerging relationships within the data (Miles & Huberman, 1984: 68).

The five sections of the interview protocol provided the initial theoretical framework for coding the text. However, an increasingly detailed hierarchical system of categories and subcategories 'emerged' as two procedures were used, more or less simultaneously, to code teachers' responses. The first of these procedures used NUD•IST's powerful word and string search capability to locate and index text around each 'find'. For example, wherever 'prevalence' was located in the text, several lines of text above and below each 'find' were retrieved and coded as 'Child Abuse - prevalence'. To complement this extremely helpful but fairly mechanistic process, a second procedure was used to code transcripts 'by hand'. This involved reading and categorising segments of text and instructing NUD•IST to code these segments along with other text identified during word search procedures. This ensured that all relevant text was coded, even when key words were not used by respondents (for example, the statement - 'I don't know how common child abuse is' - was coded as 'Views on Abuse/Prevalence'). The final coding scheme contained 93 categories (Appendix H). Using this scheme, coded sections of each interview were then retrieved (along with other identifying information about teachers) and analysed to discern patterns, trends, common themes, inconsistencies, and idiosyncrasies in teachers' perspectives on the use of the Protective Behaviours program.

ISSUES OF VALIDITY AND RELIABILITY

The concepts of validity, reliability and objectivity are linked with empiricism with its emphasis on accurate representation of 'reality', procedural replication and researcher neutrality. Within this paradigm, valid research is

distinguished from invalid research by establishing the extent to which 'valid' and 'reliable' research measures and procedures are used during the research process.

When early qualitative researchers were confronted with demands to demonstrate the credibility and dependability of their research, several opted to adapt criteria from the empiricist paradigm and apply them to their interpretive studies (see, for example, LeCompte & Goetz, 1982; Miles & Huberman, 1984[b]). However, rather than adapt and apply essentially positivistic criteria to qualitative research, Marshall (1990) rejects the empiricist position on research verification when applied to qualitative research. She argues that other means of judging worth need to be developed that are consistent with the underlying assumptions of qualitative research. She proposes a consensual approach to the development and application of common 'goodness' criteria for qualitative research. The guidelines which Marshall developed were used in this study to ensure its quality and credibility. Briefly, this involved:

- explicating the methodology in detail
- adopting a non-judgemental 'emic' perspective during data collection and analysis
- adopting a self-reflective perspective to identify personal biases and assumptions
- making explicit the connections between the raw data and the generation of higher order themes and ideas
- tolerating ambiguity and searching for alternate explanations, checking out negative instances, and using a variety of methods to check findings
- acknowledging the limits to generalisability, while, at the same time pointing out the possibilities of the transferability of findings
- preserving data for re-analysis

- presenting data and findings in a form that is accessible to participants, other researchers, and policy makers

(Marshall, 1990: 193-5)

These criteria have been used to establish the 'goodness' of other qualitative research (Plum 1994; Kalms, 1994).

SUMMARY

There has been considerable debate about 'mixed method' approaches to social and educational research. However, the weight of contemporary opinion suggests that so long as the procedural principles of each research approach are followed to ensure that investigations are rigorous, multiple methods may be applied. As a consequence, the use of both qualitative and quantitative methods in the evaluation of the Protective Behaviours program was justified.

In the first study in the evaluation, an interpretive research approach was used because it was considered the most appropriate method of investigating the personal perspectives of teachers. Consistent with the aims and approaches of this type of research, a purposive sampling technique was used to select 35 teachers to participate in the study. Person to person structured interviews produced the 'text' data that was analysed using the code and retrieve capabilities of the computer program NUD•IST. The rigour of the research process was maintained through the application of several 'criteria of goodness' especially designed for qualitative research.

CHAPTER 4

FINDINGS OF STUDY 1

INTRODUCTION

This chapter describes the dilemmas and problems faced by 35 teachers who attempted to implement the Protective Behaviours program in their classes. Teachers' use and non use of the program is explained in terms of a complex interaction between opportunities and constraints at the school level, and teachers' often personal decision making about the program. The findings stimulated several hypotheses that focussed the quantitative investigation of teachers' use of the Protective Behaviours program in Study 2 of the evaluation.

ASSUMPTIONS GUIDING INTERPRETATION

When responding to questions about their use of the Protective Behaviours program, teachers revealed diverse patterns of use and non use of various features of the program. It is clear that all aspects of the program were not faithfully replicated in the classes of the 35 teachers who were interviewed.

Interpreting and commenting on the implications of the varied patterns of use and non use of the program necessarily involves some level of reconciliation between two competing conceptions of program implementation, the 'fidelity' orientation, and the 'adaptation' orientation (Fullan & Pomfret, 1977).

The 'fidelity' orientation conceives of implementation as a relatively simple and rational process of program replication in classrooms across entire education systems. It is assumed that the rationale and aims of the program to be implemented are mostly uncontested and that the process of operationalising elements of the program is largely technical and mechanistic.

Those who hold this view of implementation often invoke the rationale for the program as the pre-eminent reason why teachers should implement it. The orientation has a strong positivistic and managerial heritage characterised by certainty and confidence in the 'goodness' of the program to address particular educational or social problems. Finally, this conception of implementation has an implicitly censorious and deficit view of those who 'fail' to implement the program as it has been designed. Non implementing teachers are seen as 'resisters' or 'blockers', who lack commitment and professional responsibility.

An alternate view of program implementation has evolved from naturalistic studies of the implementation process that have revealed its complexity, uncertainty, and unpredictability. Diversity of outcomes is accepted as an inevitable consequence of the plurality of teachers and schools, and as an opportunity to engage in critical discourse about teaching and curriculum alternatives. Those who hold this view of implementation reject certainty and confidence, and refuse to accept single solutions to what they perceive to be complex problems. They promote context relevant, tentative and provisional strategies that 'stimulate critical reflection about and collective change in practice' (Hargreaves & Fullan, 1992: 5). Finally, this conception of implementation places greater emphasis on the capacities of teachers to develop and evolve better practices from a given start (like a common program), rather than simply to install what are seen as tentative initial suggestions for action.

These quite different orientations to program implementation provide two competing frameworks for the interpretation of teachers' use of the Protective Behaviours program. Neither, however, is really fair to all of the stakeholders in the program - those responsible at the systems level for the development of policies and programs which seek to address the problem of child maltreatment, and those at school level who make numerous professional

judgements about curriculum content, organisation and approach. A balance between the 'top-downness' of the fidelity perspective, and the 'bottom-upness' of the adaptation perspective needs to be reached.

In seeking to achieve this balance in the evaluation, it was necessary to articulate a number of assumptions which underpinned the interpretation of teachers' comments during interviews and the interpretation of the quantitative data collected during the second stage of the evaluation. It was assumed that:

- the prevention of child maltreatment - the over-riding rationale for the Protective Behaviours program - is a morally, socially and professionally defined responsibility of teachers. As a consequence, the values position assumed in the evaluation was that there are moral and professional imperatives on teachers to be familiar with and largely embrace the basic rationale for personal safety education (a 'fidelity' perspective).
- features of the Protective Behaviours program (and any other school based personal safety program) are challengeable, and open to question, given the fallible status of most curricula. As a consequence, the values position assumed in the evaluation was that teachers' evaluations of, and modifications to the program are potentially useful and valuable (an 'adaptability' perspective), so long as they do not entail a rejection of the basic rationale for personal safety education (a 'fidelity' perspective).
- seeking to *understand* teachers' thinking and decision making and the factors that influence it was likely to contribute more to the prevention of child maltreatment (an 'adaptability' perspective), than were narrow judgements of the purity of program implementation (a 'fidelity' perspective). As a consequence, the values position assumed in the evaluation was that explanation was, in most cases, more appropriate than approbation or criticism.

These fundamental assumptions were used as an interpretive and evaluative framework when considering teachers' use of the Protective Behaviours program.

TEACHERS' USE OF THE PROTECTIVE BEHAVIOURS PROGRAM

Despite undergoing training and having the opportunity to teach the program, eight of the 35 teachers interviewed had never used any aspects of the program with their classes. Only three teachers reported using the *complete* program. The majority of teachers - 24 of the 35 teachers interviewed - were selective users of parts of the program. Most often omitted from the Protective Behaviours program were sections dealing with unwanted sexual touching, physical violence, and, to a lesser extent, networking. The most frequently taught features of the program were the first theme - 'We all have the right to feel safe' - and the 'What if' problem solving strategy.

TEACHERS' REASONS FOR TEACHING THE PROGRAM

a) Perceived Benefits to Children

The strongest motivation to teach the program appeared to be teachers' acceptance of the value of the program to children. One teacher taught the program because,

> I want children to be able to say no, and also to enlighten them as
> to what is acceptable and unacceptable touching, and to use their
> feelings of early warning signs and things like that. Hopefully it's
> a skill that we're giving the children, that they can use to protect
> themselves.
> (Teacher #3.6: Female; Aged 31; School 3 - Low SES; Junior
> Primary - R/2)

A colleague expressed similar thoughts when she said that the potential to influence 'just one kid' was enough to justify teaching the program.

> I believe that I should implement it because I think it is a step in
> the right direction, and if it could possibly help even one kid,
> then that would make it all worthwhile.
> (Teacher #3.3: Female; Aged 29; School 3 - Low SES; Lower
> Primary - Yr 3/4)

Another teacher also believed that the program could develop children's ability to deal with threats to their personal safety. She said that,

> if a new situation arises where they meet someone new and can recognise an unsafe situation, then I think what we have done will make a difference. I'm not sure that we can make a difference when the abuse is a long term thing. Then again, you hope that eventually they will do something through their network.
> (Teacher #1.8: Female; Aged 42; School 1 - High SES; Junior Primary - R/2)

This potential of the program to teach children effective prevention strategies was cited by another teacher as her 'main reason' for teaching the program.

> I think the main reason I've been interested in doing something is to prevent it happening with children. We're at this stage where we can perhaps develop that assertiveness and confidence, instil self-esteem in a chid so that it may prevent anything happening in the future, by just at least giving the children strategies for coping with it, if it does happen to them or if anything does occur that is out of the ordinary.
>
> I just feel it's part of the child's development and if this helps them in their interactions as they go through life then, OK, it's worth it.
> (Teacher #4.4: Female; Aged 41; School 4 - Average SES; Pre-school Teacher)

Another teacher also focussed on the benefits of children learning personal safety skills by comparing them with the development of core skills in mathematics and language. She implied that the teaching of Protective Behaviours should be given the same importance in the primary school curriculum as traditional subjects.

> It comes back to talking about how much the child needs to protect himself, to what extent. The skills development is so vital. If it is vital for maths and it's vital for languages, it's the same thing with Protective Behaviours. Doesn't matter what the abuse might be, the range is so wide, when the situation comes, whatever comes up, you need to have the skill to be able to deal with it in some way.
> (Teacher #6.3: Female; Aged 33; School 6 - Low SES; Upper Primary - Yr 6)

Some teachers immediately noticed positive outcomes for their students due to their involvement in the program. They reported that children used some of the personal safety strategies at school to deal with minor social disputes. For example, one teacher reported that,

> I have seen the relationships change between the children; they don't come to you all the time with their problems; they are much more assertive themselves without always feeling that an adult is going to solve the problem for them.
> (Teacher #4.4: Female; Aged 41; School 4 - Average SES; Pre-school Teacher)

Another said that,

> I think that the children can see that they can do something out in the yard. If someone is hassling them, they can deal with the problem; it will happen. There are things that they can do.
> (Teacher #1.8: Female; Aged 42; School 1 - High SES; Junior Primary - Yr R/2)

While there is an element of self interest in their comments - self sufficient students call for assistance from teachers less often - these teachers recognised the advantages to students of being able to use personal safety strategies in the schoolyard.

b) Values Congruence

Linked with these positive evaluations of the worth of the program were strong endorsements of the rationale justifying the program's essential features. Teachers who were strong advocates of the program pointed out the congruence between their values and beliefs, and those embodied in the program. For example, one teacher said that she was,

> the type of person who is aware of kids' rights, and the kids' rights to be safe and so I use Protective Behaviours. It's a program that fits in with my philosophy and methodology and my beliefs. I don't believe that people who haven't got that underlying feeling anyway would do the course, or they shouldn't be doing the course, so it fits in with what I want and what I need to get across to the kids.
> (Teacher #3.1: Female; Aged 28; School 3 - Low SES; Upper Primary - Yr 6/7)

Another teacher couched her justification for teaching the program in similar terms. She, too, cited her endorsement of 'children's rights' as the philosophical foundation of her teaching.

> My beliefs about child abuse are that it's done by a person who is more powerful than somebody else, so I suppose that has affected what I've taught. Children have rights and they can make decisions about their own lives, yes. I suppose that has affected what I've taught; I've tried to encourage children to believe they have control over their own lives.
> (Teacher #2.3: Female; Aged 32; School 2 - Average SES; Special Education Teacher)

Interestingly, other teachers who espoused a similar philosophical commitment to student empowerment and abuse prevention chose *not* to implement the Protective Behaviours program. In their case beliefs congruence was not a sufficient factor to ensure program use. Other potent factors (discussed below) intervened to create inconsistencies between teachers' expressed beliefs and their teaching actions.

c) Consistency with other Programs

In trying to manage an increasingly crowded school curriculum, many teachers integrate programs that have similar aims and strategies. The perceived ease of integration often influences some teachers' evaluation of new programs (Johnson, 1983). This appears to have been the case with the Protective Behaviours program. Some teachers saw clear links between the program and other initiatives designed to counter sexual harassment, reduce schoolyard bullying, and teach children social skills. While there are risks that the integrity of individual programs may be compromised (or 'drastically mutated', as Berman and McLaughlin (1976) note) through integration, some teachers saw significant advantages in explicitly linking the Protective Behaviours program with other programs.

For example, one teacher taught the personal safety strategies introduced in Protective Behaviours in conjunction with an assertiveness program designed to help girls counter sexual harassment. When reflecting on the success of the approach, she said that,

> we've made sure that the girls have become more assertive, that they have a right to feel safe. In terms of sexual harassment, they learn that 'you're not allowed to call me that name, so stop it' or 'don't touch me, that's not appropriate'. I think in that way we've dealt with it.
> (Teacher #6.2: Female; Aged 45; School 6 - Low SES; Special Class Yrs 3-6)

A teacher at another school reported similar benefits associated with teaching Protective Behaviours to help children counter sexual harassment.

> What I did a couple of years ago, was add a section dealing with sexual harassment in the school grounds. I'll be adding that section this time as well. I find Protective Behaviours to be one of the best units to train students in countering sexual harassment, and dealing with the issues around that.
> (Teacher #3.1: Female; Aged 28; School 3 - Low SES; Upper Primary - Yr 6/7)

Other teachers revealed that they used one of the themes of Protective Behaviours - 'We all have the right to feel safe' - as the rationale for their student behaviour management policies. The program provided teachers and students with the concepts and language to negotiate a class discipline regime that respected everyone's 'right' to personal safety.

d) Summary

While few teachers reported teaching all features of the Protective Behaviours program, most taught some aspects of it. They taught the program (albeit selectively, in most cases) because of a philosophical commitment to the ideals of the program, a perception that the program benefited students by 'skilling' them to deal with threats to their safety, and because they could establish links between the program and other social education initiatives in their schools. While many teachers were able to clearly convey their reasons for embracing

parts of the program, they were more articulate about their reasons for *not* teaching aspects of the program. These are analysed below.

TEACHERS' REASONS FOR NOT TEACHING ASPECTS OF THE PROGRAM

a) Waiting for a School Decision to Teach the Program

The most common reason given by teachers for not teaching the program at all was that their school had not made a decision to implement the program. Teachers at two schools (School 4 and School 5) in particular, said that they were expected to wait until all teachers had been trained before starting to teach the program. Unfortunately, many waited in vain for the decision to proceed, as new priorities intervened to prevent the training of other teachers at their schools. As one teacher said, having to wait for 'whole school involvement' prevented enthusiastic teachers from beginning the program when they wanted to.

> We were enthusiastic and revving each other up but we were told that we had to have a parent meeting and wait for the whole school to get involved first, so we never started it. So, even though we were all enthusiastic, it never got off the ground because we were waiting for the rest of the staff to be trained. By the time the rest of the staff was trained, the enthusiasm had gone (laughed).
> (Teacher #4.1: Female; Aged 37; School 4 - Average SES; Junior Primary - Yr R/1)

This was confirmed by another teacher at the same school who said,

> We didn't teach it because not all the staff were trained, and we had to wait for the others. It's been an awfully long process and there are still some that haven't been trained, but that's why it was just forgotten. We just thought, well, in the future, the rest of the staff would be trained and we could go ahead as a school, but it was very disheartening.
> (Teacher #4.3: Female; Aged 37; School 4 - Average SES; Junior Primary - Yr 1/2)

While the decision to postpone the implementation of the program was based on the widely accepted premise that a 'whole school approach' to program implementation was better than uncoordinated and fragmented implementation by isolated teachers, such an approach probably prevented the

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formation of an 'internal advocacy group' which could 'enthusiastically protect and propagate' the program (House, 1976). House's research into the 'exercise of personal and social influence in schools' suggests that such a group acts to

> defend the integrity of the special program, recruit members,
> infuse them with values, and secure adequate resources.
> (House, 1974: 51)

House documents a case study of successful implementation where initial staff enthusiasm was low but became higher as the year progressed. He credits this, in part, to the existence of an advocacy group that sustained its enthusiasm throughout the period. He suggests that,

> The advocacy group provides the real work energy on which the
> innovation lives. While outside ideas and money may act as a
> trigger, the energy must be provided within the organisation.
> (House, 1976: 338-9)

Peters and Waterman (1984) identified similar groups fulfilling this role in successful commercial organisations.

In schools which insisted that individual teachers 'wait' for all teachers to be 'ready' to implement the program at the same time, opportunities to form an informal advocacy group were lost. In some cases, teachers were constrained by the tentativeness of their less enthusiastic colleagues; a culture of caution suppressed individual teachers' capacity to initiate the program.

> Some staff were very tentative about whether the program would
> really be good for the children. How would it affect perhaps
> relationships as far as teacher and parents were concerned?
> Would parents feel threatened by it? As a school we decided not
> to start doing it until we'd had feedback in staff meetings from
> people in other schools who had used the program and how they
> felt about it and the different ways that they felt comfortable
> doing it. We decided this as a staff, although I could have got on
> with it. I would have liked to come back and start.
> (Teacher #2.1: Female; Aged 42; School 2 - Average SES; Junior
> Primary - Yr R/1)

Some teachers, however, were quietly relieved that implementation of the program was delayed by school factors. As one newly appointed teacher revealed, 'waiting for something to happen' gave her time to adjust to her new school and address her lack of confidence in the area.

> I felt out on a limb (laughed). I was still waiting for something to happen with parents, like for somebody to organise a meeting. It was my first year here and I didn't really know many of the parents. I didn't feel confident in doing it. The principal, I mean, is just absolutely snowed under with other things and it just wasn't picked up.
> (Teacher #5.1: Female; Aged 39; School 5 - Average SES; Junior Primary - Yr 1)

A similar account was provided by a teacher at the same school who initially admitted not wanting to teach the program until she was well established as an upper primary teacher, but then cited the lack of a letter to parents from the school principal as the reason for not teaching the program.

> I wanted to establish myself as a year 7 teacher, who was going to continue along the accepted lines, first of all. In the first year I didn't want to rock the boat (laughed), I suppose. Teaching Protective Behaviours certainly would have, and that was partly why I didn't start it. But, like somebody else on the staff mentioned at a staff meeting, we were under the impression that a letter would go home from the admin. The letter would go home saying the school has done this, therefore teachers will teach this, but it didn't ever go home.
> (Teacher #5.9: Female; Aged 42; School 5 - Average SES; Upper Primary - Yr 7)

This teacher and another colleague appeared to be quite content to be bound by an administrative interdiction 'preventing' implementation, as it provided them with a legitimate justification not to teach the program. As one teacher revealed,

> I'm not endeavouring to embark on the more formal side of it as I was trained to, until the whole school takes it on, until we really actually decide. No one has said to me, 'you know you should be teaching Protective Behaviours now in your classroom!'
> (Teacher #5.7: Female; Aged 36; School 5 - Average SES; Junior Primary - Yr 2/3)

In summary, teachers at several schools felt obliged to delay the implementation of the Protective Behaviours program until all teachers at their school had been trained, and certain administrative procedures had been followed. These restrictions served to define and narrow teachers' perceptions of their curriculum 'decision making space' (Smith, 1983). As a consequence, some schools failed to nurture potential advocates of the program as some teachers lost their initial enthusiasm to teach the program. Others, however, were provided with a legitimate and convenient extenuation for inaction.

b) Teacher Sensitivity Over the Content of the Program

As has been reported, the least used features of the Protective Behaviours program were those sections dealing with unwanted sexual touching, physical violence, and, to a lesser extent, networking. These sections were seen to be quite sensitive compared with other aspects of the program and, as such, were considered to be 'difficult' to discuss or deal with in the classroom, or with parents. Personal sensitivity, and fear of possible adverse reaction from parents to those aspects of the program that addressed sensitive issues, were important considerations in teachers' decision making about whether or not to teach certain parts of the program. For example, one teacher admitted that she no longer taught the program because

> It got too hard. I'm still alert to those issues where you really lead into the more difficult areas and that's about where I started to back off because I always found it difficult to deal with those things as a whole class.
> (Teacher #6.1: Female; Aged 29; School 6 - Low SES; Lower Primary - Yr 3)

Another teacher at the same school recognised that teacher 'sensitivity' about sexual and violence issues was an 'obstacle' inhibiting the implementation of 'possibly what should be done' in the Protective Behaviours program. He said that,

> It's just the touchiness of the situation, I think, that holds some
> teachers back from doing some of the things that possibly
> should be done in PB. I don't know. I wouldn't classify that as
> a weakness in the program, but it's something that's an obstacle
> for teachers, that's for sure.
> (Teacher #6.4: Male; Aged 36; School 6 - Low SES; Primary - Yr
> 3-7)

These teachers were quite honest and forthright in their views on teaching about potentially controversial issues. One candidly refused to deal with 'intimate touching or any other intimate stuff. No way!' (Teacher #6.1). However, another teacher described how she adapted an aspect of the program, rather than omit it completely, due her personal difficulty addressing issues of sexuality with young children. She acknowledged that,

> Well, I have watered down the sexual abuse side of it, but that's
> for my own shortcomings, not through the program. You know, I
> find it very difficult to talk to children in that respect. I find it
> difficult talking to my own children! I find it very hard, yes, so
> that's my own shortcoming, not the program's. So I've sort of
> watered it down by saying 'the parts of your body covered by
> your bathers' instead of using real names.
> (Teacher #4.1: Female; Aged 37; School 4 - Average SES; Junior
> Primary - Yr R/1)

Other teachers linked their feelings to worries about adverse parental reactions. Some teachers feared trespassing into areas that have traditionally been taboo for anyone except the members of a child's family. As one teacher revealed,

> I'm afraid of treading on ground I shouldn't be treading on. I'm
> afraid of possible reactions from parents, and I don't feel
> comfortable putting ideas in children's minds that weren't there.
> (Teacher #2.5: Female; Aged 55; School 2 - Average SES; Junior
> Primary - Yr R)

Another teacher expressed similar sentiments.

> I guess it's the old staying out of and staying away from the
> problems you know within a family or at home. If we know
> about it, or we guess, it's touching on a very sensitive area. That's
> hard to do, hard to start, and hard to break in to, dealing with
> very sensitive areas.
> (Teacher #2.2: Female; Aged 40; School 2 - Average SES; Junior
> Primary - Yr R)

Interestingly, a third teacher at the same school suggested that she lacked the confidence to risk upsetting her 'good relationship' with parents by teaching the 'sensitive' parts of Protective Behaviours. She commented that,

> Basically, it's the parents I think. I am a person who's just growing in confidence, and I feel I've got a good relationship with the parents, and I don't want that relationship upset. But I think I'm getting to the stage where I'm getting the confidence, that it doesn't matter, but I have to get to that level first, before I can do Protective Behaviours with the children. Yes. One of the factors is the fear of parental reaction.
> (Teacher #2.4: Female; Aged 35; School 2 - Average SES; Junior Primary - Yr R)

Finally, two relatively young teachers at another school revealed that they felt some trepidation about meeting parents to inform them of the 'sensitive' nature of the program. One suggested that,

> It was a parent factor, the whole thing of sitting parents down and having a meeting - it was such a sensitive area.
> (Teacher #3.2: Female; Aged 26; School 3 - Low SES; Junior Primary - Yr 1/2)

The other teacher acknowledged that parents needed to be informed about the program but recommended that this be done by someone else.

> ... this area is one of your biggest barriers, and it is where the biggest stress factors turn up.
> (Teacher #3.1: Female; Aged 28; School 3 - Low SES; Upper Primary - Yr 6/7)

In summary, teachers' comments suggest that they shared many sensitivities about aspects of the Protective Behaviours program. However, teacher sensitivity alone did not appear to account for teachers' decisions to omit sections of the program. It was the co-existence of teacher sensitivity and an almost universally endorsed principle allowing teachers to personalise the decision to teach the program, that 'gave permission' to teachers to omit sections of the program that they found to be 'sensitive' or 'personally difficult' to deal with.

c) Personal rather than Professional Justifications of Program Use

Because of teacher sensitivity, it is not surprising that Protective Behaviours trainers and school leaders treated the question of teaching the program delicately. For example, during training, teachers were regularly told to keep themselves emotionally 'safe' either by mentally tuning-out or physically leaving a session that they found upsetting. However, this caring concern for the emotional well-being of teachers during training was extended to apply to teaching situations also. As one teacher revealed, her principal,

> always made the proviso that it was never a pressured thing because he identified the fact that it could raise distress in people, because of their own background. He never ever said, 'I want everybody to be doing this'. He kept saying, 'You've got support, we've got a staff member here, if you want some help to implement, just ask'.
> (Teacher #3.5: Female; Aged 39; School 3 - Low SES; Primary Counsellor)

A similar approach was reported by two teachers in another school.

> The principal gave us the freedom to use it our own way. I know a lot of people were against parts of the training - it brought to a head a lot of controversial things people were discussing. The principal didn't put any pressure on us to definitely start. We were given time to think about it.
> (Teacher #2.2: Female; Aged 40; School 2 - Average SES; Pre-school Teacher)

> I think we were given some time actually to organise our thoughts. The principal was very reasonable about it, I thought. We discussed at staff meetings what should happen and when we should start. There wasn't any direction about how we should go about it; that was left up to individual people.
> (Teacher #2.3: Female; Aged 32; School 2 - Average SES; Special Class Teacher)

While some teachers said that they were expected 'to teach it in the classroom, because, after all, we did spend two full days doing the course' (Teacher #1.3), most reported no pressure from school leaders to teach the program. Inadvertently, teachers were given 'permission' to avoid aspects of the Protective Behaviours program that they found 'difficult', 'upsetting', or 'painful'. In short, many teachers were provided with the grounds on which to base justifications of selective use of parts of the prevention program.

The irony of accepting essentially personal justifications of selective use of the program is that many teachers simultaneously rejected such justifications in other areas of the curriculum. For example, in one of the schools (School 3), all teachers were 'expected' to teach a Physical Education program; none could opt out because he or she felt awkward or sensitive about that area of the school curriculum. In some areas of the educational program in this school, professional justifications based on the pre-eminent needs of the children were advanced to define teachers' responsibilities, while in child protection matters, essentially personal justifications based on individual teachers' personal concerns were accepted. The co-existence of this contradictory and inconsistent approach to program justification didn't seem to be a problem for most teachers in the school.

The personalisation of the decision to teach Protective Behaviours seems to be a key explanatory factor in understanding widespread selective use of the program in four of the six schools. The legitimisation of this decision making process by school leaders and other teachers seemed to help some teachers resolve the essential dilemma between their need for emotional safety and the needs of the children they taught.

d) The Processes of Denial: 'Seeing is Believing'

One of the training sessions teachers attended dealt with the problem of 'discounting' or denying the existence and seriousness of child abuse. Implicit in the rationale justifying the inclusion of this session in the training program was the assumption that teachers were unlikely to endorse a prevention program unless they believed that there was a problem that needed to be addressed.

However, during interviews, eight of the teachers reported private misgivings about the accuracy and truth of some of the claims made about the prevalence of child abuse. Their discounting seemed to be influenced by a lack of personal exposure to instances of abuse in their professional and private lives. For example, all eight teachers taught in middle class schools where they found it difficult to 'see' any evidence of abuse. Some of these teachers went to extraordinary lengths to try to reconcile their own lack of personal verification with what they were told about the incidence of child abuse during training.

The following exchange demonstrates the difficulties these teachers had in accommodating claims about the existence and scope of child abuse that challenged their perception of the problem, based on their own experience.

Q: In your opinion, how prevalent is child abuse?

A: I'm not sure about the figures. When people say that abuse is on the increase I just feel a bit sceptical, that's all. Yes, I accept that it is, but I wonder how much there is of it. I think much of it is abuse that is now reported whereas it wasn't before. I don't know. I haven't made up my mind on this one.

I've sat in on arguments here at school in which people say that because of the kind of area we serve (middle class) we don't have the physical abuse that other areas have. I suppose my gut reaction is, 'No, I don't think we do,' but figures in my head tell me differently (laughter). I haven't reconciled that yet, within myself.

My husband teaches in a different area where it is a daily occurrence. He can virtually point to 'ump-teen' kids in his classes whereas I can't do that. It doesn't stand out to me. I can point to emotional abuse in my class but I can't say, 'I'm fairly sure that this kid is being physically abused.' That makes it fairly hard to think that this Protective Behaviours program is something that I really have to run with.

Q: Are you saying that, in this local community, there is less abuse?

A: No! I am not saying that. I'm saying that I don't know! I am saying that *I can't see it* and that I don't know. I don't know if anyone can know. I don't know that it matters. If I had seen it in my classroom I would probably felt like doing something about it the very next day.

(Teacher #5.9: Female; Aged 42; School 5 - Average SES; Upper Primary - Yr 7)

While this teacher expressed the uncertainty of agnosticism, other teachers were less equivocal about the prevalence of child abuse in their local community. They offered the following opinions.

> Well, I'd have to say 'no' I don't think it is prevalent in this local community because I'm not aware of it, in this upwardly mobile kind of area.
> (Teacher #1.2: Female; Aged 39; School 1 - High SES; Junior Primary - Yr R/2)

> It's very difficult to tell, because domestic problems are hard to define. I actually find it hard to see because it's actually in the home - all the problems of abuse stem from the home where it's very private and hard to see.
> (Teacher #1.3: Male; Aged 42; School 1 - High SES; Lower Primary - Yr 3)

> Over the last couple of years I don't think I've had anybody. I tend to think it's the area. I wouldn't think that there would be a lot in this community. I know many of the parents and I live in the area, and I wouldn't think that there would be much. I am basing that on my own personal observations.
> (Teacher #1.8: Female; Aged 42; School 1 - High SES; Junior Primary - Yr R/2)

All three teachers reinforced the link between not being able to 'see' any evidence of abuse or neglect, and their subsequent discounting of the scope and seriousness of child abuse.

There is also evidence in their statements of what Killen (1995) calls 'client over-identification'. Briefly, the phenomenon of 'over-identification' has been noted in many professional groups. It occurs when professionals working in personally distressing fields (like child welfare, for example) implicitly assume that the motives and actions of their clients are the same as their own. In an unconscious attempt to construct and defend a social world built on their own values and beliefs, some professionals mistakenly 'deny' the existence, within their clients, of desires, motives and actions that are not like their own. Killen suggests that when this occurs, professionals can 'over-identify' their own wants, desires, and values in others. The seeds of denial of another's reality are well and truly sown.

In the case of Teachers #1.8 quoted above, her denial seems to have been based on the following premises:

a) I care about the welfare of children.
b) I would not harm children.
c) I know these parents - they are like me.
d) They would not harm their children.
e) Consequently, I do not believe that abuse is prevalent in this community.

It may be, that it is only when teachers are confronted by strong personal evidence that some parents may not be like them at all, that they acknowledge the existence of child abuse and neglect.

This analysis is given added credibility by the comments of teachers who strongly affirmed the prevalence of child abuse. Half of the group taught in one lower socio-economic school where they reportedly 'saw' daily evidence of child maltreatment and neglect. One of these teachers said,

> I think abuses of all forms are very prevalent here, and I know that from the kids who come and talk to me. They're perhaps not representative of the whole school, but I deal with teachers who are continually concerned about the bumps and bruises that the kids tell they get. My dealings with parents, when I ask them about how they manage their children, all revolve around violence. They are throwing things, big things, frypans and saucepans and hair brushes are thrown across the room.
> (Teacher #3.5: Female; Aged 39; School 3 - Low SES; Primary Counsellor)

Further evidence of the primacy of personal experience in forming beliefs about the existence and scope of child abuse comes from teachers who were themselves victims of child abuse. Of the ten teachers who admitted 'having memories of being abused as a child', only one discounted the prevalence of child abuse in her school's local community. The others readily acknowledged the problem of child abuse, despite, in some cases, not having confirmatory evidence in their own school.

e) Teachers' Emphasis on Tertiary Prevention

Many of the teachers who were interviewed acknowledged that the Protective Behaviours program could help prevent child abuse by providing children with personal safety strategies that they could employ if threatened. These teachers endorsed the primary prevention rationale of the program and taught most of its main features. However, some teachers had a different conception of the preventative function of the program. Their view, though not clearly articulated in many cases, was that the program was essentially a *tertiary* prevention program directed at children who were currently being abused. Protective Behaviours was seen as useful in helping children 'tell' if they were being abused, helping teachers identify children who were being abused, and providing some guidance to teachers about how to notify welfare authorities of cases of suspected abuse, even though this tertiary prevention function was not seen as part of the program by its developer.

A recently appointed teacher at the one of the low socio-economic schools demonstrated this thinking. She said,

> After one term of being here, I thought 'Oh, I've got to teach this' so it influenced me a lot. Abuse was a real problem. There was a real need.
> (Teacher #3.2: Female; Aged 26; School 3 - Low SES; Junior Primary - Yr 1/2)

For this teacher, the idea of preventing abuse *before* it occurs (primary prevention) seemed to have been overwhelmed by more urgent and demanding notions of prevention.

However, when linked with beliefs about the low prevalence of abuse in teachers' local communities, the conception of Protective Behaviours as a tertiary prevention program often resulted in the dilution, in teachers' minds, of the justification for teaching the program. Some teachers (Teacher #5.9, quoted earlier, for example) viewed Protective Behaviours as a tertiary

prevention program that wasn't needed in their schools because child abuse wasn't perceived to be a serious problem. These teachers failed to see the potential of Protective Behaviours as a primary prevention program that could contribute to the prevention of child abuse before it occurs.

f) Rejection of Child Focussed Prevention Strategy

While some teachers had very limited conceptions of the preventative role of the program, a small minority of teachers rejected it completely. These teachers doubted the effectiveness of any abuse prevention approach that focussed on children, rather than adults. They perceived the power inequality between children and adults to be too great for any child focussed prevention strategy to have any change of success. As these teachers quite strongly asserted, children were seen to lack the power to avoid being victimised.

> With serious abuse they are pretty bloody powerless, really, to change their position, so this kind of stuff isn't really going to help them. They have to be removed, oh well, someone has to be removed. I think this is covering the surface stuff, but I think if the child is really seriously in a situation where they're being abused, then there's not much they can do.
> (Teacher #5.7: Female; Aged 36; School 5 - Average SES; Lower Primary - Yr 2/3)

> That's the bottom line; there's not much the kids can do. Adults ... they've got the power... That's it.
> (Teacher #5.1: Female; Aged 39; School 5 - Average SES; Junior Primary - Yr 1)

As a consequence, the Protective Behaviours program was dismissed as largely ineffective.

> Oh, it won't make a difference, it's certainly not the answer, it's a bit of a few hours a week put in each day, and that can certainly be undone as soon as they get home. So unless you get the support from both sides it doesn't really work as effectively as you'd like.
> (Teacher #5.7: Female; Aged 36; School 5 - Average SES; Junior Primary - Yr 2/3)

Although these sentiments represented a minority view amongst the teachers who were interviewed, similar views have received some support in the

literature which is critical of school based prevention programs (Duerr Berrick & Gilbert, 1991).

f) Lack of Implementation Support

Despite all that is known about program implementation at the school level, none of the six schools supported teachers during the crucial implementation stage following training. Lack of school level support was almost universal. As one teacher lamented,

> The Principal could have organised some sort of follow up, in the form of a discussion group or a get together or 'let's remember what we said we'd do' or something like that, even if it was voluntary for people to follow it up, but there was nothing like that done which sometimes speaks louder than all the things people say.
> (Teacher #1.1: Female; Aged 44; School 1 - High SES; Primary - Yr 6)

The only tangible support offered to some teachers was in the form of commercially produced resources. Even this often occurred incidentally, as one teacher noted:

> Last year we had another teacher and she had lots of other resources which I got from her, and so there was some more added on stuff, not necessarily changes to the structure of it, but just some extra bits and pieces were thrown in.
> (Teacher #3.6: Female; Aged 31; School 3 - Low SES; Junior Primary - Yr R/2)

Very few teachers were asked about their needs after training in relation to implementing the program. Very little follow-up staff development activity occurred. Only two teachers in one school said that they spoke regularly with other teachers about the program .

> We had lots of informal discussions with close colleagues in the staff room and everywhere else. We discussed it for a while after we had a think about what we were going to do, over coffee somewhere - 'what are we going to do about this?' - but certainly we didn't get well organised discussion time.
> (Teacher #1.1: Female; Aged 44; School 1 - High SES; Primary - Yr 6)

> I had an incidental chat to the girl I work next to, to discuss
> things. I didn't make a special appointment to discuss things. I
> found them valuable because they helped me clarify things.
> (Teacher #1.6: Female; Aged 49; School 1 - High SES; Junior
> Primary - Yr 1)

Professional isolation was more common, as the following comments demonstrate.

> We don't feel that we tell each other enough, and that's not just in
> Protective Behaviours, that's in all sorts of things. I really feel we
> get on well together, but we're sort of in our own little world. We
> are separate, just doing our own thing.
> (Teacher #2.5: Female; Aged 55; School 2 - Average SES; Junior
> Primary - Yr R)

> No, I didn't see anybody that I could really talk to. Nobody else
> was interested, you know, interested in starting it yet, so there
> wasn't anybody really to discuss it with.
> (Teacher #4.1: Female; Aged 37; School 4 - Average SES; Junior
> Primary - Yr R/1)

> No, we didn't have any private discussions or talks, only with the
> people that I went to the conference with, we talked on the way
> home, but nothing more.
> (Teacher #4.5: Female; Aged 37; School 4 - Average SES; Junior
> Primary - Yr R/1)

> I talked only to a certain extent with other teachers, and we just
> discussed 'well how are we going to get organised and what are
> we going to do?' and 'are we going to do anything?' that kind of
> thing. But I think you need to discuss it with other people, have
> it as a topic for a staff meeting or a special focus at some stage, so
> that you know what other people are thinking, and just get a
> chance to talk about how you're implementing it and how other
> people are finding it and whatever.
> (Teacher #4.4: Female; Aged 41; School 4 - Average SES; Pre
> school Teacher)

Where rare opportunities for collaboration were pursued, teachers reported positively about them. One teacher, for example, worked with two other people to implement the program. She reported both professional and personal benefits associated with collaborative teaching.

> Working in close collaboration with two other people meant
> that we were able to clearly identify our needs at the beginning
> of the entire course and before each session in terms of our
> training needs, our physical space needs, and our material
> needs - what we actually have to give the kids. If we had any
> personal needs to debrief, for example, as a result of what we
> were teaching, there was that opportunity too.
> (Teacher #3.1: Female; Aged 28; School 3 - Low SES; Upper
> Primary - Yr 6/7)

The almost universal absence of implementation support suggests that most school leaders did not question the efficacy of the pre-implementation training model used with Protective Behaviours. In most cases, it was apparently assumed that up to twelve hours of training prior to implementation was sufficient to equip teachers with the knowledge, skills, and attitudes needed to operationalise the program.

g) Practical Concerns with the Program

At a practical level, some teachers said that they changed aspects of the program to make them developmentally appropriate to the age and stage of their students, and more relevant to their interests and concerns. The most commonly reported modification involved limiting discussions of personal safety issues to situations involving only children, rather than children and adults. The egocentrism of young children, in particular, was cited as the main reason for this major change. For example, a pre-school teacher said that,

> The children we're dealing with don't understand if someone is too far away for them. They are very personal. It's all 'me' and 'I', so we tend to deal with 'what if something happened to you in the yard'. That's probably why we haven't got into the sensitive areas, either. We're dealing with school issues where we can. We say 'what if you were being bullied in the yard' and then they can relate it to themselves, rather than a magical someone who's not there. At the moment it's just been at school child-to-child or older children in the yard when they're playing with the junior primary children.
> (Teacher #2.2: Female; Aged 40; School 2 - Average SES; Pre-school Teacher)

Her colleague, who taught junior primary children, revealed a similar modification.

> Sometimes I have problems with the use of the word, 'What if 'someone''. I've been used to using 'you' under the problem solving approach, making it really pointed to the child. I find sometimes it's 'you' and sometimes it's 'someone else', depending perhaps on how touchy the subject is.
> (Teacher #2.1: Female; Aged 42; School 2 - Average SES; Junior Primary - Yr R/1)

However, by limiting discussions to school related issues involving only other children, these teachers impeded any consideration of personal safety issues involving adults. This seriously compromised the original intent of the program to teach children to consider their personal safety options in a range of situations, including those involving adults.

Some teachers were also reluctant to teach young children how to set-up a 'network' of trusted adults. These teachers revealed concerns over the ability of their students to identify appropriate adults for their networks.

> I feel that it would be difficult for them to go out and 'network'. I don't think that it is appropriate for young children. I feel, at Reception level, that the children are not really ready to set up a network situation. I think that is a bit beyond them at Reception level. I think that they could feel that they could go to Mum, Dad or Grandma or a teacher, but I think a network of other friends is just a bit beyond them. This is the main area that I feel, perhaps, doubtful about and have left out of the program.
> (Teacher #1.6: Female; Aged 49; School 1 - High SES; Junior Primary - Yr 1)

> With Year 1's and 2's, I don't know about the network as such, and going through the process of sending notes home. I think that perhaps the children should be aware of who they could speak to in their own daily situations, like at school.
> (Teacher #4.3: Female; Aged 37; School 4 - Average SES; Junior Primary - Yr 1/2)

Another teacher even expressed doubts about the judgement of older children.

> I'm not sure that you can necessarily rely on children to decide who the best person is to be on their network, or who they should be talking to.
> (Teacher #5.9: Female; Aged 42; School 5 - Average SES; Upper Primary - Yr 7)

A more fundamental objection to networks was raised by a school counsellor who questioned the ability of some adults to act in the best interests of the child. She suggested that creating a network implied that those named on it would act on behalf of a child once contacted. She was concerned that this may not always be possible.

> My difficulty with it is that it implants in children an inherent trust of people and unfortunately people aren't always able to follow through on promises they have made even if they are a trustworthy person. They've implied to the child that they'll be there for them, but sometimes they can't be. I'm not sure how the networking stuff equips children to cope with that. To me it sounds like it's trying to build up trust in an untrustworthy adult. It is as if we are saying, 'you need this children because people are going to let you down and here are some people who won't, but they might.' I'm not quite sure how children are expected to deal with that.'
> (Teacher #3.5: Female; Aged 39; School 3 - Low SES; Primary Counsellor)

Another teacher was even less trusting of adults identified by children as 'trustworthy'. She revealed her suspicions in the following way.

> I've been a little bit reluctant to use the network system mainly because I feel that children, despite appearances, might cite the people they trust (like parents) and they might be abusers although the children might still trust them. So, I don't know. I feel a bit uncomfortable about that.
> (Teacher #2.3: Female; Aged 32; School 2 - Average SES; Special Class Teacher)

Finally, the sceptre of parental disapproval worried several teachers.

> Networking is something that parents are going to say, 'what in the world is going on?'
> (Teacher #5.7: Female; Aged 36; School 5 - Average SES; Junior Primary - Yr 2/3)

> As a parent I want my children to talk to me first. With the networking I think parents would want me to say, 'if you can't talk to your parents then you might like to think about other people...' But parents want to know what's going on.
> (Teacher #5.9: Female; Aged 42; School 5 - Average SES; Upper Primary - Yr 7)

In summary, some teachers revealed that they modified sections of the Protective Behaviours program because they felt they were not appropriate to their mostly young students. They invoked developmental criteria to justify limiting the scope of the program to largely school based, child to child issues of personal safety. They also revealed that concerns over negative parental reaction

REFLECTIONS ON METHODS

This study of teachers' perspectives on the Protective Behaviours program not only revealed important insights into teachers' thinking and decision making, but also provided opportunities to reflect on the methods used to generate them.

For example, one of the advantages of the interview approach used in the study was that teachers' responses to key questions about their beliefs could be probed using information gleaned earlier in the interview about their use of the Protective Behaviours program. Some teachers were confronted with inconsistencies between their espoused beliefs and their curriculum decision making in ways that would not have been possible using survey or other non-interactive methods. Furthermore, the transcripts of these exchanges became the raw material for analyses within cases, and comparative analyses across cases, that produced emergent theories about the relationship between personal experience of abuse, beliefs about the prevalence of abuse, and classroom use of the Protective Behaviours program.

Using the NUD•IST computer program facilitated this process of 'theory emergence' (Richards & Richards, 1990: 4). For example, it was possible to identify and retrieve all comments made by teachers about their perceptions of the prevalence of child abuse, and to divide them into theory-driven subcategories (program users - non users, abused teachers - non abused teachers, medium/high socioeconomic school - low high socioeconomic school, and so on) to check for positive and negative instances to support or challenge the emerging theory. This highly interactive, constructive process of theory generation is one of the distinguishing features of interpretive research. The researcher actively explored, sifted, reviewed, displayed, sorted, synthesised and modelled the data to construct a series of explanations to make sense of the data. The explanations and interpretations reported in this

chapter were not, in Miles and Huberman's (1984) terms, 'little lizards' waiting under rocks to be uncovered, but 'webs of understanding' constructed by the researcher to better understand the thinking and decision making of the 35 teachers who were interviewed.

While the NUD•IST computer program facilitated this process, its capabilities should not be over-stated. As one of the developers of the program points out (Richards, 1994), NUD•IST is merely a 'bag of tools' which enables researchers to manage a considerable amount of text data (using the Document System) and an emergent and changing categorisation scheme (using the Indexing System). It should not be seen as a device that can mystically 'do' all the work involved in the analysis of qualitative data; the central role of the researcher in selecting and then using NUD•ISTs 'tools' needs to be stressed.

While the program is arguably one of the best available to help researchers analyse text data, it should be pointed out that:

- the capabilities of the program may inadvertently influence researchers to make decisions that should be made on theoretical grounds. For example, the almost infinite capacity of the current version of the program to manage large amounts of text data might tempt some researchers to collect more data than their research problem and sampling approach demand. Similarly, the preoccupation with coding and retrieving *actual text* may divert some researchers from considering approaches to analysis that actually jettison original text (Strauss, 1987).
- learning to use NUD•IST takes time and effort. While current versions of the program (V 3, and its 1995 revision, V 3.0.5) are far better than an earlier version that was used in this study (V 2.3), most users of the program need to be trained to use it effectively. Inexperienced researchers may need to carefully weigh the costs and benefits of

learning to use the program, particularly if the amount of data they wish to analyse is not large. Traditional 'code and cut-up' manual methods may be more appropriate.

- the program requires relatively powerful hardware to run efficiently. Before 1993, the program was only available for Macintosh computers. Yet prior to the development of more powerful Macintosh computers in 1994, few of the available machines (Macintosh SE, Plus, and Classic) could handle the demands created by large NUD•IST projects. For example, in this study, a single NUD•IST text search of all 35 documents took over one hour on a Macintosh Classic computer which met program specifications (RAM = 4mg). Consequently, considerable time was spent 'waiting' for the output of text searches. Fortunately, with the current generation of 7200 series Macintoshes, and a PC version of NUD•IST now available, operating times have been significantly reduced.

In summary, the research methods used in Study 1 of the evaluation effectively generated a range of plausible, well grounded, emergent theories about teachers' use of the Protective Behaviours program that other methods would probably not have revealed. While the NUD•IST computer program was a particularly useful tool that facilitated the management and analysis of the text data, the researcher was the active constructor of the 'webs of understanding' that emerged from the study. Consequently, the program should not be invested with greater capabilities than it warrants as an innovative, but strongly user driven 'bag of tools' for text management and indexing.

CONCLUSIONS

On a theoretical level, the results of the study support the conclusion of Dwyer (1990) that the focus of evaluations of primary prevention programs should, in the first instance, be on the process variables that influence the implementation

decision making of the principle 'gatekeepers' of school based primary prevention programs, namely classroom teachers. No assessment of student outcomes should be undertaken until the nature and extent of program implementation is determined. This key element in the primary prevention equation needs to be stressed to counter-balance the predominance of outcomes-oriented research.

More specifically, this study reveals the complexity of the dilemmas faced by teachers when confronted with a program like Protective Behaviours. Clearly, many teachers found it personally difficult to deal with the ideas and concepts contained in the Protective Behaviours program. Seeking to understanding teachers' attempts to reconcile their personal concerns with concerns for their pupils' welfare presents a fundamental challenge in prevention research. As Dwyer concludes, 'program success is largely contingent on the ability of adults to accept what amounts to a relatively new philosophy...' which is sometimes at odds with their own beliefs and personal needs (Dwyer, 1990: 6).

Finally, the study raises questions about the efficacy of aspects of the training teachers received, and the notable lack of school level implementation support provided for teachers. School level strategies were rarely in place to support teachers through the arduous process of implementing the program in classrooms. Without tangible support, or even clarity of purpose in some cases, many teachers resolved the dilemmas posed by the program by selectively removing key sections of it.

SUMMARY

The pilot study was undertaken to reveal the complexities of teachers' thinking and decision making about the Protective Behaviours program, and to inform the design of a large scale study of teachers' use of the program. An analysis of the transcripts of interviews with 35 teachers revealed that few teachers taught

the complete program, and that many teachers selectively omitted parts of the program as a way of resolving personal dilemmas presented by the program. Teachers were sensitive about teaching personal and controversial issues related to child abuse, while others denied the seriousness of child abuse in their school. The findings suggest that: a) the Protective Behaviours program was not implemented by very many teachers in ways that are consistent with program design; b) teachers' personal beliefs, attitudes and feelings influenced their decision making about the program; c) school support mechanisms were rarely in place to assist teachers through the arduous implementation process.

SECTION 3

STUDY 2

A SURVEY STUDY

OF

TEACHERS' USE

OF THE

PROTECTIVE BEHAVIOURS PROGRAM

CHAPTER 5

METHODOLOGY OF STUDY 2

INTRODUCTION

To investigate the wider applicability of the findings of the pilot study of teachers' perspectives on the use of the Protective Behaviours program, a teacher questionnaire was developed and sent to a large sample of teachers. In this chapter, the links between Study 1 and Study 2 are made explicit. Details are provided about the size and characteristics of the teacher sample used in the study. The content and structure of the teacher questionnaire is outlined. Information is also provided about how the questionnaire was distributed to, and retrieved from, teachers across the state of South Australia. Finally, a brief description is given of the data analysis procedures that were used to summarise and compare teachers' responses to questionnaire items.

LINKING STUDY 1 AND STUDY 2: GENERATING HYPOTHESES

The research questions guiding the evaluation of the Protective Behaviours program called for a comprehensive, systems-wide analysis of teachers' use of the program. However, as so little was known about teachers' implementation of the program at the time the evaluation was planned, a small scale qualitative pilot study (Study 1) was designed to provide the insights into teachers' use of the program needed to plan a larger scale, more representative study. The findings of the pilot study were used to frame several hypotheses that were investigated using survey methods in Study 2. A statistically oriented survey was considered the most appropriate means of identifying the nature and extent of program use by many teachers in many schools across the state.

In the light of the findings of the pilot study (see Chapter 4), several hypotheses arose which served to focus the quantitative study of teachers' use of the program.

As eight of the 35 teachers interviewed in the pilot study had never used any aspect of the Protective Behaviours program (see page 95 of this thesis), it was hypothesised that a similar proportion of teachers state-wide (between 20% and 30%) would be identified as non-users of the program.

Similarly, it was hypothesised that between 60% and 70% of teachers state-wide would be identified as selective users of parts of the program, based on the finding of the pilot study that 24 of the 35 used some but not all of the program. Furthermore, as complete use of the program was so rare amongst the small sample of teachers in the pilot study - only three reported full use - it was hypothesised that less than 10% of teachers state-wide would teach all features of the program.

The hypotheses about program use which were investigated in Study 2 are summarised below:

1. *Between 20%-30% of teachers do not teach any part of the Protective Behaviours program.*
2. *Between 60% and 70% of teachers are selective users of parts of the program.*
3. *Under 10% of teachers teach the complete program.*

The pilot study also revealed a complex array of factors that explained teachers' use and non use of the program. As pilot study teachers who used the program strongly endorsed its rationale and underlying philosophy, and perceived it to be beneficial for students, it was hypothesised that teachers, state-wide, would teach the program for similar reasons. The following hypothesis about teachers' reasons for teaching the program was investigated in Study 2:

4. *Teachers teach the program (or parts of it) because:*
   - *they perceive the program to be beneficial for students*
   - *they endorse its philosophy*

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- *the program is consistent with other social education programs taught by teachers.*

The explanations of teachers in the pilot study about their reasons for not teaching the program were also used to develop an hypothesis about selective and non use of the program by teachers state-wide. It was hypothesised that:

5. Teachers do not teach the program (or parts of it) because:
- *it is not part of their school's curriculum*
- *they are personally sensitive about teaching about sexual and violence issues*
- *they fear adverse parental reaction to the program*
- *do not see the need for the program due to their denial of the scope and severity of child abuse*
- *they question its effectiveness as a child abuse prevention strategy*
- *they do not receive school level support to implement the program.*

The pilot study revealed little about the influence on implementation behaviour of teacher background factors like sex or age. The wider literature on curriculum implementation is also less than definitive about the influence of these variables on implementation outcomes. In his review of the literature, Johnson (1983) concludes that

> teacher variables like teaching experience, age, sex, previous training and teaching level provide ambiguous results. Lawlor (1977), for example, reports that two commonly measured variables - years of teaching and age - are the most contradictory characteristics found in the literature. ... Mann (1976) also examined the influence of teacher qualifications and sex but found them to be 'unrelated to success'.
> (Johnson, 1983: 71)

Consequently, there was little theoretical interest in comparing the responses of males and females, or of teachers of different ages. However, some of the responses of pilot study teachers at different teaching levels suggested that they used different criteria - children's developmental level, for example -

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when making decisions about the Protective Behaviours program. In this case, teaching level can be conceived as a contextual variable, rather than as a personal background characteristic of teachers. Because of this interest in the influence of students' developmental needs and abilities on teachers' decision making, it was decided to use teaching level (pre-school, junior primary, primary, and secondary) as a major category of comparison for teachers' responses. It was hypothesised that:

6. *Pre-school and junior primary teachers teach less of the program than teachers at other levels because they perceive aspects of the program to be developmentally inappropriate for their students.*

IDENTIFYING TEACHERS TRAINED IN PROTECTIVE BEHAVIOURS

Once a decision was made to use survey methods to undertake a systems-wide analysis of teachers' use of the Protective Behaviours program, it was necessary to target a group of teachers to participate in the study. The most obvious group to identify was the pool of teachers who had been trained to teach the program between 1985 and 1992. Unfortunately, no up-to-date or consistent records of teacher training had been kept centrally by the Education Department of South Australia, the largest employer of teachers in the state. Some centralised records of trained pre-school personnel were held by the Children's Service Office, but these were incomplete and needed to be supplemented by regional records. The other two education agencies, due to their recent involvement in Protective Behaviours, had not yet initiated record keeping procedures to account for those teachers who were trained to use the program. In January 1993, as a first step in compiling a data base of trained teachers, the following agreements were made with the four education groups:

1. The Education Department of South Australia agreed to supply all available lists of teachers who had attended training sessions conducted

by Protective Behaviours trainers in the various education regions of the Department from 1985 to the end of 1992.

2. The Children's Services Office agreed to up-date its already existing data base of trained personnel by including data from regional areas and from recent training events.

3. The Catholic Education Office and Independent Schools Board agreed to survey their schools requesting information about teachers who had been trained to use the program.

Some regions of the Education Department had a mixture of rough handwritten 'training rolls' that had been completed by participants on the day of their training, and more formal lists of trained teachers organised on a yearly and sometimes locational basis. Other regions simply supplied trainer maintained personal records of who had attended various training activities conducted in local centres. On the basis of these sketchy and partial records, a data base of trained teachers employed by the Education Department was painstakingly compiled. Where possible the following information was entered on the data base:

- teacher's name
- Departmental identification number
- teacher's sex
- teaching level
- year of training
- location of training
- name of teacher's school when trained
- location of school (Adelaide north, country South East, etc)

The completed Education Department data base contained information on 6,889 teachers who had been trained to use the program between 1985 and 1992. Added to this sizeable group of teachers was information supplied about

when making decisions about the Protective Behaviours program. In this case, teaching level can be conceived as a contextual variable, rather than as a personal background characteristic of teachers. Because of this interest in the influence of students' developmental needs and abilities on teachers' decision making, it was decided to use teaching level (pre-school, junior primary, primary, and secondary) as a major category of comparison for teachers' responses. It was hypothesised that:

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1. The Education Department of South Australia agreed to supply all available lists of teachers who had attended training sessions conducted

605 pre-school teachers, 457 Catholic Education teachers and 140 teachers teaching in Independent schools. The total pool of teachers in South Australia who had been trained to teach Protective Behaviours was 8,091, representing approximately 40% of the 19,000 teachers teaching in South Australian pre-schools and schools.

SAMPLE OF TEACHERS TRAINED IN PROTECTIVE BEHAVIOURS

A 20% random sample of teachers was selected from the data base to participate in the study (n = 1,618). As the sources of information on which the data base was compiled were, in some cases, seven years old, some inaccuracies in the data base were inevitable. The most likely inaccuracy was the present location of teachers, as considerable teacher movement had occurred, particularly after the introduction of required transfers by the Education Department of South Australia in 1990. Not knowing the present location of teachers was identified as a serious problem that would impact negatively on the response rate that could be achieved in the study. Consequently, permission to access employers' records of teachers' current school location was sought and received in April 1993. The school location of all teachers identified in the randomly selected sample was then determined from employers' computer files. In cases where teachers were no longer teaching in any school at that time (on leave, resigned, deceased, etc.), they were removed from the sample and replaced with teachers selected randomly from the data base.

Subsequent communication with schools established that 171 teachers whose location had been confirmed by computer records, were, in fact, not teaching at the designated schools, and could not be located. These teachers were removed from the sample, and not replaced by other teachers due to time constraints during June and July 1993. The final sample consisted of 1,447

teachers, which was approximately 18% of the identified population of teachers trained to teach Protective Behaviours.

DEVELOPMENT OF QUESTIONNAIRE

a) Insights from Study 1

Insights from the qualitative pilot study of teachers' experiences with, and perspectives on the Protective Behaviours program were used to design the questionnaire used in Study 2. These insights gave direction and coherence to the process of designing a questionnaire capable of generating data about teachers' thinking and decision making about the Protective Behaviours program.

b) Structure of the Questionnaire

The questionnaire (Appendix I) contained questions about:

- Training in Protective Behaviours
    - reasons for undertaking training
    - type of course delivery experienced
    - extent of consultation
    - extent of extra training
- In-School Support for Protective Behaviours
    - nature and extent of support
    - views on future support needs
- Use of Protective Behaviours
    - use of program in two time periods: this year and two years after training
    - use of five features of program
    - extent of detail taught
    - reasons for deciding not to use program or for using it in limited way
    - reasons for deciding to use program in detailed way
    - external constraints limiting detailed use of program
- Views on Child Abuse

- beliefs about prevalence of child abuse

- theories and beliefs about the causes of child abuse

- beliefs about the efficacy of school based prevention programs

• Contact with Abused Children

- extent of contact with children who may have been abused

• Personal Background and Experience

Teachers were required to answer most questions in five of the six sections of the questionnaire. However, in the section about teachers' use of the Protective Behaviours program, a branching format was used to structure questions relevant to teachers with diverse experiences with different aspects of the program (see Figure 5). This was necessary due to the multi-faceted nature of the Protective Behaviours program and teachers' hypothesised varied use of it.
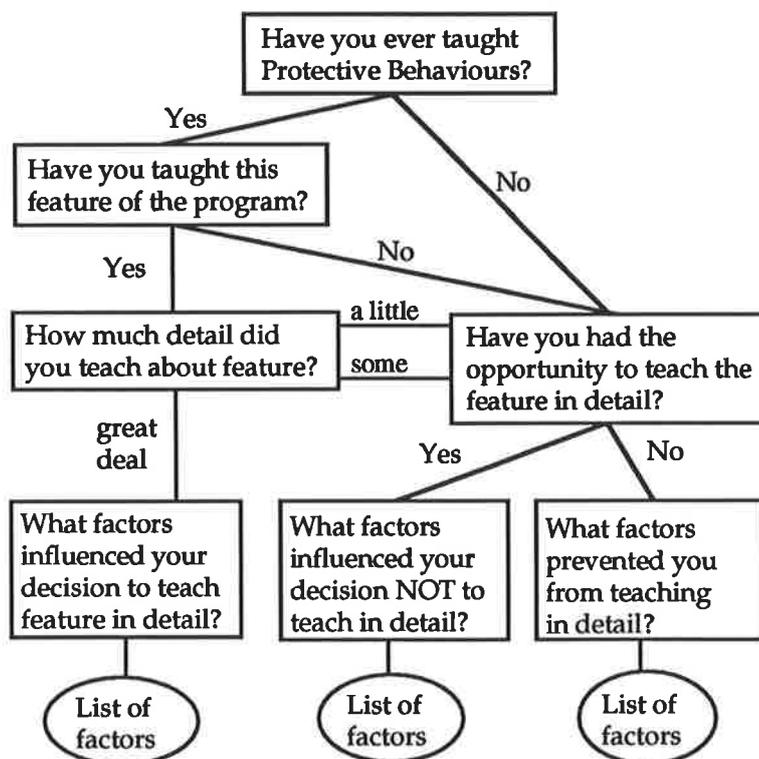
Figure 5: Generic Structure of Section C: Use of the Protective Behaviours Program

This generic structure was used to generate data on teachers' current and past teaching of five core content areas of the program. These were identified by teachers in the pilot study and by a panel of Protective Behaviours experts.

The five core features of the program, and three levels of detail identified within each, are outlined in Figure 6 (page 133).

d) Use of Teachers' Comments in the Questionnaire

The pilot study produced many highly relevant and interesting comments by teachers about the Protective Behaviours program and a range of issues related to child protection and teachers' role in preventing child abuse. This rich source of teacher thinking and deliberation was used in this investigation to identify:

- teachers' reasons for undertaking training in Protective Behaviours
- the range of school-level training and development activities undertaken by teachers
- the most frequently mentioned features of the program
- the perceived strengths and weaknesses of the program
- the diverse ways teachers used features of the program
- the range of factors that influenced teachers' decision making about the program
- teachers' beliefs and theories about the causes of child abuse, its prevalence in the community, and teachers' role in preventing it.

By using teachers' comments as items in the questionnaire, the content validity of the instrument was strongly enhanced. However, this was done at the expense of design simplicity and accessibility.

Feature of Program	Extent of Content Taught		
	A Little	Some	A Great Deal
Right to Feel Safe	- frequently repeat theme: 'We all have the right to feel safe' - explain what it means in a variety of ways - display theme	-> plus - talk about 'early warning signs - distinguish between safe and unsafe situations	-> plus - present many situations where children can describe their 'early warning signs' - teach about 'personal emergencies' - link with children's rights - link with school rules - apply to child-adult relations
Tell	- informal talk about feeling unsafe and who students could tell	-> plus - formally identify a Network but not notify adults on Network	-> plus - inform parents of network - contact adults on Network - practise contacting adults - reinforce persistence
Sexual Touching	- focus on uncomfortable touching (poking and pinching)	-> plus - identify 'private parts' - talk about body ownership	-> plus - integrate aspects of sex education - discuss sexual touching - discuss OK/not OK adult-child touch - practise saying 'No'
Physical Violence	- discuss child-child physical violence (fighting, bullying) - discuss ways of reducing violence	-> plus - identify violent situations out of school - discuss ways of staying safe	-> plus - discuss OK/not OK adult-child physical action (punishment) - discuss adult violence - discuss ways of staying safe when adults are violent - practise personal safety strategies
Problem Solving	- present 'what if ...' about minor problems	-> plus - use examples from manual - develop and present other situations	-> plus - link with other problem solving approaches - introduce problems involving adults and children - use role play or other behaviour rehearsal strategies to practise what to do in unsafe situations

Figure 6: Content of Features of the Protective Behaviours Program

e) Assumptions about Teachers

The decision to proceed with the development of a complex and challenging questionnaire was based on several assumptions about the ability and willingness of teachers to actually complete a difficult questionnaire. Briefly, it was assumed that:

- most teachers would be able to cope with the demanding nature of the questionnaire. As a consequence, the usual constraints on questionnaire length, conceptual complexity, and level of demand were not applied.
- most teachers would be challenged by the content of the questionnaire and would be motivated to complete it.
- despite the length of the questionnaire, most teachers would 'make the time' to complete it. However, it was accepted that some teachers would resent the time and intellectual demands presented by the questionnaire and refuse to participate in the research.

Experience with other large scale surveys involving South Australian teachers suggested that these were reasonable assumptions and that a response rate within the 60%-70% range could be achieved (Adey, Oswald, & Johnson, 1991; Oswald, Johnson, & Adey, 1991; Barnett, et al., 1992; Oswald, Johnson, Whitington, & Dunn, 1994).

f) Trialling the Questionnaire

The questionnaire was trialled using two groups of respondents. One group consisted of five people with expertise in Protective Behaviours; all were experienced 'trainers' with an intimate knowledge of the purposes of the evaluation. The second group consisted of fifteen teachers who were trained in Protective Behaviours but who had diverse interest in, and commitment to the program.

Modifications were made to the questionnaire based on feedback from both groups. The most significant changes were made to the descriptions of parts of the Protective Behaviours program used in the section of the questionnaire designed to assess teachers' use of the program (Gordon, 1993[a]).

ADMINISTRATION OF QUESTIONNAIRE

The procedures used to distribute and retrieve the questionnaire were designed to maximise the response rate for the questionnaire. The following procedures are recommended by Anderson (1986), although the timing of response rate stimulating strategies is a matter of conjecture. Anderson suggests that

> studies designed to test the effect of various treatments on response rate [reveal] results that are often conflicting, ie what works for one study does not work for another study. ...
>
> As researchers work to define variables that affect response rates more precisely and attempt to quantify these effects, there may be a tendency to accept the findings of a study as 'fact' and assume the results will be the same for all survey research studies. A better and more productive approach is to use the various techniques to build a repertoire of techniques and be prepared to use them when appropriate. This will allow tailoring the approach to be most effective with the population being studied.
> (Anderson, 1986: 4)

In the final weeks of Term 3, 1993, the questionnaire was posted in personally addressed envelopes to 1,447 teachers identified in the study sample. Teachers were asked, in a covering letter (Appendix J), to complete the questionnaire and return it in an addressed freepost envelope by the end of Term 3. To maximise the response rate to the questionnaire, non-respondents were sent a letter (Appendix K) by facsimile six weeks after the initial distribution of questionnaires, reminding them of the importance of the study and inviting them to complete and return their questionnaires as soon as possible. Two weeks after this, follow-up phone calls were made to teachers who had still not returned their questionnaires.

ANALYSIS OF DATA

Numeric data from the questionnaire were analysed using the statistics package, SPSS for the Macintosh. As much of the information supplied by teachers in the questionnaire was in the form of categorical data, a simple non-parametric test of significance - the chi-square test - was selected to determine whether responses by different groups of teachers were a function of sampling error (ie, non significant), or unlikely to be a function of sampling error (ie, significant). The responses of teachers at different schooling levels (pre-school, junior primary, primary, and secondary) were compared using the cross tabulations procedure. This produced contingency tables containing frequency counts for responses to various items in the questionnaire by teachers at these levels. In this way, differences between the responses of teachers at different levels were able to be compared and tested for their significance. As the sample used in the study was so large, even small differences between teachers' responses were statistically significant. In most cases, the results of these cross tabulations are presented in the following chapter in modified contingency tables.

In some instances, summated scales were calculated and t tests performed on differences in means for particular groups of teachers. Finally, correlation coefficients (Pearson's r for the summated scales, and Spearman's r_s for categorical items) were calculated between certain variables to test for relationships.

As the primary focus of this part of the evaluation was to describe the nature and extent of use of the program, other analyses were unnecessary to accept or reject the hypotheses generated by the pilot study.

There was also a concern to use data analysis procedures that were meaningful to the participants and to educational decision makers (unlike some other

studies of program use - see Johnson, 1983), due to the interest shown in the evaluation by education providers in South Australia. Issues of reporting and utilisation in educational evaluations have become more salient in the nineties. As Parsons (1990) reflects,

> the huge benefit that emerges for evaluation exercises ... is that decision-makers *want to know* and decisions may *actually be directly influenced* by evaluation findings. It urges greater responsibility on the researcher. ... The new situation also urges greater attention to the individual groups which constitute the different audiences (original emphasis).
> (Parsons, 1990: 148)

The procedures used to satisfy this emerging imperative to report the findings of evaluation research are outlined in Chapter 11 of this thesis.

SUMMARY

A survey approach was selected to generate information about teachers' use of the Protective Behaviours program. A questionnaire was developed, trialled, and administered to a stratified random sample of over 1,400 teachers who had been trained in Protective Behaviours. The questionnaire was long and complex, due to the need for a comprehensive, systems-wide analysis of the nature and extent of teachers' use of the program, and the factors which influence program use. Analyses of data from the questionnaire were intended to provide a clear picture of the extent, and determinants, of program implementation.

CHAPTER 6

RESULTS OF STUDY 2

INTRODUCTION

The aim of Study 2 of the evaluation of Protective Behaviours was to conduct a systems-wide analysis of teachers' use of the program, and to identify what influenced their teaching behaviour. In this chapter, data are presented from a large and complex survey of teachers which was undertaken in South Australia during the second half of 1993. Descriptive data on the returning sample of teachers are given to demonstrate the representativeness of the sample. The patterns of use of the program by teachers are presented and an analysis is given of the reasons for differences in program use by various groups of teachers. Finally, teachers' suggestions to promote the teaching of the program are summarised.

DESCRIPTION OF SAMPLE

Questionnaires were sent to a 20% random sample (n = 1,447) of teachers in South Australia who were trained to teach Protective Behaviours. A total of 957 teachers returned completed questionnaires, representing a response rate of 66.1%. The sample of respondents was 79% female and 21% male.

In most aspects, the distribution of teachers in the population of trained Protective Behaviours teachers (n = 8,091) and the returning sample (n = 957) was closely matched. Table 1 shows that teachers who were trained in different years were represented in very similar proportions in both the population and returning sample. The mean length of time between completing training and completing the questionnaire was 4.47 years for the population and 4.32 years for the returning sample.

Table 1: Year of Training of Teacher Population and Sample

Year of Training	Percent of Population (n = 8,091)	Percent of Sample (n = 957)
1985	1.6	3.9
1986	5.0	6.9
1987	18.3	15.0
1988	23.0	19.9
1989	18.7	18.9
1990	12.2	16.5
1991	7.9	9.7
1992	6.3	5.4
1993	0.7	0.7
Unknown	6.2	3.1

Similarly, the geographic distribution of teachers in the sample was very similar to that of teachers in the population of trained Protective Behaviours teachers (see Table 2).

Table 2: Geographic Location of Teachers

Location	Percent of Population (n = 8,091)	Percent of Sample (n = 957)
Western Suburbs	10.4	12.2
Eastern Suburbs	7.4	10.7
Northern Suburbs	24.7	24.5
Southern Suburbs	20.1	17.3
Country	32.2	32.6

There are difficulties, however, in comparing the composition of the population and sample according to teaching level, due to a lack of information and precision in the original sources used to compile the population data base. For example, it was not possible to assign a teaching level to 15% of the population, as this information was missing from original records (see Table 3).

Similarly, it was not possible to distinguish between pre-school teachers, junior primary teachers and primary teachers teaching in CPC-7 Primary schools. Consequently, the 'primary' level category in the population statistics was inevitably inflated by the inclusion of unidentified pre-school and junior primary teachers. Because of these factors, it is reasonable to assume that the

sample statistics for teaching level are more accurate and reliable than those for the population which were based on incomplete data. Table 3 also clearly shows that the Protective Behaviours program has not penetrated secondary schools to the same extent that it has at other levels.

Table 3: Teaching Level of Teachers

Teaching Level	Percent of Population (n = 8,091)	Percent of Sample (n = 957)
Pre-school - Junior Primary	22.7	52.3
Primary	53.8	37.9
Secondary	8.5	7.9
Unknown	15.0	1.9

TEACHERS' USE OF THE PROTECTIVE BEHAVIOURS PROGRAM

a) Patterns of Use

In order to generate precise information about teachers' use of particular features of the program, teachers were asked to respond to questions about their use of five features of the Protective Behaviours program. These five features (with abbreviations used in Tables and Charts below) were:

- First Theme (Abbreviation = 'Right to Feel Safe')
    - explanation and reinforcement of theme: 'We all have the right to feel safe'
    - identification and labelling of 'early warning signs'
    - declaring 'personal emergencies'
- Second Theme (Abbreviation = 'Tell')
    - explanation and identification of personal 'network'
    - reinforcement of 'persistence expectation'
    - identification of personal safety strategies
- Uncomfortable and Confusing Touching (Abbreviation = 'Sexual Touching')
    - explanation of 'body ownership'
    - identification of 'private parts'
    - identification and application of personal safety strategies

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- Physical Violence
  - identification of types of physical violence
  - identification and application of personal safety strategies
- 'What if ...' problem solving strategy (Abbreviation = 'Problem Solving')
  - identification and discussion of hypothetical, unsafe situations
  - identification and application of personal safety strategies

Teachers' use of these five features of the program in the two years after training and during the survey period is shown in Figure 7.

Figure 7: Percent of Teachers Using Features of Program
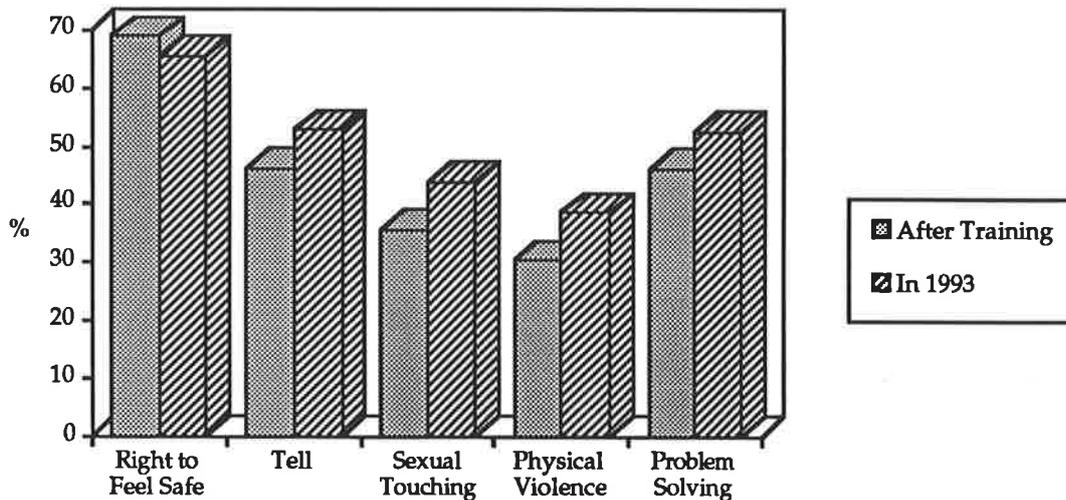
More precise data on the *extent* of use of the five main features of the program are presented in Table 4. Teachers were allocated to one of five 'non use/use' categories for each of the features of the program. The first category contains teachers who indicated that they had never taught any aspect of the Protective Behaviours program. As teachers in this group were directed away from further questions about specific features of the program, they constituted a constant 'non use' group for each feature (20.8% of all teachers). The second 'non use' group in each feature contains teachers who did not use that particular feature but used other features. In 1993, this group of selective 'non users' varied from a low 13.8% of teachers for the 'Right to Feel Safe' feature, to

a high 40.4% of teachers who did not teach the 'Physical Violence' feature. This group, together with the constant 20.8% of teachers who made up the 'never used' group, constitute the total 'non use' group for each feature.

Users of the program were divided into three levels of use depending on the extent of detail taught for each feature.

Table 4: Percent of Teachers' Using Features of the Program Following Training and in 1993
(n = 957)

Feature of Program	Extent of Use	In Two Years Following Training	In 1993
Right to Feel Safe	Never used any P.B.	20.8	20.8
	Non use this feature	10.3	13.8
	Non use total	**31.1**	**34.6**
	A little use	9.4	8.5
	Some use	32.5	26.9
	Great deal of use	27.0	29.9
	Use total	**68.9**	**65.4**
Tell	Never used any P.B.	20.8	20.8
	Non use this feature	32.9	26.2
	Non use total	**53.7**	**47.0**
	A little use	6.8	11.5
	Some use	19.1	19.3
	Great deal of use	20.4	22.2
	Use total	**46.3**	**53.0**
Sexual Touching	Never used any P.B.	20.8	20.8
	Non use this feature	43.3	35.3
	Non use total	**64.3**	**56.1**
	A little use	8.0	8.8
	Some use	17.8	23.9
	Great deal of use	9.9	11.2
	Use total	**35.7**	**43.9**
Physical Violence	Never used any P.B.	20.8	20.8
	Non use this feature	48.7	40.4
	Non use total	**69.5**	**61.2**
	A little use	5.6	8.5
	Some use	14.8	17.6
	Great deal of use	10.1	12.7
	Use total	**30.5**	**38.8**
Problem Solving	Never used any P.B.	20.8	20.8
	Non use this feature	30.0	26.5
	Non use total	**53.8**	**47.3**
	A little use	9.2	9.7
	Some use	16.6	17.1
	Great deal of use	20.4	25.9
	Use total	**46.2**	**52.7**

Two scales with five items in each were calculated for program use during two time periods - during the two years after training, and during the survey period (see Table 5).

Table 5: Means, Standard Deviations and Reliability Coefficients of Program Use Scales.

Summated Scale	Number of Items	Reliability Coefficient	Mean	Standard Deviation
Use after Training	5	.91	5.6	5.1
Use in 1993	5	.90	5.0	4.9

A strong positive correlation between past and current use (Pearson correlation coefficient $r = .52$, $p < .01$) indicates that teachers who used the program after training tended to continue using the program through to the present time. Similarly, teachers who did not use features of the program after training, also tended not to teach the program during 1993.

The most widely taught feature of the program was the first theme relating to children's right to personal safety, with about two thirds of all teachers indicating that they taught this feature in 1993. Conversely, the least taught features of the program were those sections dealing with personal and domestic violence, and confusing and uncomfortable touching.

Data on teachers' use of all five features of the program are presented in Table 6. Around 27% of teachers taught all features of the program, with most indicating that they went into varying levels of detail in each of the five areas of the program. However, only a small proportion of teachers (under 4%) reported teaching all of the program in great detail.

Table 6: Percent of Teachers Using All Features of the Program in 1993 (n = 957)

Extent of Use of All Features of Program	Percent of Teachers (n = 957)
A little use of all features	4.1
Some - great deal of use of all features	19.4
Great deal of use of all features	3.9
Total	27.4

b) School Level Differences in Patterns of Use

Significant differences exist between patterns of program use by teachers at different school levels (see Table 7). Junior primary school teachers taught more of the program and in greater detail than their colleagues at other levels. Pre-school teachers also taught the program comprehensively but not in as much detail as junior primary and primary teachers. This is particularly so with the two least taught features overall; only four to six percent of pre-school teachers reported teaching about personal and domestic violence, and confusing and uncomfortable touching in detail. Finally, low participation levels and low overall use rates by secondary teachers confirm that the program has had minimum impact at secondary level.

Table 7: Percent of Teachers at Different School Levels Using Features of the Program
(n = 939; Missing Cases = 18)

Feature of Program	Extent of Use	Pre-school (n = 190)	Junior Primary (n = 310)	Primary (n = 363)	Secondary (n = 76)
Right to Feel Safe	Never used any P.B.	11.6	13.2	27.3	43.4
	Non use this feature	-	10.1	-	34.3
	Non use total	*11.6*	*23.3*	*27.3*	*77.7*
	A little use	17.9	6.1	6.6	3.9
	Some use	40.5	29.0	22.9	6.6
	Great deal of use	30.0	41.6	24.2	11.8
	Use total	*88.4*	*76.7*	*73.7*	*22.3*
Tell	Never used any P.B.	11.6	13.2	27.3	43.4
	Non use this feature	25.3	22.0	26.4	39.5
	Non use total	*36.3*	*35.2*	*53.7*	*82.9*
	A little use	27.4	11.3	5.2	2.6
	Some use	20.5	20.3	20.9	6.6
	Great deal of use	15.5	33.2	20.2	7.9
	Use total	*63.7*	*64.8*	*46.3*	*17.1*
Sexual Touching	Never used any P.B.	11.6	13.2	27.3	43.4
	Non use this feature	36.8	32.3	34.7	39.5
	Non use total	*48.4*	*45.5*	*62.0*	*82.9*
	A little use	22.1	8.1	4.4	1.3
	Some use	25.8	33.5	19.6	5.3
	Great deal of use	3.7	12.9	14.0	10.5
	Use total	*51.6*	*54.5*	*38.0*	*17.1*
Physical Violence	Never used any P.B.	11.6	13.2	27.3	43.4
	Non use this feature	45.8	39.1	37.7	39.6
	Non use total	*57.4*	*52.3*	*65.0*	*83.0*
	A little use	16.8	7.7	5.8	3.9
	Some use	20.0	19.7	17.6	6.6
	Great deal of use	5.8	20.3	11.6	6.5
	Use total	*42.6*	*47.7*	*35.0*	*17.0*
Problem Solving	Never used any P.B.	11.6	13.2	27.3	43.4
	Non use this feature	23.1	22.3	27.0	39.6
	Non use total	*34.7*	*35.5*	*54.3*	*83.0*
	A little use	22.1	7.4	6.6	3.9
	Some use	21.1	20.3	16.0	2.6
	Great deal of use	22.1	36.8	23.1	10.5
	Use total	*65.3*	*64.5*	*45.7*	*17.0*

ACCOUNTING FOR TEACHERS' USE AND NON USE OF THE PROGRAM

a) Teachers' Reasons for Non Use of the Program

When asked to indicate their reasons for not teaching any parts of the program, about two thirds of teachers in the 'non use' group indicated that they had not had the opportunity to teach the program due to circumstances largely beyond their control (not having access to a class to teach, being a specialist teacher,

being in a school which did not have a policy on the teaching of the program, etc.) (see Table 8).

Table 8: Teachers' Reasons for Complete Non Use of the Program

Reason for Non Use	Percent of Teachers (n = 199)
Limited class teaching time	25.6
Too mobile moving from school to school	9.5
Someone else taught it to class	12.1
P.B. not part of school's curriculum	17.1
Chose not to teach P.B.	18.6
Other non-specified reason	17.1

Only 18.6% of this group (or only 3.9% of the total sample) indicated that they actively chose not to teach the program, even though they had the opportunity to teach the program.

b) Teachers' Reasons for Selective Non Use of the Program

Teachers who did not teach particular parts of the program in detail were asked to identify the reasons for their decisions. For three features of the program ('Tell', 'Sexual Touching', and 'Problem Solving') there was strong agreement among teachers about their main reasons for not teaching those features of the program (see Table 9).

With the exception of pre-school teachers, over 80% of teachers in the selective 'non use' group cited doubts about the willingness and capacity of adults to act on child disclosures, as the main reason for not teaching about 'Tell'. In the case of pre-school teachers, their reasons centred on the age related inability of their young students to understand concepts like networking, and to actually select appropriate adults for a support network. In the case of 'Sexual Touching', about two thirds of teachers in the selective 'non use' group indicated that there was no need to be explicit about these matters, and that this was the reason why they did not teach that part of the program in detail.

Interestingly, 72% of junior primary teachers and 59% of pre-school teachers also cited possible parental objections as a factor in their decision making.

Table 9: Comparison of Teachers' Reasons for not Teaching Features of the Program

Feature of Program	Reason not Taught	Pre-school	Junior Primary	Primary	Secondary
Right to Feel Safe		(n = 57) %	(n = 68) %	(n = 65) %	(n = 7) %
	- Students carried away with 'Rights'	17.5	23.5	24.6	14.3
	- Parents might object	33.3	26.5	23.4	14.3
	- Students not understand	43.9	31.9	31.3	42.8
	- Too simplistic	5.2	1.5	23.4	28.6
	- Too idealistic; irrelevant	12.3	9.0	9.4	-
Tell		(n = 103) %	(n = 110) %	(n = 91) %	(n = 10) %
	- Students too young to understand	78.6	67.3	30.8	10.0
	- Students unable to select Network	71.9	62.4	40.7	22.2
	- Adults not act if told things by student	57.0	82.6	88.7	84.6
	- Parents object - 'going behind backs'	43.6	50.0	43.9	33.3
	- Don't know enough about Networks	43.6	49.0	36.4	11.1
	- Not fair on students to make them 'tell'	26.0	25.7	21.3	44.4
Sexual Touching		(n = 124) %	(n = 160) %	n = 121 %	(n = 9) %
	- Felt embarrassed	25.0	41.5	39.7	22.2
	- Unsure how to teach sensitive issues	42.7	56.5	48.3	28.6
	- Parents might object	59.0	72.8	54.1	42.8
	- Prefer non-sexual example of touching	74.2	68.5	59.5	57.1
	- No need to go into detail	62.6	71.6	67.9	63.2
	- May upset student victims of abuse	20.2	24.0	25.8	42.8
	- Worried if student disclosed abuse	24.1	24.1	35.5	28.6
	- Teaching about sex not part of P.B.	26.0	31.2	27.0	33.3
Physical Violence		(n = 105) %	(n = 132) %	(n = 132) %	(n = 10) %
	- No need - few students abused	25.2	21.4	36.4	30.0
	- Worried students disclose abuse	14.3	14.9	17.8	40.0
	- May upset student victims of abuse	20.8	23.8	33.3	55.5
	- Uneasy 'intruding' in family business	34.3	41.7	46.2	40.0
	- Unrealistic for children to resist adults	28.8	17.4	16.9	40.0
	- Worried students accuse parents	25.5	27.1	35.5	40.0
Problem Solving		(n = 77) %	(n = 100) %	(n = 84) %	(n = 8) %
	- Disliked use of hypothetical situations	27.4	19.2	33.4	37.5
	- Preferred using actual experiences	80.5	75.0	69.0	62.5
	- Worried about frightening students	57.6	58.1	49.4	50.0
	- Too complex and sensitive	45.3	44.4	48.9	25.0

In the other two areas of the program ('Right to Feel Safe', and 'Physical Violence'), there was generally less agreement amongst teachers about their reasons for selectively omitting these features. In both cases there was some support for reasons linked to encroaching on 'family matters' (over 40% of junior primary and primary teachers in relation to teaching about

inappropriate adult to child physical actions, and between a quarter and a third of teachers in relation to teaching about children's 'right' to personal safety). However, other reasons attracted considerably less support from teachers.

c) Teachers' Reasons for Teaching the Program in Detail

Teachers who taught parts of the program in detail were also asked to identify the reasons for their decisions. Most teachers in the 'detailed use' group believed in and generally endorsed the rationale for the Protective Behaviours program. That is, their reasons for teaching the program were related to the perceived benefits of the program for children. For example, between 78% and 90% of teachers who taught about 'Sexual Touching' in detail, did so because they believed that such explicit and detailed teaching could help children protect themselves against threats to their sexual safety (see Table 10).

Similarly, high proportions of 'detailed use' teachers at junior primary and primary levels (more that 70% and 82% respectively) believed that establishing a network of supportive adults could reinforce the idea that children shouldn't keep 'bad secrets' but tell someone on their network.

Other frequently cited justifications for teaching the program also related to the philosophical foundations of the program. There was widespread endorsement of the concept of children's rights (close to 90% in all except the primary group), as well as for the related idea that children should learn to exercise some control over what happens to them in life (around 76% in all groups).

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Table 10: Comparison of Teachers' Reasons for Teaching the Program in Detail

Feature of Program	Reason Taught in Detail	Pre-school	Junior Primary	Primary	Secondary
Right to Feel Safe		(n = 71) %	(n = 148) %	(n = 98) %	(n = 9) %
	- Linked to counter harassment program	45.1	62.2	61.2	66.7
	- Believed students need control of lives	76.3	76.0	77.0	77.8
	- Believed students need to be aware of threats	66.2	66.2	58.2	77.8
	- Believed students need to be aware of 'early warning signs' when unsafe	84.2	74.8	77.3	66.7
	- Believed in children's 'Rights'	86.7	88.6	78.6	88.9
Tell		(n = 53) %	(n = 120) %	(n = 99) %	(n = 8) %
	- Saw advantages of support network	55.7	80.0	70.7	87.5
	- Believed students capable of selecting right people for network	21.2	47.9	41.2	50.0
	- Felt confident teaching networking	37.0	58.8	46.3	75.0
	- Believed in reinforcing idea that children shouldn't keep 'bad' secrets	69.8	82.0	72.2	75.0
	- Believed that adults would be responsible if children disclosed	74.0	66.7	54.2	50.0
Sexual Touching		(n = 16) %	(n = 61) %	(n = 67) %	(n = 8) %
	- Believed students ought to know	56.3	60.7	62.3	75.0
	- Felt comfortable discussing sexual matters with students	35.7	45.9	30.3	71.4
	- Thought students could cope with sensitive issues like sexual touching	14.3	27.7	44.6	75.0
	- Felt confident of stopping disclosures in class	30.8	47.5	49.2	75.0
	- Believed teaching could help children protect themselves	78.6	92.1	79.1	85.7
Physical Violence		(n = 23) %	(n = 78) %	(n = 60) %	(n = 7) %
	- Believed could teach alternatives to physical violence	52.2	78.2	68.3	85.7
	- Believed parents wanted children taught how to deal with threats	39.1	64.5	54.2	57.1
	- Linked to behaviour management	54.5	76.3	74.6	57.1
Problem Solving		(n = 48) %	(n = 113) %	(n = 103) %	(n = 8) %
	- Thought easiest part of program to use	43.8	41.6	28.2	-
	- Thought good teaching strategy	70.9	73.4	66.7	55.5
	- Believed hypotheticals better than real life examples	50.0	50.0	44.9	50.0
	- Encouraged students to consider many options	76.5	83.8	78.2	88.9

Of less importance to these teachers were reasons relating to their competence and confidence to teach the program. Only 30% of primary teachers, for example, indicated that they taught problem solving strategies because they found such approaches easy to teach. Around the same proportion of primary teachers indicated that one of the reasons they taught 'Sexual Touching' was

because they felt 'comfortable' dealing with such issues. Conversely, the majority of teachers in the 'detailed use' group indicated that their personal 'comfort' did not influence their decision making in this area.

An apparent paradox was revealed between the responses of teachers in the 'detailed use' group and those of teachers in the selective 'non use' group. Pre-school teachers in the 'detailed use' group were less inclined to select reasons that referred to the abilities of their students, than were their colleagues at other school levels. Only 21% of pre-school teachers compared with 48% of junior primary teachers indicated that evaluations of the ability of their children - in this case their ability to select appropriate people for their network - influenced their decision making. This was not the case in the selective 'non use' group where pre-school teachers, more than other teachers, linked judgements of the ability of their students to their decision making about aspects of the Protective Behaviours program.

d) Training and School Support Factors Affecting Teachers' Use of the Program

Teachers' reasons for deciding to use or not use features of the Protective Behaviours program provide a rich source of insight into the overt decision making of teachers. However, they only partially help explain teachers' use and non use of the program. A consideration of other factors related to the training experiences of teachers, and the nature and level of school-level support received, is also needed.

On a five point Lickert-type scale, teachers rated their level of motivation to undertake training in Protective Behaviours, and their level of satisfaction with their training. They were also asked to indicate and whether or not they undertook extra training beyond the minimum expected by employing authorities, whether their school had developed clear plans for the implementation of the program, and whether their principal supported and

promoted the acceptance and implementation of these plans. Finally, they were asked to indicate, on a five point Lickert-type rating scale, the extent to which they took part in school level professional development activities like planned observation of another teacher, discussions with other teachers, and so on. Teachers' responses were then correlated (Spearman's rank correlation coefficient) with their score on a ten item summated scale of 'Program Use' (see Table 14 for details of scale reliability). Correlations are shown in Tables 11 and 12.

There was no relationship between teachers' use of the program and two of the training factors relating to being consulted about the content and organisation of training. However, small but positive correlations were evident between program use and teachers' motivation to be trained in Protective Behaviours, and their satisfaction with their training.

Table 11: Correlations between Use of the Program and Training Variables

Variable	2	3	4	5
1. Program Use	.21*	.08	.09	.20*
2. Motivation to train		.30*	.23*	.30*
3. Consulted about content of training			.54*	.21*
4. Consulted about organisation of training				.23*
5. Satisfaction with training				

*p < .01

Correlations between use of the program and school support factors were all positive and statistically significant, although relatively small (Spearman correlation coefficients ranging from $r_s = .26$ for additional training and use, to $r_s = .11$ for school plans and use of the program; $p < .01$; n = 957) (see Table 12). These factors were also highly inter-correlated (between $r_s = .8$ and $r_s = .9$), suggesting that when school level implementation activities occurred, they were often linked, rather than 'one-off' events. However most of the inter-correlation can be traced to the widespread lack of provision of school level support.

Table 12: Correlations between Use of the Program and School Level Support Factors

Variable	Correlation with Program Use
1. Clear plans	.11*
2. Principal supports plans	.21*
3. Bought resources	.19*
4. Discussed at meetings	.18*
5. Observed other teacher	.18*
6. Visited other school	.18*
7. Discussed with Advisor	.18*
8. Wrote parts of curriculum	.20*
9. Planned workshops	.19*
10. Read literature	.19*
11. Listened to expert	.19*
12. Team taught	.19*
13. Joined support group	.20*
14. Had more training	.26*

*p < .01

The relationship between these factors and teachers' use of the program can be demonstrated in another way. Approximately two thirds of teachers who received various forms of in-school support linked to the program were identified as medium to high level users of the program (see Table 13). This is in contrast with teachers who did not receive support. On average, only 40%-45% of teachers who received no support achieved medium to high levels of use of the program.

The figures presented in Table 13 show that only fairly small proportions of teachers actually received school level support to implement the Protective Behaviours program. While two thirds of teachers reported that their school purchased extra teaching resources to support the teaching of the program, and nearly 60% reported that their school had a clear plan for the implementation of the program, only about a quarter of teachers, on average, participated in school level professional development activities related to the program. The most common activities undertaken by teachers were participation in discussions about the program, and reading literature relevant to the program. More practical and practice oriented activities like team

teaching the program with another teacher, or observing another teacher using the program were undertaken by less than 20% of teachers.

Table 13: Implementation Factors Affecting Teachers' Use of the Program

Implementation Factor	Percent of Teachers Identifying Factor (n = 957)	Percent of Group Identified as Non-Low Level Users	Percent of Group Identified as Medium-High Level Users
Training			
- Highly motivated to attend training	35.8	37.3	62.7
- Highly satisfied with training	26.2	39.2	60.8
- Participated in extra training	26.2	34.6	65.4
School Level Support			
- School had clear implementation plans	58.8	41.8	58.2
- Principal promoted implementation plans	30.1	33.0	67.0
- School purchased extra teaching resources	65.5	42.4	57.6
- Participated in discussions about using P.B.	34.1	38.0	62.0
- Observed other teacher teaching P.B.	17.3	33.7	66.3
- Visited other school to discuss P.B.	10.2	32.7	67.3
- Discussed P.B. with Support Teacher	22.9	34.2	65.8
- Undertook curriculum writing for P.B.	23.9	31.4	68.6
- Read literature relevant to P.B.	34.6	36.6	63.4
- Listened to outside 'expert' talk on P.B.	27.9	34.8	65.2
- Team-taught P.B. with another teacher	20.4	32.3	67.7
- Joined group to support teaching of P.B.	18.1	29.5	70.5

e) Teacher Beliefs which Influence Use of the Program

An important outcome of the pilot study of teachers' perspectives on the use of the Protective Behaviours program was the identification of a tenuous link between teachers' beliefs about the prevalence of child abuse in their area, their belief in the efficacy of the program, and their actual teaching of the program. To further investigate the relationship between teacher beliefs and program use, teachers were asked in this study to indicate their level of agreement with belief statements like the following.

- 'I find it really hard to believe that child abuse and neglect is so prevalent because I haven't seen much evidence of it myself'.

- 'The media have sensationalised stories of child abuse so much it is now difficult to believe anything'.

- 'If child abuse and neglect is as prevalent as is claimed, I would have come across more instances of it in the classes I've taught than I have'.

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Teachers' responses to these and several other items were summed to produce a 'Discounting - Denial' score.

Teachers were also asked to indicate their level of agreement with statements about the efficacy of school based abuse prevention initiatives. Again, their responses were summed to produce a 'Prevention Efficacy' score. The reliability coefficients of these two scales, and the 'Program Use' scale are presented in Table 14.

Table 14: Reliability Coefficients of Summated Scales for Program Use, Discounting - Denial, and Prevention Efficacy.

Summated Scale	Number of Items	Reliability Coefficient
Program Use	10	.91
Discounting - Denial	5	.68
Prevention Efficacy	2	.67

Correlation coefficients were then calculated between teachers' scores for these factors (see Table 15). Correlations between use of the program and the two beliefs factors were positive and statistically significant, although relatively small. There was a slight tendency for teachers who discounted the scope and severity of child abuse to use the program less than those who accepted that child abuse was prevalent. On the other hand, teachers who believed that the program could be effective in helping to prevent child abuse were more likely to implement the program than those who doubted its efficacy.

Table 15: Correlations between Use of the Program and Beliefs Variables

Variable	2	3
1. Program Use	-.17*	.26*
2. Discounting - Denial		.02
3. Prevention Efficacy		

*p < .01

To investigate whether or not teachers' beliefs about child abuse were influenced by their personal experiences of abuse, and their contact with

abused children, comparisons of mean scores were made between abused and non abused teachers, and between teachers who had and had not suspected that some of the children in their classes were abused. The mean 'Discounting - Denial' score of teachers who admitted having memories of being abused as a child was lower than for non-abused teachers, while their 'Program Use' and 'Prevention Efficacy' mean scores were higher (see Table 16).

Table 16: Comparison of Mean Scores of Teachers who were Abused and Not Abused as Children (Missing Cases = 83)

Variable	No Memory of Childhood Abuse (n = 692)	Memory of Childhood Abuse (n = 182)	t	df	Sig.
1. Program Use	10.14	13.56	4.73	872	.000
2. Discounting - Denial	11.47	10.6	3.53	872	.000
3. Prevention Efficacy	8.3	8.59	2.83	872	.005

A similar pattern was evident in the mean scores of teachers who suspected that children in their classes had been abused, compared with those who had not suspected abuse (see Table 17). These results confirm the finding of the qualitative pilot study that personal experiences influence, to some extent, teachers' beliefs about the prevalence of child abuse, and the likely efficacy of school based prevention initiatives

Table 17: Comparison of Mean Scores of Teachers who Suspected Abuse and Did Not Suspect Abuse in Class (Missing Cases = 31)

Variable	No Suspicions of Abuse in Class (n = 228)	Suspicions of Abuse in Class (n = 698)	t	df	Sig.
1. Program Use	7.64	11.80	6.33	924	.000
2. Discounting - Denial	12.52	10.99	6.83	924	.000
3. Prevention Efficacy	8.18	8.39	2.32	924	.000

STRATEGIES TO PROMOTE THE TEACHING OF THE PROGRAM

Teachers were asked to rank three strategies which they believed would promote the wider teaching of the Protective Behaviours program. The most frequently cited strategies related to the development of more detailed and specific curriculum materials (47.3% of teachers), and the provision of more school level training and development (46.8% of teachers), although the most common first ranked strategy involved making Protective Behaviours a compulsory part of every school's curriculum (see Table 18). There was also considerable support for broad based community education in the area of child protection.

Table 18: Strategies to Promote the Teaching of the Program

Strategy to Promote Teaching of Protective Behaviours	Percent of Teachers Ranking 1st (n = 957)	Percent of Teachers Ranking 2nd (n = 957)	Percent of Teachers Ranking 3rd (n = 957)	Total Percent of Teachers Ranking 1, 2, or 3 (Σ > 100%)
- Make P.B. compulsory part of curriculum	27.3	6.3	5.2	38.8
- Employer provide more training	12.0	13.5	9.3	34.8
- Provide more training at school level	19.5	15.2	11.5	46.2
- Develop more detailed and specific curriculum materials	14.5	19.0	13.8	47.3
- Develop 'workbooks' for students	3.7	8.6	7.1	19.4
- Produce video support resources	1.8	6.3	7.5	15.6
- Appoint specialists with expertise in child protection	6.1	7.5	7.9	21.5
- Develop information kits on child protection for parents	2.5	8.0	11.4	21.9
- Mount community campaign about child protection	9.2	13.9	18.9	42.0
- Other	3.4	1.7	7.4	12.5

Interestingly, there was only one area in which teachers who were medium to high level users of the program differed from low level users and non users of the program. Medium to high level users supported mandating the program in greater numbers than non users and low level users (43% - 34% split; χ^2 = 8.58, df = 1, p < .001).

SUMMARY

The results presented here establish that patterns of use of the Protective Behaviours program by teachers in South Australia vary considerably. A complex web of non use, selective use and detailed use of the five features of

the program by teachers has been outlined. This complexity of use challenges assumptions about the presumed homogeneous implementation of the program in South Australian schools. It also complicates the analysis of factors which account for variability in teachers' use of the program.

However, the results of Study 2 of the evaluation of Protective Behaviours suggest that most of the findings of the pilot study of 35 teachers were found to apply more widely within the Protective Behaviours trained group of teachers state-wide. The patterns of program use and the reasons given by teachers to explain their decisions were largely replicated on a larger scale. As a consequence, all except two of the hypotheses that were investigated in this study (originally stated on pages 125-7), can be accepted. In summary, it was established that

1. **Around 20% of teachers did not teach any part of the program.** Many of these teachers reported not having the opportunity to teach the program. Other factors like lack of support to implement the program at the school level also had some impact on their behaviour.

2. **Most teachers were selective users of parts of the program.** The most frequently used feature of the program was the first theme relating to children's right to personal safety. Ironically, the least taught features of the program ('Sexual Touching' and 'Physical Violence') address the very issues that prompted education and social welfare authorities to initiate programs like Protective Behaviours in the first place - the prevention of child sexual abuse and child physical abuse.

3. **Although selective use of the program was widespread, over 27% of teachers reported teaching all five features of the program.** This was the only finding that was essentially different from the finding of the pilot study. In that case only three of the 35 teachers - around 8% of teachers - taught all five features of the program.

4. **There were few secondary teachers trained in Protective Behaviours, and of those who were trained, few implemented the program.** Lack of integration of the program within the mainstream secondary curriculum probably accounts for such low levels of use.

5. **Junior primary teachers used more features of the program and in greater detail than their colleagues at other levels.** This was not expected. Pre-school teachers were also strong users of the program. However, many chose not to teach several features of the program in detail (those sections on sexual touching and interpersonal violence, for example) due to the perceived immaturity of the children they taught.

6. **Teachers' main reasons for teaching the program related to the perceived benefits of the program for children.** Strong values congruence with program goals was a feature of these teachers' decision making.

7. **Teachers' gave several reasons for not teaching parts of the program.** These included the perceived lack of reliability of some parents to meet the expectations of the program, the inability of some students to comprehend and implement particular strategies, and fear that parents might object to the detailed teaching of the program.

8. **Medium to high level use of the program was linked to the provision of school level support to implement the program.** However, surprisingly few teachers participated in local professional development activities related to the program, indicating a worrying over-reliance on pre-implementation training to prepare teachers to teach the program.

9. **Teachers' beliefs about the prevalence of child abuse, and the efficacy of school based prevention initiatives influenced their use of the program.** There was also some evidence to suggest that teachers' beliefs were influenced by their own experience, or lack of experience, of abuse, and the extent of contact with children who may have been abused.

10. Approximately half of teachers suggested that providing more school level training and implementation support, together with improved curriculum resources, would promote the use of the program.

CHAPTER 7

DISCUSSION OF RESULTS OF STUDY 2

INTRODUCTION

In Chapter 2 of this thesis, Clark and Peterson's (1986) model of 'teacher thought and action' was used to represent, in simplified form, the hypothesised reciprocol relationships between teachers' actions in the classroom, their thought processes, and a range of 'opportunities and constraints' in their professional environment (see Figure 3 reproduced below). The three domains in the model neatly relate implementation outcomes (Teachers' Actions and their Effects) to school level and other support factors (Opportunities and Constraints), and to teacher decision making (Teachers' Thought Processes). The three domains are used in this chapter to focus the discussion of the results of Study 2 of the evaluation.
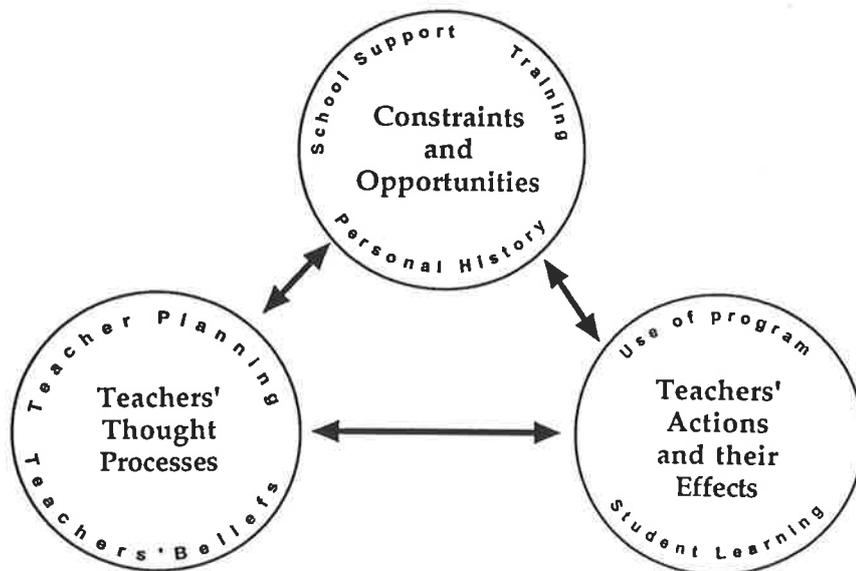
Figure 3: A Model of Teacher Thought and Action (Adapted from Clark & Peterson, 1986: 256)

EVALUATING TEACHERS' ACTIONS AND DECISION MAKING - ADDRESSING THE THREAT OF MORAL RELATIVISM

Before proceeding with a discussion of teachers' 'thoughts and actions' in relation to the implementation of the Protective Behaviours program, a more

profound issue needs to be addressed, that relating to the role of values in evaluation research.

Evaluation research is a value laden enterprise (Parsons, 1990). For example, the finding that 20.8% of teachers did not teach the Protective Behaviours program, has little meaning or relevance until it is interpreted and evaluated from a particular values position. While research in other areas of the school curriculum has revealed similar levels of non use and selective use of programs after training (see Barnett, et al., 1992), whether this finding is 'good' or 'bad', 'acceptable' or 'unacceptable', or even 'predictable' or 'unexpected' depends of the evaluative framework used in interpreting it. Because of this, there is an imperative on educational evaluation researchers to declare their values orientations, and make explicit their preferred social and educational goals and outcomes. This is not a straightforward task as the realm of educational values and beliefs is complex, implicit rather than overt, and at times inherently contradictory.

Earlier in this thesis, two competing views of program implementation were outlined to reveal the value laden and contested nature of the area (see pages 92-5 for a full discussion). A 'fidelity' orientation to program implementation was described. From this perspective implementation is conceived to be a largely technical and mechanistic, uncontested and apolitical process. The superiority of the innovation to be implemented is presumed to establish the rationale for its acceptance by those expected to teach it. An alternate view of implementation - the 'adaptation' orientation - opposes the certainty of the 'fidelity' perspective and acknowledges the complexity and unpredictability of the implementation process.

In this evaluation, a balance was sought between the 'top-downness' of the fidelity perspective, and the 'bottom-upness' of the adaptation perspective. As

a consequence, a number of assumptions about the interpretation of teachers' implementation actions were outlined. It was asserted that:

- there are moral and professional imperatives on teachers to be familiar with and largely embrace the basic rationale for personal safety education (a 'fidelity' perspective).
- that teachers' evaluations of, and modifications to the program are potentially useful and valuable (an 'adaptability' perspective), so long as they do not entail a rejection of the basic rationale for personal safety education (a 'fidelity' perspective).
- that explanations of teachers' actions were, in most cases, more appropriate than approbation or criticism.

This position was articulated so that the values underpinning judgements of teachers' actions and decision making would be explicit.

However, post modernism issues a challenge to this position. Cohen (1993) contends that the persuasively argued claim of moral relativists that values are mere social constructs has eroded the moral base of all 'social causes'. He laments the 'death of meta-narratives' - the universal, foundational bases of social morality - as their demise has provided opponents of the children's rights movement with 'new philosophical dignity' (Cohen, 1993: 111). Derivative claims are frequently made that the values and standards enshrined in child protection legislation and intervention programs are middle class, ethnocentric, individualistic, alien and imposed (see Swift, 1995).

While conceding that child protection and human rights values are socially constructed, Cohen (1993) refuses to join what he calls the 'emergent epistemological circus' led by an 'intellectual *avant garde*'. He argues that 'no amount of deconstructive scepticism should deny the force with which we

defend these values', as the alternative would be to 'cynically acquiesce' to relativistic moral apathy. Little would 'matter' any more; human rights could be 'violated', and children could be sexually 'exploited' without moral censure, or worse, without some form of intervention aimed at stopping the torture or abuse (Cohen, 1993: 111-13).

Cohen's counter argument to the relativism of post modernism concedes that moral absolutism is no longer tenable, but that some core values - albeit, socially constructed - should be reasserted to underpin a collective understanding of what social interventions are 'acceptable' and 'unacceptable'. While this discourse is as vulnerable to de-construction as any other, it represents a base position from which justifications of child protection initiatives may proceed tentatively in an increasingly sceptical post modern era. While moral certainly has evaporated, it should not be superceded by a form of social and moral paralysis brought on by the 'precious nonsense' (Norris, 1992: 17) of uncritical post modernism. Consequently, the values position adopted in this evaluation - that there are moral and professional imperatives on teachers to be familiar with and largely embrace the basic rationale for personal safety education - is reaffirmed.

From this position, a somewhat critical analysis of teachers' actions, and their explanations of their actions, can proceed. The analysis is predicated on the view that programs like Protective Behaviours have a place in the child abuse prevention equation, and that teachers should teach them, albeit in ways that are collectively negotiated at the school level.

TEACHERS' USE OF THE PROGRAM

a) Promotion of Children's Rights

More than three quarters of the teachers surveyed reported that they taught the key personal safety principle about children's 'right to feel safe'. Most of these teachers indicated that they

- frequently repeated the theme: 'We all have the right to feel safe'
- explained what this means in a variety of ways
- talked about feelings associated with being unsafe - children's so called 'early warning signs'
- described and made distinctions between safe and unsafe situations
- made links between the right to feel safe, and other children's rights
- made links between the right to feel safe and the rationale for school and class rules.

This is a significant finding as it demonstrates the extent to which the liberal-democratic notion of personal rights is actively promoted and applied to children by teachers within a personal safety curriculum framework. This finding is consistent with other research into teacher's changing values orientations, particularly as they apply to the status of children in schools, and the approaches used to 'manage' the social dimensions of school life (Knight, 1991). It confirms the trend, reported by Johnson, Whitington, and Oswald (1994), away from authoritarian and hierarchical relationships in schools towards more democratic and socially negotiated relationships. Many teachers in South Australian junior primary and primary schools, in particular, embraced these ideals and were prepared to promote them through a variety of programs, including Protective Behaviours. The possible combined impact of these 'social skills - personal responsibility' programs on children is discussed in Chapter 10 of this thesis.

b) Selective Non Use of Key Features of the Program

While there was widespread teaching of the general notion that children have a right to personal safety, it is perhaps ironic that the least taught features of the Protective Behaviours program ('uncomfortable and confusing touching' and 'personal physical violence') address the very issues that prompted education and social welfare authorities to initiate programs like Protective Behaviours in the first place - the prevention of child sexual abuse and child physical abuse. Such selective omission of key features of the program severely limits its potential to impact on student learning; quite clearly, if students aren't taught key personal safety knowledge and strategies then no claims can be made about the impact of personal safety programs on student learning.

Perhaps more importantly, unless selective non use of the program is acknowledged, and its potential limiting impact on student learning is accepted, child protection advocates may be falsely confident that school based prevention strategies are in place. This false confidence was recently reflected in the comments of a senior state Minister who declared that Protective Behaviours was widely 'taught' in schools in South Australia (Lucas, 1995), despite the ready availabilty of disconfirming evidence (Johnson, 1995).

c) Low Levels of Program Use in Secondary Schools

One of the most striking features of the analysis of program use, was the very low level of use in secondary schools. With only about 700 secondary teachers trained in Protective Behaviours, and a use rate by those of around 20%, the program was virtually non-existent in high schools.

The obvious implication of this is that most early adolescents do not receive specific and detailed teaching at school about how to identify and avoid sexual exploitation, or physical and emotional victimisation, just at a time when 13-15

year old girls, in particular, are at greater risk of sexual abuse than other age groups (Angus & Wilkinson, 1993).

TEACHERS' THOUGHT PROCESSES

a) Teachers and their Beliefs: The 'True Believers'

An analysis of teachers' reasons for teaching the program revealed strong support for the philosophical foundations of the program. This is significant as the program promotes many previously marginalised views about childhood, and the rights and status of children in schools and society generally. For example, the program encourages children to assert their rights to sexual, physical and emotional well-being, often over the rights of adults. It challenges the mostly implicit rules which require children to defer to adult authority, and accept it unquestioningly. In short, the program challenges strongly held beliefs about authority relationships in schools and families. Yet many teachers who taught the program overtly endorsed these values and used them to justify their teaching of it. They appeared to have made a decision - *in principle* - to teach the program. However, not all teachers accepted the philosophy and rationale of the program; unlike the 'true believers', many of these teachers questioned the need for the program due to their denial of the problem of child abuse in their community.

b) Teachers and their Beliefs: The 'Discounters'

Teacher denial of the scope and severity of child abuse emerged as an interesting but rather elusive explanatory factor in both Study 1 and Study 2. While 'teacher discounting' was weakly linked to teachers' non use of the Protective Behaviours program, the complexities of the denial process remained largely hidden. Killen's (1995) 'client over-identification' thesis is one account of the process, but it too fails to offer a really adequate explanation;

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there are still many unanswered questions about the psychology of teacher denial.

Orthodox psychoanalysts describe denial as an unconscious mechanism for coping with guilt and other disturbing psychic realities. Freud made a distinction between 'repression' and 'disavowal' (or denial), but paid more attention to the former. 'Repression' applies to defence mechanisms which help individuals cope with unsettling or anxiety causing demands which emanate from within. 'Disavowel' or denial applies to defences against anxiety causing elements external to an individual, that is, in external 'reality' (Wangh, 1989). It is this form of psychological defence that is of interest to researchers who seek to explain both individual and collective 'self-deception' (Goleman, 1985).

It is interesting to note that the subject of denial of external information has preoccupied researchers and commentators from many disciplines. For example, at the societal level, Goleman (1985) comments on the wholesale denial by the vast majority of Americans of the threat of nuclear war during the Cold War era. Similarly, Umberson and Henderson (1992) and Cohen (1993) examine state sponsored and media supported collective denial of the scale of death during the Gulf War. At the individual level, medical researchers have examined the phenomenon of denial in terminally ill patients (Smith, 1993), in those diagnosed as HIV-positive (Earl, 1992), and in the parents of recently brain injured children (Williams, 1994). Even studies of children's coping strategies in social situations (see for example, Mellor-Crummey, 1989) reveal that children quickly learn to endorse and use denial strategies to construct a web of shared myths or self-deceptions. From this brief foray into the diverse literature on the psychology of denial, it seems that denial is a widespread social and psychological phenomenon.

In view of these findings, the revelation that some teachers' in the study denied the existance of child abuse is not surprising. However, several issues need further exploration in light of the finding that teachers' denial, in this instance, was linked to teachers' lack of personal 'experience' of abuse.

The question of what constitutes 'experience' is salient here. Social psychologists have long maintained that what is 'experienced' is shaped by perceptual filters which focus attention in particular ways. With a flood of stimuli available to the senses every moment, such filters are essential to help the central nervous system cope with numerous and diverse stimuli. However, there is a cost associated with selective perception.

> Perception is selection. Filtering out information is, in the main, for the good. But the very capacity of the brain to do so makes it vulnerable to skewing what is admitted to awareness, what rejected. ... [T]he differences in what people filter out would appear to produce a different consciousness of the external environment, each person biasing his admission or rejection of sensory signals.
> (Goleman, 1985: 21)

In the case of teachers involved in this study, their implicit and unconscious perceptual filters probably influenced what they attended to in their classroom environment, and helped define what they later recalled as their 'experience' or lack of 'experience' with abused children. If this account is accepted, then an interesting paradox emerges about the use of the term 'denial'. In order to use the term 'denial' to describe teachers' statements about not believing the incidence of abuse, it has to be assumed that they knew about what it was that they claimed not to know, otherwise the term 'denial' is inappropriate. The concept implies that teachers 'knew' that some of their children could be victims of abuse, but then rejected that possibility because its acceptance caused them some emotional discomfort or anxiety. On the other hand, if teachers claimed not to know about abuse because their unconscious perceptual filters directed their attention away from it, the use of the term

'denial' is a little problematic. The term implies some active and conscious choice by individuals. However, if their capacity to 'see' is influenced, to some extent, by conscious factors as well as by the implicit factors defining their perception, then the term is still of some use. Goleman concludes that attention is probably ruled by both conscious and unconscious influences, revealing a paradox perhaps best captured in one of Laing's (1970) 'knots':

> The range of what we think and do
> is limited by what we fail to notice.
> And because we fail to notice
> that we fail to notice
> there is little we can do
> to change
> until we notice
> how failing to notice
> shapes our thoughts and deeds.
> (Laing, 1970: 56)

In summary, the issue of teacher denial is complex. The operation of selective perception probably unconsciously influenced teachers' capacity to attend to, and process, information in their environment about child abuse. It is also likely that more conscious 'defence mechanisms' were invoked by some teachers to avoid confronting information that may have upset them, or made them anxious. The simultaneous operation of these processes meant that they denied the scope and severity of child abuse, and to some extent, influenced their level of acceptance or rejection of the rationale for the Protective Behaviours program. For some teachers, this diminished the need for the program and justified their non use or selective use of it.

c) Teachers and their Beliefs: The 'Pragmatists'

The thinking and decision making of a third sub-group of teachers - some of the selective non users - was probably more practical and pragmatic than either of the two groups discussed above. These teachers seemed to be concerned with a more pragmatic but very important issue - program utility. In other

words, they were more concerned about whether or not the program 'worked' in practice.

For example, a significant group of teachers (around 80% of selective non users of 'Tell') questioned the efficacy of networking because of doubts about the reliability of adults to act appropriately when contacted by a child. Similarly, many pre-school teachers doubted the ability of their children to set up and use a network of trusted adults. In both cases, considerations of the likely practicality and usefulness of a key strategy in the program influenced their decision not to teach it.

This may be an example of the operation of what Doyle and Ponder (1977) term 'the practicality ethic' in teacher decision making. Doyle and Ponder suggest that many teachers ask at least three basic questions when evaluating new programs.

- Are program requirements congruent with the needs and abilities of those who will use it?
- Is it clear what is required?
- Are the personal costs in terms of time, energy, and threat worth it?

In the case of selective non users of Protective Behaviours, many appear to have decided that parts of the program were not congruent with the abilities of parents and the young children they taught. They also provided insights into the operation of the third factor - personal cost - when citing possible adverse parental reaction to the teaching of sexual matters. These teachers (72% of junior primary and 69% of pre-school teachers in the selective non use group) may have decided that teaching about sexually sensitive and, at times, controversial content wasn't worth the personal anxiety of coping with hostile

parents. They preferred to omit detailed references to sexual misconduct rather than suffer parental criticism.

OPPORTUNITIES AND CONSTRAINTS

a) Implementation Support

While this analysis of teachers' thinking is helpful in partially understanding teachers' decision making, it really begs the question of why some teachers applied these evaluative criteria and others apparently did not? Or, more specifically, why a sizeable group of teachers apparently applied practical considerations, while another group seemed to endorse Protective Behaviours as a matter of principle, and implemented it fairly comprehensively. Dividing teachers into three groups - believers, sceptics and pragmatists - tends to end the debate about what shapes teachers' values and beliefs, and imply an inevitability about teachers' behaviour that is not warranted.

An analysis of the impact of implementation support received by teachers suggests that factors in teachers' school contexts influenced their teaching behaviour and, in all probability, their beliefs about the value of personal safety programs as well. About two thirds of teachers who received school support to implement the Protective Behaviours program went on to be medium to high level users of the program. In contrast, only around 40% of teachers managed to achieve medium to high level use *without* school level implementation support.

It is conceivable that many teachers in the group that received school support did not initially believe in or endorse the philosophical underpinnings of the program, but nevertheless later used the program in a detailed way. Although there is no way to track this retrospectively in the data, Fullan and Stiegelbauer (1991) give some insight into a possible reciprocal relationship between behaviour change and belief change. They write that

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the relationship between changes in behaviour on the one hand, and changes in beliefs or understanding on the other requires careful consideration. It seems that most people do not discover new understandings until they have delved into something. In many cases, changes in behaviour precede rather than follow changes in belief. ... We see then the relationship between behavioural and belief change is reciprocal and ongoing, with change in doing or behaviour a necessary experience on the way to breakthroughs in meaning and understanding.
(Fullan & Stiegelbauer, 1991: 91)

The role of school level implementation support, then, is to help teachers go beyond their initial, probably privately made assessments of the congruence, clarity, and cost of the program, and 'delve' into it to learn more about using it in practice. Commitment to the philosophy and rationale of the program may follow.

Despite the importance of school level support during the arduous process of program implementation, the extent of support for teachers of Protective Behaviours was generally low. While about 60% of schools had clear plans to implement the program, only between 20% and 30% of teachers participated in activities designed to help them achieve those plans. This lack of school level activity probably reflects a misplaced faith in the potency of pre-implementation training in Protective Behaviours. While the vast majority of teachers were satisfied with their six to twelve hours of training, it wasn't sufficient to enable a significant number of them to teach the program.

This finding reinforces, again, the application of 'faulty assumptions and ways of thinking' (Fullan, 1982) about the ways new programs can be introduced in schools. Despite a welter of evidence about the importance of the *process* of implementation, many people still believe that pre-implementation training adequately prepares teachers to teach new programs like Protective Behaviours. The results of this study suggest that this belief is overly rational and naively simplistic. While it might be easier, cheaper and quicker to continue supporting a change strategy which denies the difficulty and

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complexity of program implementation (Johnson & Moraw, 1994), such a policy is likely to fail. The consequences for teachers of such a policy are bad enough - probable censure and blame for low program use - yet the consequences for children are potentially worse with many being denied personal safety education.

b) Limited Opportunites to Teach the Program

Teachers' reasons for not teaching the program at all were quite salient - most indicated that they didn't have the opportunity to teach it because of a variety of factors that were largely beyond their control. While these explanations have some face validity, it could be argued that the lack of direct benefit for children confirms the wastefulness and futility of training so many teachers who didn't have general class teaching responsibilities.

A more lateral view of the potential indirect benefits of this training for other teachers has some plausibility. For example, many of those in the 20.8% non use group were specialist teachers, librarians, student counsellors, and school principals who, potentially at least, could have played a strong, supportive role sustaining the efforts of colleagues who were teaching the program.

A breakdown of the membership of the non user group makes this interpretation problematic, however. For example, twice as many primary teachers as junior primary teachers were non users of the program. These large differences suggest that more fundamental factors may have operated to inhibit program use apart from the stated explanations focussing on lack of teaching opportunities.

c) Low Curriculum Priority

The reasons for the lack of adoption of the program at secondary level can probably be traced to curriculum organisation and priorities, rather than to

individual teacher discretion about teaching personal safety to adolescent students. Before the National Statements and Profiles included personal safety education within Health and Physical Education (see Department for Education and Children's Services, 1994: Section 4-4: 1-10), Protective Behaviours lacked a connection to the formal, well established secondary curriculum. In some secondary schools it was included in pastoral care programs, while in others it was more formally taught in conjunction with health units to do with drug education, and human sexuality. Tenuous links were also made between the program and counter harassment initiatives. However, it appears that the program has never been embraced as an essential part of one of the 'mainstream' subjects in the secondary curriculum.

The lack of systematic teaching of personal safety strategies and concepts at secondary level may be alleviated by wider dissemination and incorporation into the mainstream curriculum (via Band C of the National Curriculum Statement on Health and Physical Education) of the relatively new *Keep Safe* program (introduced in South Australia in 1993). However, experience with the Protective Behaviours program, particularly at other schooling levels, suggests that local support mechanisms will be needed during the implementation of the program. Curriculum materials and resources are necessary, but not sufficient, ingredients for successful program use.

ISSUES OF CONTENTION

The implications of the findings of Study 2 of the evaluation are fairly serious. The revelation that many teachers have chosen not to, or have been unable to, implement the program means that many children do not receive detailed and thorough personal safety education at school. If more teachers are to embrace the program, or derivatives of it, a number of issues of contention amongst teachers need to be resolved. These issues relate to

Need for the Program: At the most fundamental level, some teachers have questioned whether or not there is a need for a program like Protective Behaviours. This view is succinctly, if crudely, presented by Lansdown (1995):

> But if sexual abuse is not a serious threat, children have nothing to protect themselves from. Why should we frighten them with Protective Behaviours and Child Protection Days if thay are not in danger? Of course, if two children in a thousand are in danger, we want to protect the two - but not at the expense of the innocence of the 998.
> (Lansdown, 1995: 2)

Program utility: Many teachers wanted to know whether the program 'works'. Without an endorsement that its rationale is valid, many teachers will probably be reluctant to teach it.

Age appropriateness: Some teachers expressed concerns over whether some of the concepts and strategies (networking in particular) used in the program are suitable for their children.

Explicitness required: Some teachers have questioned the need for explicit and detailed teaching of those aspects of the program about sexual matters, or about adult violence.

Parental and community support: An examination of some of the main reasons given by teachers for not teaching parts of the program suggests that the problem is not all theirs - concerns about serious and damaging parental and community disapproval, for example, place teacher decision making about the program in a wider social context.

Nature and level of support needed to implement the program: Many teachers reported that they did not receive any support to teach the program after training, despite evidence that school level support is linked to program implementation.

ACTIONS TO PROMOTE THE TEACHING OF THE PROGRAM

a) Teacher 'Re-education'

In the tradition of past approaches to teacher development, McVeity (1995) suggests that one way to address low levels of program implementation would be to confront teachers who reject the need for the program with the 'reality' of child abuse in our communities, through a process of 're-education'. However, the complex processes of teacher denial raise questions about the efficacy of teacher training and development approaches designed to address the problem. Approaches which do not take account of these complexities are not likely to reduce the incidence of teacher discounting. Yet to have an impact on teacher discounting, teacher training approaches would need to:

- address the broader issue of teacher selective perception. Teachers would need to become aware of many of their implicit beliefs (what Goldman (1986) calls 'vital lies') and how they influence the way they construct 'reality', including their professional world involving the children they teach. Small scale efforts to do this have proven to be time consuming, costly and personally difficult for the teachers involved (see Johnson & Sturgess, 1996 - forthcoming), suggesting that such confronting processes may be resisted by teachers.

- expose teachers to more powerful evidence of abuse. As teachers in this study tended to use local and personal referents as sources of 'evidence', citing aggregated statistics on community-wide child abuse removes the problem from teachers' personal sphere of interest. Ideally, teachers would need to be made aware of *local* cases of abuse and neglect so that the phenomenon penetrates their personal world. However, this, too, may cause anxiety and be resisted by teachers.

As the dynamics of denial involve personal and shared self-deception, efforts to address it 'from above' through compulsory 're-education' are likely to encounter resistance and opposition from those whose views are challenged. This has been the case with large scale training initiatives for teachers regarding their legal obligations as Mandated Notifiers of child abuse and neglect (Laskey, 1995). Given these serious misgivings about confrontational approaches to teacher development, evolutionary, less dramatic, processes like those discussed below, are preferred.

b) Improved Levels of Support

In the study, about half of teachers suggested that providing more school level support and more detailed curriculum materials would help promote the teaching of the program. Both suggestions reflect practical concerns about the nature and level of support needed to teach the program in depth.

One means to encourage the development and proliferation of curriculum support materials in the area of personal safety would be to use existing mechanisms for the publication of examples of current 'good practice'. The popular *Windows on Practice* series, for example, provides a model for the development of a range of quality resources to support the teaching of personal safety (see Golding and Todd (1994) for an example in this area). Using the principles of Protective Behaviours and other personal safety programs as an underlying framework, these initiatives could provide practical suggestions about how to teach key personal safety concepts and strategies. By abandoning the idea that the principles and strategies of Protective Behaviours need to be embodied in one *official* document, the current 'good practice' of many teachers in the area of personal safety can be harnessed.

The development of a range of materials would address several of the issues of contention raised by teachers who were selective users of the program. For

example, they could provide practical examples of approaches that alleviate concerns about the age appropriateness of sections of the program. Also, they could ease teachers' concerns about the lack of clarity of the program.

Curriculum support materials will not, however, solve all implementation difficulties - the experience of decades of expensive centralised curriculum development testifies to this (see Johnson, 1983). Teachers need support at the local level as they grapple with the day to day difficulties associated with doing something new and challenging. Teachers readily identified the provision of school level implementation support as an important ingredient in the implementation equation. Again, there are local examples of how good practices at the school level can be shared more widely (see Education Department of South Australia, 1989). By presenting exemplars of effective local staff development activity in the area of personal safety, it may be possible to address one of the serious deficiencies in the implementation of Protective Behaviours revealed by this evaluation.

c) Balancing Opportunities and Constraints

These two practical strategies can be seen as interventions to increase the 'opportunities' available for teachers to develop greater expertise in the area of personal safety teaching. However, many teachers also recognised a need to apply overt pressure to reinforce the importance of the rationale for Protective Behaviours. Nearly 40% of teachers surprisingly endorsed a suggestion to mandate the teaching of Protective Behaviours. With the adoption of the national curriculum framework which contains specific reference to the teaching of personal safety skills, this has effectively been done, at the policy level, in South Australia. However, as this study has shown, declaring the adoption of an educational policy at the systems level does not ensure that programs that are consistent with the policy are implemented by teachers in

schools. What is more important is the *local* negotiation of agreed expectations about the teaching of personal safety. As Fullan and Stiegelbauer write

> both pressure and support are necessary for success. We usually think of pressure as a bad thing, and support as good. But there is a positive role for pressure in change. There are many forces maintaining the status quo. During the change process interaction among implementers serves to integrate both pressure and support. ... Pressure without support leads to resistance and alienation; support without pressure leads to drift or waste of resources.
> (Fullan & Stiegelbauer, 1991: 91)

By participating in negotiations about the implications of accepting the over-riding rationale for personal safety education, teachers will be under pressure *from their peers* to utilise a range of support mechanisms to address their teaching in the area.

d) Parent and Community Awareness

Some teachers revealed that one of their reasons for not teaching features of the program was concern over possible adverse parental reaction to the program. It is not surprising, then, that 42% of teachers believed that increasing public awareness about the aims and approaches used in the program would contribute to the wider teaching of the program. While public education about the prevention of child abuse is a priority of the National Child Protection Council, local action by schools to inform parents about issues of personal safety can effectively mobilise support for school based prevention. Recent community reaction to the attempted abduction of several children in the southern suburbs of Adelaide (June, 1995) demonstrates continued public concern over child safety. By linking school personal safety programs to the wider movement to help prevent abuse, parent and community education can reduce the gap perceived by some teachers to exist between program goals and community expectations.

COMPARISONS BETWEEN STUDY 1 AND STUDY 2

Despite using very different methods of subject selection, data collection, and data analysis, the findings of Study 1 and Study 2 were very similar. The major difference was the size of the complete program user group in each study (around 4% in Study 1 and 27% in Study 2).

This difference may have been due to the more probing and demanding exploration of program use that was possible in the interview, compared with the minimalist approach used in the questionnaire. Furthermore, interviewees may have felt free to disclose their varied use of the program as there was no overt or implied 'judgement' of their behaviour by the interviewer; an 'emic' perspective was maintained throughout all interviews. Questionnaire respondents, on the other hand, did not have the benefit of interaction with another non-judgemental person, and may have felt some implied pressure - to be seen as socially and professionally responsible - to perhaps over-state their minimal efforts to use the Protective Behaviours program. Given the nature of the topics surveyed, some 'social desirability response bias' may account for the higher than expected 'full use' response in Study 2.

SUMMARY

Evaluation is a value-laden enterprise. In the case of the evaluation of Protective Behaviours, it was necessary to articulate a values position that took account of the socially, morally and professionally implied responsibility of teachers to contribute to the prevention of child abuse, while, at the same time acknowledging the inevitability of local adaptation of prevention initiatives by teachers. Within this context, explanations of teacher decision making were pursued to identify the reciprocal interaction between teachers' beliefs and a range of opportunities and constraints that affected teachers' use of the program. From this analysis several ways of promoting the wider teaching of personal safety programs like Protective Behaviours were suggested. It was

concluded that increasing school level implementation support for teachers would be beneficial, particularly when linked with a locally negotiated commitment to embrace the over-riding rationale for school based personal safety education.

SECTION 4

STUDY 3

A STUDY

OF

STUDENTS'

PERSONAL SAFETY LEARNING

CHAPTER 8

METHODOLOGY OF STUDY 3

INTRODUCTION

Studies 1 and 2 focussed on questions about the nature and extent of teachers' use of the Protective Behaviours program, and what influenced their decision making about the program. In the 'Model of Teacher Thought and Action' that was used in the evaluation, the interaction between the three domains included a consideration of the *effects* of teacher action on their students. The aim of Study 3 of the evaluation was to assess the impact on children of teachers' actions in teaching the program. The level of personal safety knowledge of children who had been exposed to the program, was compared with that of children who had not been exposed to the program.

As was revealed in the review of literature, there are many methodological difficulties associated with assessing children's personal safety learning. In this chapter, key methodological decisions are described and justified to establish the credibility of the research approach adopted. The development of an innovative way to assess children's personal safety learning is outlined. As this approach stimulated debate about the ethics of research in this area, several ethical issues are also discussed. Finally, details are provided of the response categories used to code students' responses to questions about their personal safety knowledge.

RESEARCH FOCUS

Study 3 of the evaluation focussed on the impact of the Protective Behaviours program on children's personal safety learning. In particular, the research questions of the evaluation required comparisons to be made between children

who had been taught Protective Behaviours and those who had not. The two key areas of comparison were:

- children's ability to identify unsafe situations
- children's knowledge of personal safety strategies

These requirements reflected an interest in the relative abilities of children to identify clues or 'unsafe messages' in dangerous or potentially dangerous situations and to take action to promote their personal safety. They also reflected a concern to more closely evaluate the Protective Behaviours program to determine whether the program - which appeared intuitively sound - was actually effective in promoting personal safety learning.

INHERENT RESEARCH DIFFICULTIES

The simple focus of the research hid many methodological and ethical difficulties related to research into children's personal safety. Chesterton, et al., (1992: 26) suggest that conducting evaluations of school based prevention programs is problematic because of:

- difficulties identifying suitable control or comparison groups
- difficulties identifying and defining independent and dependent variables due, in part, to ambiguity over program goals
- an over-reliance on proximal measures of knowledge acquisition rather than on measures of actual behaviour change
- the contaminating influence of unrecognised factors during the treatment phase of evaluations
- the lack of pre-existing assessment measures that are valid and reliable
- the use of small samples
- the lack of long-term follow-up or repeated measures

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To this list can be added a increasingly large range of difficulties which arise from the application of strict ethical standards designed to:

- ensure that parents are adequately informed to give or withhold permission for their children to be involved in sensitive research about personal safety
- ensure the safety of children involved in sensitive research
- protect researchers and Universities from legal action arising from research activity

All of these difficulties had to be addressed in designing Study 3 of the evaluation. This involved numerous compromises between what was ideal from a research perspective and what was possible, given the ethical and logistical constraints operating during the evaluation.

RESEARCH DESIGN: NON-EXPERIMENTAL POST-TREATMENT COMPARISONS

Daro (1993) provides a strong argument promoting the use of experimental and quasi-experimental approaches when evaluating prevention programs. She advocates the formal random assignment of subjects to treatment and control groups, and pre and post-treatment testing of subjects on a variety of measures using highly reliable and valid standardised instruments. She suggests that, due to the social and political sensitivity of prevention efforts that focus on children, only the 'very highest research standards' are likely to be acceptable to policy makers and funding authorities.

However, such methodological strictures ignore the frequently complex reality of applied social research. While the search for methodological rigour is on-going and necessary, the conditions are rarely present in social and school settings that allow the application of experimental and quasi-experimental research designs. Such was the case in Study 3 of the evaluation. It was not

feasible, given time and financial constraints, to identify a representative group of children who had *never* been taught Protective Behaviours (a requirement for a pre-treatment measure), but whose teachers were trained to teach the program *and* were prepared to teach the program in depth during a 10 week period in 1994 (a requirement for a post-treatment measure). However, it was possible to identify two similar groups of children who differed in one significant way - one group had never been taught the Protective Behaviours program, while the other had teachers who had been identified as high level users of the program in Study 2 of the evaluation. A non-experimental post-treatment comparisons design was accepted as a less authoritative but more feasible means of generating data than more 'pure' experimental approaches.

IDENTIFICATION OF PARTICIPANTS

a) Protective Behaviours Participants (the potential 'Treatment' Group)

Based on their responses to the Teacher Questionnaire used in Study 2 of the evaluation, 71 teachers were identified as 'High Level Users' of the Protective Behaviours program (their combined past use and current use of the program was scored at greater than 25 of a possible 30 points). These teachers were invited, by letter (Appendix L), to participate in Study 3 of the evaluation. Because of the demanding and searching nature of the proposed second stage of the evaluation, it was anticipated that only a small number of teachers would volunteer to participate. A total of 27 teachers returned consent forms to proceed to the next stage. Fifteen of these teachers, spread across different year levels and locations, were finally selected for the study. The 15 classes that these teachers taught contained the potential 'treatment' group of approximately 400 students (see Table 19).

Table 19: Age of Children in Participating Classes (with potential number of students in brackets)

Location	Age of Children		
	4-8 Year Olds	9-12 Year Olds	13-16 Year Olds
City	6 classes (~ 150 ch)	5 classes (~ 130 ch)	1 class (~ 30 ch)
Country	2 classes (~ 50 ch)	1 class (~ 30 ch)	
Total	8 classes (~ 200 ch)	6 classes (~ 160 ch)	1 class (~ 30 ch)

b) Non-Protective Behaviours Participants (the potential 'Comparison' Group)

Once classes of potential 'treatment' students were identified, 'matching' non-Protective Behaviours classes in nearby schools were identified as potential sources of 'comparison' students. For example, once a Year 6 class in an Independent primary school in a socio-economically well-off southern suburb of Adelaide was identified as a source of 'treatment' students, a Year 6/7 class in a neighbouring Independent primary school (close proximity and similar socio-economic status) was identified as a potential source of 'comparison' students. Similarly, two classes in schools in neighbouring Riverland towns were 'matched' using the same process.

When approached, some teachers of 'comparison' classes were reluctant to participate in the study. This was particularly evident at several country schools and city pre-schools. Teachers' reasons for refusing to participate included concern for the well-being of their students, apprehension over possible adverse parental reaction to the research, and concern over the disruptive effects of the research on class organisation and curriculum offerings. As well as prolonging the search for suitable participants, teacher reluctance to participate in the study resulted in several 'treatment' classes being 'unmatched' by appropriate 'comparison' classes. A lower number of 'comparison' participants was an unavoidable consequence.

RECRUITMENT OF PARTICIPANTS

Meetings were held with teaching staff and parents in over 30 schools and pre-schools to explain the purposes of the research, the procedures to be used, and to secure parental consent for participation in the research (for a fuller discussion of this process see Ethical Considerations below). A total of 321 students (194 in the Protective Behaviours Group and 127 in the Comparison Group) in 24 different schools and pre-schools were recruited to participate in Study 3 of the evaluation.

SOURCES OF DATA

To generate data about children's personal safety knowledge as well as a range of personal and background features that might influence the acquisition of that knowledge, three principal data sources were identified - the children, their teachers, and their parents. Figure 8 summarises the sources of data for the 10 factors largely derived from an analysis of the research questions of the evaluation.

Factors	Source of Data
• Nature and extent of Teachers' use of Protective Behaviours	Teacher
• Child's exposure to Protective Behaviours	Teacher
• Child's exposure to other school based safety programs	Teacher
• Child's overall learning ability	Teacher
• Socio-economic status of child's family	Teacher
• Child's level of assertiveness	Teacher
• Child's emotional stability	Teacher
• Parental teaching of personal safety	Parent
• Child's ability to identify unsafe situations	Child
• Child's knowledge of personal safety strategies	Child
• Descriptive information about child (age, sex, year level)	Child

Figure 8: Sources of Data collected during Study 3 of the evaluation

MEASURES OF BACKGROUND VARIABLES

The main source of information on a range of individual child variables was a simple questionnaire in which teachers rated each student on a Lickert-type

scale for such things as assertiveness and fearfulness (Appendix M). They also rated the exposure of each child to the Protective Behaviours program during 1994 and in past years, and their exposure to other 'victim resistance' initiatives like counter harassment programs, assertiveness programs, and 'stranger danger' sessions. The parents of participating children also completed a simple questionnaire about their teaching of personal safety concepts and strategies at home (Appendix N). Response rates of 88.4% for the teacher-completed questionnaire (n = 281) and 71.4% for the parent questionnaire (n = 227) were achieved.

MEASURE OF TEACHERS' USE OF THE PROTECTIVE BEHAVIOURS PROGRAM

Protective Behaviours teachers were recruited to participate in the study because they had been identified as 'high level users' of the program during Study 2 of the evaluation, in 1993. To confirm that these teachers actually taught key features of the program to the children in their 1994 classes, all 15 teachers maintained a detailed 'Reflective Journal' in which they recorded

- descriptions of what they taught in Protective Behaviours, including actual lesson plans, resources, and modifications to course outlines
- reflections on why they taught the program as they did
- observations of the outcomes of the program

(Dobbins, 1994)

These Journals were used to establish that all students who were included in the Protective Behaviours group had, in fact, been taught the program in detail within a two month period prior to being interviewed. They also provided valuable insight into teachers' curriculum decision making to complement information gained during Study 2 of the evaluation.

MEASURES OF STUDENT OUTCOMES

There is considerable debate in the literature on child protection about which outcomes should be measured to determine the efficacy of prevention initiatives (see Krivacska, 1990; Briggs & Hawkins, 1994[a]). Some researchers have attempted to assess actual behavioural changes in children following participation in prevention programs by observing the children's reactions when confronted by threats to their safety (Poche, Brouwer, and Swearingen, 1981; Fryer, Kraiser, & Miyoshi, 1987). However, these researchers have been stridently criticised on ethical grounds for covertly placing children in unsafe situations with little regard for their well-being. As a consequence, nearly all recent evaluation studies have limited outcomes measures to assessments of children's personal safety knowledge.

By far the most common means of assessing personal safety knowledge has been through the development and application of pen and paper student questionnaires. Saslawski and Wurtele (1986), for example, designed the 'Personal Safety Questionnaire' to evaluate changes in children's knowledge about sexual abuse, and Hazzard, et al., (1991) developed the 25-item 'What I Know About Touching Scale' for the same purpose. While Daro (1993) argues strongly for the repeated use of reliable standardised measures like the 'Personal Safety Questionnaire', there were considerable disadvantages associated with their use in Study 3 of the evaluation. These disadvantages included the:

- use of American terminology
- limited focus on sexual abuse to the exclusion of physical and emotional abuse
- over reliance on acquired literacy skills
- simplicity (increasing the likelihood of ceiling effects with older children)

Because of these disadvantages, pen and paper standardised measures were not used in Study 3 of the evaluation to measure students' personal safety knowledge.

Another method of assessing children's knowledge of prevention has been the use of hypothetical 'What if...?' written vignettes (see, for example, Grober, Bogat, & McGrath, 1991). In several studies (Saslawski & Wurtele, 1986; Miltenberger & Thiesse-Duffy, 1988), vignettes were used to depict a predetermined set of circumstances about which children were asked to offer a range of alternate ways of dealing with the problems presented. In these cases, vignettes were used to simulate reality by providing a controlled stimulus to a wide variety of children (Carifio & Lanza, 1989). Most commonly, vignettes are presented in narrative form. However, other media including audio and video tape, and computer animation have been used (Hazzard, et al., 1991).

What is attractive about vignette methodology is the capacity it gives researchers to control and manipulate variables. For example, the age and gender of characters can be varied, and the intensity of the situation or series of events can be changed while keeping other dimensions of the vignette constant. Variations in subjects' responses can be attributed to changes to the stimulus variables or to differences in subjects' knowledge, gender, and/or age. Because of these advantages it was decided, in Study 3 of the evaluation, to develop a number of vignettes to assess children's ability to identify unsafe situations, and to suggest appropriate personal safety strategies to deal with those situations.

DEVELOPMENT OF VIGNETTES

a) Storylines

Because the research questions of the evaluation did not limit the assessment of student responses to situations involving only one form of maltreatment (as is the case with most American research), it was decided to prepare vignettes that

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dealt with the three major types of child maltreatment - physical, sexual and emotional. 'Storylines' were developed which traced the escalation of interactions between children and various adults, from situations of little overt threat through two levels of increasing threat and overt maltreatment ('unsafe' and 'very unsafe' situations). The gender of the perpetrators of the maltreatment in the first two situations was assigned by taking into account differences in perpetrator gender in child abuse incidence data (Angus & Wilkinson, 1993). A male was depicted as the perpetrator in the sexually unsafe story, while a female was depicted as the perpetrator in the physically unsafe story. In the emotionally unsafe scenario a male and a female teacher were described belittling the efforts of two students.

Four variations of each vignette were proposed. In each vignette the age and gender of the child 'victim' was changed to create the following variations:

- Variation 1:   Young Male (aged about 6 or 7)
- Variation 2:   Young Female (aged about 6 or 7)
- Variation 3:   Older Male (aged about 12 or 13)
- Variation 4:   Older Female (aged about 12 or 13)

Apart from these variations every other detail in the vignettes was kept constant. The intention was to present children with a 'same age - same sex' version of each vignette. For example, junior primary boys participating in the study would be presented with variation 1 of each vignette, junior primary girls would be presented with variation 2, and so on. It was thought that children would more closely identify with the thoughts and feelings of the children in the vignettes if they were their own age and gender.

b) Use of Video

In some studies (Saslawski & Wurtele, 1986; Briggs, 1991), hypothetical vignettes were presented to children verbally and/or in written form. However, the pioneering work of Hazzard et al. (1991) provided the impetus to consider the use of video as the medium of presentation in Study 3 of the evaluation. The use of video had several advantages over written or narrative approaches. For example,

- vignettes could be presented in a consistent and standardised way
- children would not need advanced literacy skills
- the medium was familiar and accessible to even young children
- visual presentation could enhance realism and add credibility to the vignettes

However, it was this final feature of video presentations that prompted careful consideration of the likely impact of the video vignettes on children involved in the study. In modifying the three 'storylines' for video script development, a number of considerations were taken into account. These included:

- keeping each vignette relatively short and uncomplicated.
- minimising the level of *visible* overt physical and sexual violence to that necessary to clearly portray unsafe situations without creating unwarranted fear in children. There was also a desire not to provide children with strong visual models of violent and abusive behaviour which they could imitate.
- portraying child victims as individuals who do not provoke or invite maltreatment, even through non-deliberate transgressions (eg, accidentally spilling food, or accidentally striking someone who then retaliates with greater force). There was a desire not to encourage 'victim-blaming' through the presentation of 'mixed message' scenarios.
- portraying perpetrators as the initiators and escalators of maltreatment.
- minimising visible victim reaction to maltreatment so that subjects would not be led in their thinking about possible personal safety responses.

These considerations reflect the difficulties associated with producing video vignettes about something as sensitive as child maltreatment. Because of professional and community sensitivity over child abuse generally, and more particularly, the use with children of a video in which unsafe situations are displayed, widespread consultations were undertaken to canvass reactions to the proposed methodology.

c) Consultation - Phase 1: Storylines

An outline of the research proposal and a copy of the revised video vignette storylines were distributed to 6 Protective Behaviours specialists in South Australia, New South Wales and Victoria, inviting critical comment. All commented favourably on the value, scope and rigour of the proposed approach. However, there was general concern about the explicitness of the vignettes and their potential to provoke fear and anxiety in both the children who acted in the vignettes and in the children who subsequently viewed them (Gordon, 1993[b]; Davies, 1993; Melican, 1993; McDonald & McPhee, 1993).

Two international experts in the field were also consulted ((Hazzard, 1993; Briggs, 1993). Both specifically endorsed the directness of the approach and provided detailed written advice on the wording and sequencing of questions that could be posed to determine children's responses to each vignette.

d) Consultation - Phase 2: Scripts

Following these initial consultations, a professional script writer was commissioned to develop full scripts of the three vignettes. A draft script was written in early June 1993 (Appendix O). Meetings with professional film makers followed. Stylistic techniques were discussed as ways of lessening the overt visual impact of the vignettes while still conveying the essential 'unsafe' features of each scene.

A further round of consultation was initiated following the final re-drafting of the scripts in late June 1993. Copies of the scripts were sent to a wide cross-section of individuals and specialist groups with expertise in child protection issues, instructional media and/or child development. Written and verbal responses were received from 15 individuals and 2 organisations.

The advice from those consulted was varied and, at times, contradictory. However, it demonstrated the potential for professional and community controversy over the use of video vignettes to assess children's ability to identify unsafe situations, and to suggest appropriate personal safety strategies to deal with those situations.

e) Response to Advice

A strong criticism of the vignette scripts was that they were still too explicit. It was argued that showing children explicit images of violent and/or sexual activity would induce a range of negative responses in the children, including displays of anxiety and fear. This criticism exposed an essential dilemma confronting researchers working in the prevention field. On the one hand, the need to evaluate children's responses to unsafe situations required that they be exposed to some elements of those situations, while on the other, the well-being of the children could not be jeopardised.

In response to this criticism, the scripts were re-examined and changes made to reduce the level of visual explicitness in the vignettes without compromising the original intent to convey clear messages of 'unsafeness' to the children. This lead to a major change in the physical maltreatment vignette with final images of a child injured by a fall omitted from the script.

f) Production of Final Video Vignettes

The videos were produced by a professional film making group using professional actors during August and September 1993. Even though the children acting in the videos were professional actors, the following safeguards were used to ensure their well-being while making the videos:

- all were thoroughly briefed about the content of each vignette
- the parents of younger actors were encouraged to attend shooting sessions
- a trained social worker with experience in child counselling attended all shooting sessions
- a child care worker supervised the children when they were not required on set.

None of the child actors reported any adverse reaction to their participation in the production of the video vignettes.

The completed video vignettes (Appendix P - special attachment) were shown to senior officers of the Education Department, Children's Services Office, Catholic Education Office and Independent Schools Board. With the exception of officers from the Children's Services Office who did not endorse the use of the videos with pre-school children (see h) Pre-school Variations below), approval was granted to use the vignettes in Study 3 of the evaluation with school children from the State, Catholic and Independent School systems.

g) Content of Video Vignettes

A brief outline of the content of each vignette is presented in Figure 9.

Type of Maltreatment	Scenes		
	Scene 1	Scene 2	Scene 3
Physical	A child enters a brother's messy bedroom to look for a ball. While looking for the ball he/she hears the crash of a broken plate in the kitchen. A caregiver is heard to complain that the mishap happened because someone 'let the cat in'. The child leaves the bedroom to investigate. He/she then sees an exasperated caregiver picking up the pieces of a broken saucer from the kitchen floor.	Child returns to the bedroom to look for the ball. He/she picks up a pile of clothes from the floor in a corner of the room and puts them by the bed. The caregiver sees this from the corridor and wrongly accuses the child of making a mess in the room. The caregiver shouts at the child ('How many times have I told you not to come in here and mess up your brother's room? How many times?'). She grabs the child by the shoulders as she shouts.	The caregiver continues to question the child over the messy room. The child quietly denies making the mess. In a moment of exasperation, she pushes the child away from her. While still focussing on the caregiver, a muffled bang is heard. It is implied that the child hits his/her cheek on something as he/she falls after being pushed away. The caregiver looks concerned as the child is shown holding his/her face.
Emotional	Two students (one male and one female) are shown working in a classroom. Their teacher asks them to bring their work out for her to see. The children leave their desks and hand their work to the teacher who routinely looks over it.	The teacher becomes angry after looking at the work. She asks, 'What sort of work do you call that?' but answers her own question by saying that she does not tolerate 'rubbish' in her room. The children look hurt and humiliated by the teacher's comments, but say nothing.	The teacher rips the children's work from their books and calls over another teacher from an adjacent area. He examines the work, agrees with the first teacher's comments, and suggests that his younger students might like to give their opinions of the quality of the work. The two children are paraded before the younger class and asked to 'show' their work. The class laughs at the children's efforts. The final scene shows both children looking sad and hurt.
Sexual	A child is shown watching T.V. with a female baby sitter. The doorbell rings and a young adult male enters the room. He greets his friend (the baby sitter) and sits on the same double lounge chair as the child watching T.V. He smiles and asks after the well-being of the child.	The phone rings and is answered by the baby sitter. She returns to get a magazine and says that she will be talking on the phone for about ten minutes. She leaves the room. The visitor asks the child about the T.V. program but appears more interested in looking at the child. He compliments the child on his/her haircut and the smoothness and softness of his/her skin. The child looks puzzled and moves slightly away from the visitor.	The visitor touches the child's face and hair and says that he would like to touch him/her 'all over'. He reassures the child that 'you will like it too'. The next frame is taken from behind the lounge with both child and visitor sitting together with their backs to the camera. The visitor appears to be moving his hand to touch the child inappropriately, although this is not shown explicitly. The final scene focuses on the visitor moving slightly away from the child as he reminds the child that what happened was '... our little secret, remember ... '.

Figure 9: Outline of Content of Video Vignettes

h) Pre-school Variations

After long and protracted discussions with pre-school teachers, social workers, and senior officials of the Children's Services Office, an impasse was reached in late 1993 over the use of the video vignettes with four year old pre-school children. While representatives of the pre-school sector still wanted four to five year olds to be included in the study, there was considerable concern over the explicitness of the vignettes and the appropriateness of the school based

emotional maltreatment vignette in particular. A number of different media were suggested to present 'unsafe' situations to younger children (puppet plays, narrative vignettes, cartoons) but were rejected because comparisons between the personal safety responses of younger and older children - based on quite different stimuli - would not have been possible.

In January 1994 it was decided that the only way to include four to five year old children in the study *and* allay pre-school workers' concerns about the explicitness of the video vignettes was to produce new pre-school videos which followed the same format as the other videos but featured younger children in more familiar settings. Key features like the escalation of 'unsafeness' through three scenes, perpetrator gender, and the male-female variations were retained. Even the same adult actors were used in the same roles in two of the three new vignettes (see Appendix P). Very briefly, the main differences were:

Physical Maltreatment
- the adult to child maltreatment centred around an hair brushing incident rather than the 'messy room' incident in the main vignette. The final 'very unsafe' scenes in both videos depicted an adult pushing a child who falls and hurts his/her face.

Emotional Maltreatment
- the scene takes place in a pre-school setting rather than school setting. The adults who belittle and humiliate the children are two parents rather than teachers.

Sexual Maltreatment
- the vignette begins differently with the perpetrator being introduced as a visitor from interstate (rather than the friend of a babysitter). The 'very unsafe' scene is shorter and simpler. It shows the adult looking and perhaps touching 'down there' (inferred rather than depicted) under the pretense of wanting to inspect the child's chicken pox spots. The visual

expressions on the faces of both perpetrator and victims in both vignettes are very similar.

DEVELOPMENT OF INTERVIEW PROTOCOL USING VIDEO VIGNETTES

The vignettes were designed to be presented to individual children during a one-to-one interview conducted by a skilled interviewer. To ensure consistent treatment across interviews, a precise interview protocol was developed to prescribe a set sequence of questions and to facilitate consistent recording of children's responses. This involved the following stages.

a) Formulating Questions

As the aim of Study 3 of the evaluation was to assess children's ability to identify unsafe situations and suggest personal safety strategies appropriate for those situations, the following questions were framed to elicit responses from children after they had seen each scene of each vignette:

Safety Discrimination Question

- How do you think the boy/girl is feeling?

Personal Safety Strategies Questions

- What would you say or do if that was you?
- What do you think the boy/girl could say or do now?

These questions closely resemble those posed by Hazzard, et al., (1991) and Briggs (1991) in their vignette studies. When asked to evaluate these questions, both Hazzard and Briggs independently suggested that a further series of questions be designed to elicit responses about children's actual use of personal safety strategies in the past. They suggested that the following questions could be posed after the final ('very unsafe') scene:

- Have you ever been in a situation like this?
- What did you say or do?

Because these questions invite disclosures of past maltreatment, they pose an ethical dilemma for researchers who have conflicting responsibilities to maintain research confidentiality and fulfil mandatory notification requirements. While the questions have the potential to uncover valuable information about children's *actual use* of personal safety strategies, their potential to uncover undetected abuse makes their use ethically problematic. As a consequence of advice received from the Human Research Ethics Committee of the University of South Australia, questions relating to the retrospective use of personal safety strategies were not included in the interview protocol (for a fuller discussion of reporting issues see Ethical Considerations below).

b) Establishing Response Categories

Theoretical considerations dictated that certain key student response categories be included for each of the questions. For example, responses to the questions about personal safety strategies had to include a range of behaviours that nearly all prevention programs identify as 'appropriate' - behaviours like telling a person to 'stop' doing things that the child does not like ('Assert'), moving away from the person ('Escape'), and enlisting the help of another responsible adult ('Tell'). Other hypothesised responses included suggesting no action, trying to explain the child's point of view ('Rationalise'), and suggesting efforts to conciliate and compromise with the adult ('Appease').

In relation to the Safety Discrimination Questions, of theoretical interest was the extent to which children linked feelings of fear with perceptions of threat, as the Protective Behaviours program and other personal safety programs rely on children making such a link and then acting on their 'early warning signs'. Consequently, one of the 'feelings' response categories identified for the Safety Discrimination Questions was 'Afraid'. Other response categories ranged from fairly neutral perceptions (feeling 'O.K.'), through to quite predictable responses that reflected the child's reactions after being maltreated ('Hurt').

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c) Trialling Interview Protocol

Having determined these broad response categories, a draft Interview Protocol was trialled with seven children aged between five and eleven years to:

- assess the appropriateness of the questions, especially with young children
- identify any adverse reactions by the children to the final (and most explicit) scene of each vignette
- assess the appropriateness of the pre-set responses to each of the questions

During trial interviews, all children coped well with both the content of the videos and with the questions linked to key scenes within them. However, it became clear that interviewers found it very difficult to attend to the children during the interview and to simultaneously categorise their responses in the general pre-determined categories. The most common difficulty seemed to be interpreting highly specific responses and categorising them quickly using only very general labels. To reduce this *in situ* coding demand on interviewers, typical responses to each question were generated during trialling and recorded as response options in the final Interview Protocol (Appendix Q). Interviewers then simply had to identify the response that was closest to the one given by a child and record its number in an appropriate box in the Protocol. These 'raw responses' were then re-coded by computer using the re-coding schedule outlined in Figure 10.

d) Selecting and Training Interviewers

Ten final year University students were recruited as interviewers. All were female, all had worked extensively with children in school settings, all had undertaken Mandatory Notification training, and all had been trained to teach the Protective Behaviours program.

The interviewers attended a full-day training session at which the research methodology was explained, the video vignettes were shown and discussed, and the 'final' Interview Protocol was analysed and slightly revised.

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Participants role-played interviews to become familiar with the interview protocol and to practice following it consistently while coping with the demands of operating video equipment. They also developed procedures to 'debrief' children who gave inappropriate or potentially dangerous responses to the vignettes (eg, 'I'd get a gun and kill him!'). Finally, the interviewers underwent a 'refresher' course on aspects of Mandatory Notification (for a fuller discussion of reporting issues see Ethical Considerations below).

Outcome Measure	Examples of Student Responses	Response Categories
1. Ability to identify victims' feelings in 'unsafe' and 'very unsafe' situations. Protocol Question (after child views 'unsafe' and 'very unsafe' scenes): *'How do you think the boy/girl is feeling now?'*	• I don't know • I'm not sure	1. Don't Know
	• Not bad • Alright • OK • Fine	2. O.K.
	• Sad • Bad • Awful	3. Upset
	• Frightened • Scared • Unsafe	4. Afraid
	• Mad • Annoyed • Angry	5. Angry
	• Injured • Sore • Humiliated • Hurt	6. Hurt
2. Ability to suggest personal safety responses to 'unsafe' and 'very unsafe' situations. Protocol Questions: *What would you say or do if that was you?* *What do you think the boy/girl could say or do now?*	• I don't know • Nothing	1. No Action
	• Try to explain • Say want to discuss • Explain not your fault	2. Rationalise
	• Cry • Apologise or say sorry • Offer to change/be good/do better • Make a deal	3. Appease
	• Ask to stop • Say - Stop it, I don't like it! • Shout back - interrupt	4. Assert
	• Get free • Move to another seat • Leave room • Run away	5. Escape
	• Call out for help • Ring parent • Tell an adult	6. Tell

Figure 10: Re-coding schedule for Student Responses

ETHICAL CONSIDERATIONS

Ethical approval for the evaluation had been sought, and received in June 1992, from the Human Research Ethics Committee of the University of South Australia (H.R.E.C.). However, as significant changes had been made to the original research plan, particularly with the detailed development of the video vignettes, a new application for ethical approval was lodged with a re-constituted Committee on 3rd September 1993. At its meeting on September 14th, the Committee rejected the new application. Between September 1993 and August 1994, the Principal Researcher and the Committee undertook protracted negotiations to clarify issues of ethical concern, and to develop procedures to ensure that the research was conducted in ways that the Committee accepted as ethical. Figure 11 summarises the issues of concern and the compromises reached to resolve them.

Three issues were of most concern to the Ethics Committee.

a) Issues Related to Reporting Suspected Child Abuse

In the re-application for ethical approval, procedures to deal with suspected cases of child abuse were outlined. It was acknowledged that some disclosures of child abuse were likely (Briggs, and Hazzard reported disclosures by 3-4% of the children they interviewed) and that this possibility posed a dilemma for interviewers and researchers associated with the evaluation. However, it was argued that, in the interests of any children who may have been the victims of abuse, all suspected cases of abuse would be reported to welfare authorities.

> Usually, in studies involving human subjects, researchers are ethically bound to maintain the confidentiality of information provided by participants. In the proposed study, this principle will apply to all information except that relating to suspected instances of past and/or on-going abuse involving subjects. In cases of suspected child abuse, legal and moral concerns about the well-being of the child supersede conventional research ethics concerning subject confidentiality.
> (Johnson, 1993: 7)

Issues of Concern raised by Ethics Committee	Negotiated Compromises
Doubts over ethics of submitting children to procedures that lack validity. Use of non-experimental research design questioned.	• Committee accepted that non-experimental designs are widely used and approved in educational research.
Research procedures may harm children by inducing fear and anxiety.	• Under principle of 'Informed Consent' parents encouraged not to give permission for child to participate if they feared adverse reaction • Interviewers to be alert to signs of distress • Interviews to be terminated if child distressed • Counsellors to be available to work with distressed child • Teacher to de-brief children after interview and refer any distressed children for counselling
Unethical to show children scenes of child abuse	• Video vignettes modified so that scenes accepted by Committee as 'unsafe' but not abusive
Children may infer that minor issues of personal safety inevitably escalate into major issues	• Interviewers to de-brief children pointing out that escalation is not inevitable
Children may feel pressured by interviewer to give the 'right' answers	• Interviewers trained not to 'lead' student responses
Procedures for notification of suspected abuse not clear	• Legal position of researcher as Mandated Notifier clarified • Interviewers trained to recognise signs of abuse • Education Department guidelines for dealing with accusations against teachers clarified • Parent Information Sheet and Consent Form to contain explicit reference to responsibility of researcher as Mandated Notifier
Parents who refuse to allow their child to participate in study may be suspected of mistreating child by teachers	• Teacher Consent Form to contain statement that teachers agree not to speculate about parents' reasons for withholding consent
Parents who do not view video vignettes may not be sufficiently informed to decide issues of consent	• All parents to be given opportunity to view video • Specific written information about nature of video to be provided in addition to Parent Information Sheet • Parents to decide if they have sufficient information to make decision
School documents and teacher records cannot be accessed by researchers without parental permission	• Parent Consent Form to contain specific statement giving permission to researcher to access school and teacher records
Specific questions relating to possible past maltreatment may increase unwarranted allegations of maltreatment	• Questions to be removed from interview protocol

Figure 11: Summary of Ethical Issues Raised by the Ethics Committee

In reply, the Committee questioned whether or not researchers working in schools were legally required to 'directly report' suspected cases of abuse (H.R.E.C., September 22nd, 1993: 2). Subsequent legal opinion was contradictory (Assistant Crown Solicitor, 1993; Baker O'Loughlin, 1993) and complicated by the imminent presentation to Parliament of the Children's Protection Bill which proposed changes to mandatory notification requirements. The subsequent passage of the Bill confirmed the legal status of researchers as mandated notifiers, but not before considerable time and energy had been spend investigating the issue. The Ethics Committee was also concerned about the difficulties that could arise if children made false allegations against parents or teachers, particularly if parents or teachers were not aware of researchers' reporting obligations.

While legal opinion suggested that researchers who notified 'in good faith' would not be liable if accusations proved to be false (Baker O'Loughlin, 1993), the Committee recommended that parents, in particular, be specifically informed of researchers' mandatory notification obligations, before allowing their children to be involved in the study (H.R.E.C., October 20th, 1993: 2-3).

The Committee further believed that the proposed questions about children's retrospective use of personal safety strategies would increase the number of unwarranted allegations by children about past maltreatment. It requested that these questions be omitted from the interview protocol.

It also requested that slight modifications be made to the final scene of the sexual vignette to render it clearly 'unsafe' rather than possibly 'abusive'. With these changes, the Committee was satisfied that 'potential notifiers' (interviewers and other researchers working on the evaluation) would interpret the behaviours depicted in the final scenes of all three vignettes as

not abusive but as 'unsafe' (H.R.E.C., October 20th, 1993: 1-2). Clearly, the

Committee wished to avoid

> the potential encouragement of reports of abuse, considering
> the harm this might cause to the community if those reports
> turn out to be unwarranted because the behaviour depicted [in
> the videos], and translated into personal experience by the
> child and reported, is not abusive within current law.
> (H.R.E.C., October 20th, 1993: 1)

b) Issues Related to 'Informed Consent'

Throughout negotiations with the Ethics Committee questions of what

constituted *informed* consent were debated in the context of the proposed

study. While it was agreed that the principle of informed consent was the

ethical cornerstone of the proposed research, there was disagreement over the

nature and extent of information needed by parents to be sufficiently

'informed' to make a decision about their child's involvement. Standard ways

of providing information were suggested (access to a printed information sheet

and the opportunity to attend an information session), but were rejected as

inadequate by the Committee. Legal advice was sought on the issue by the

Committee (Baker O'Loughlin, 1993). This advice urged caution as

> the potential at least exists with research of this kind that the
> University will find itself having to defend a negligence claim
> by proving that its research methods were reasonable and that
> appropriate (and *appropriately informed*) consent had been
> given.
> (emphasis added)
> (Baker O'Loughlin, 1993: 6)

In accepting the legal imperative to proceed cautiously, the Committee

suggested that

- parents be *required* to watch the video vignettes and attend an information

  session before giving consent

- parents be *required* to read a full description of the content of each vignette

  before giving consent

- parents be specifically informed of the researchers' legal obligations as mandated notifiers before giving consent

- parents be given a 'cooling-off' period before giving consent during which time they could discuss the research with 'a family member or friend'

- *both* parents be required to give consent

It was counter-argued that

> *requiring* parents to view the video (or to do anything else) before giving consent, is untenable given the status of parents in schools..... The culture of schools and the shared expectation that parents largely decide for themselves the nature and extent of information they need, suggests that any attempt by researchers working through schools to alter such a fundamental aspect of the parent-school relationship would alienate many parents.
> (Johnson, 14th October, 1993: 3)

Ultimately, compromises were reached over the first and last measures suggested by the Committee (parents were 'encouraged' but not 'required' to view the video, and one parent could give consent). However, fulfilling the other requirements involved

- holding a public meeting at each of the 24 schools and pre-schools involved in the research to explain the research, show the video, and to discuss issues of concern

- distributing a detailed 1000 word Research Information brochure to parents (Appendix R)

- distributing a 750 word description of the content of the vignettes to parents (Appendix S)

- distributing, having parents sign, and then retrieving a 9 item, 300 word Research Consent Form (Appendix T)

These extremely thorough measures of ensuring *informed* consent were more stringent than those usually required for research involving children in school settings.

c) Issues Related to Potential Harm to Participants

Throughout the development of the video vignettes care was taken to minimise the risk to children viewing the vignettes. Advice on the issue of potential harm to participants was mixed and often reflected the wider, often ideological, debate about the impact of television and video images on children's social and emotional development.

Ethical deliberations on the issue were again informed by legal advice. It was established that researchers had a legal 'duty of care' towards participants in the research (Baker O'Loughlin, 1993). Consequently, the following procedures were negotiated with the Ethics Committee to safeguard the emotional well-being of participants both during and after their interview:

- Instructing interviewers to be alert to signs of distress in children during interviews
- Instructing interviewers to terminate an interview if a child became distressed
- Arranging for counsellors to be available to work with distressed children
- Providing assistance to teachers to de-brief children after their interviews

It was also agreed that parents be actively encouraged to consider the emotional impact on their children of participating in the study and to exercise their informed consent carefully.

Education Sector Response

Each of the participating school systems had undertaken independent and lengthy deliberations about the ethical appropriateness of the second stage of the evaluation. When the University Ethics Committee rejected the re-application for ethical approval, the Associate Director-General of Education in South Australia wrote to the Committee assuring it that

> the procedures and safeguards planned to guarantee the ethical basis of this project have been accepted and approved by the Education Department ... and the other participating groups...
>
> ... all ethical considerations have been debated and acted on to ensure, as much as is possible, the safety and welfare of all participants in the second stage of the research.
> (Wallace, 24th September, 1993)

Similarly, the Director of the Catholic Education Office wrote to the Committee

> to assure you that safeguards for children involved with this research have been ... examined closely and acted upon.
> (White, 24th September, 1993)

These responses to the Committee's decisions confirm that the education community in South Australia did not share the Ethics Committee's concerns over the conduct of the research. In applying less legalistic codes of ethics, the major education providers in the State reaffirmed their trust in, and commitment to, long established mechanisms of parental consultation and decision making about issues of propriety in schools. The Ethics Committee, on the other hand, chose to accept cautious legal advice on these issues. Fear of possible litigation, despite the absence of any precedents in reported Australian cases (Baker O'Loughlin, 1993), tended to over-ride considerations of the social and educational benefits of conducting searching research into the prevention of child abuse.

CONSEQUENCES OF COMPLYING WITH ETHICAL REQUIREMENTS

The requirements of the University of South Australia's Ethics Committee were considerably more stringent than those guiding the ethical conduct of similar research carried out by Hazzard and her colleagues in Atlanta, Georgia (Hazzard, 1993). Complying with these ethical requirements had several consequences for the study.

a) Time Delays

The implementation of Study 3 of the evaluation was delayed by more than 6 months due to the protracted nature of negotiations over ethical issues. The commissioning and funding agencies expressed frustration at the lack of progress of the project during this time. Furthermore, teachers who had been identified as 'high level users' of the program in 1993 and had agreed to participate in the study during Term 4 1993, had to recast their teaching plans for the year and commit to new arrangements for 1994 subject to the granting of ethics approval. Many teachers expressed frustration and annoyance at these delays.

b) Reduced Scope of Research

The Ethics Committee's refusal to allow children to be asked key questions about their past use of personal safety strategies seriously limited the scope of the research. Researchers were denied the opportunity

> to address one of the most important, yet unanswered questions in sexual abuse prevention research. That is, do children actually use these strategies?
> (Hazzard, 1993: 1)

If current ethical constraints continue to be applied to research in this area, the community may never know if children *actually use* personal safety strategies and if they are effective. Such fundamental and socially important information needs to be collected to better inform child protection initiatives.

c) Low Participation Rates

Participation rates by children in Study 3 of the evaluation were low. Approximately 810 children were identified as potential participants based on class numbers submitted by their teachers. However, only 321 children received parental permission to take part in the research. Participation rates for the Protective Behaviours group and the Comparison group were 50.5% and 29.8% respectively, with an overall rate of 39.8%.

Although hard data are not available on parents' reasons for refusing to allow their children to participate in the research (interviewers, the author, and teachers were even required not to speculate about this by the Ethics Committee - see Appendix U), it is probable that many parents responded to the cautious messages conveyed about the research in written materials and during parent meetings by taking the conservative option to withhold consent.

There is some anecdotal evidence gleaned from participating in 24 Parent Meetings to suggest that something as amorphous as 'group confidence' played a part in parental decision making. The way groups of parents interpreted and responded to the cautious caveats required by the Ethics Committee seemed to be pivotal in achieving satisfactory participation rates. At schools where a few parents were publicly positive about the importance of the research and the capacity of their children to cope with the research process, participation rates were often high. Teacher endorsement of the research, despite the cautions, was also important in establishing the kind of climate in which parents felt confident enough to give consent. Conversely, where one or two parents responded to the research proposals by publicly expressing their misgivings, group confidence seemed to fall dramatically with most parents deciding on a 'it's not worth the risk' exclusion option. In short, the way groups of parents responded to the detailed information provided

during meetings seemed to be a more important determinant of participation rates than did individual and private parental deliberation.

THE INTERVIEWS

Individual interviews were finally conducted with a total of 321 children in 24 schools and pre-schools between August and December 1994. Interviews took place in private but familiar rooms at the children's schools or kindergartens. Interviews lasted between 25 and 35 minutes.

Two procedures were used to reduce the likelihood of cross-contamination between children who had been interviewed and those who were waiting to be interviewed:

- interviewers worked in teams of up to five or six at each school to conduct multiple interviews in a short time period. This meant that, for most classes, all participants were interviewed during a two hour period not spanning recess or lunch breaks. Opportunities for student exchanges about the research were kept to a minimum.

- at the conclusion of each interview each child was asked not to discuss the video or questions - if he or she had the opportunity - 'until everyone has had the chance to see the video for themselves'.

Children's responses to questions relating to the video vignettes were entered on a record sheet for later analysis. Interviewers audio-taped the first five interviews they conducted to enable consistency checks to be made by independent judges.

Interviewers reported that none of the 321 children interviewed appeared to be upset or anxious either during the interview or immediately after. No reports

were received from teachers or parents about adverse reactions by children to the interviews.

None of the children interviewed disclosed past or present abuse, although one child provided enough information about the possible abuse of a sibling to justify making a report to the Department of Family and Community Services.

ANALYSIS OF DATA

Data from the Teacher and Parent Questionnaires and the student interview protocols were entered on a Macintosh LC475 computer for analysis using the statistical data analysis program SPSS. The research questions of the evaluation called for comparisons to be made between the responses of students who had been taught the Protective Behaviours program, and those of students who had not been taught the program. The following procedures were followed to analyse the data:

- students' raw responses were re-coded to reduce the range of responses to four to six categories for each of the three outcome measures.
- using these re-coded categories, cross tabulations were calculated comparing the responses of the Protective Behaviours and Comparison groups while controlling for student age, sex, assertiveness, fearfulness, socio-economic status, and extent of parental teaching of personal safety concepts. The chi square test of significance for nominal data was used with the acceptable level of significance set at $p < .05$.

SUMMARY

Investigating children's personal safety learning is difficult due to methodological and ethical constraints that normally don't apply to research on other aspects of learning. In this study, a non-experimental post-treatment comparisons design was used to generate data about the personal safety

learning of two groups of children. Children were individually shown video vignettes that depicted other children in three different unsafe situations. They were then questioned about their perceptions of threat in those situations, and asked to suggest appropriate strategies to deal with those threats. The development of this innovative methodology proved to be controversial and led to protracted negotiations with a University ethics committee over several aspects of the research before permission was given for the research to proceed. Data were analysed to discern any similarities and differences in the personal safety knowledge of children who had been taught the Protective Behaviours program and those in a comparable group who had not been taught the program.

CHAPTER 9

RESULTS

INTRODUCTION

The purpose of Study 3 was to compare the personal safety abilities of children who had been taught Protective Behaviours with those of a group of children who had not been taught the program. Interest focussed on their ability to identify clues or 'unsafe messages' in dangerous or potentially dangerous situations, and to suggest action to promote personal safety in those situations. In this chapter, the background features of the two groups of children are described. Their responses to two levels of threat are presented to compare their abilities to discriminate threats to personal safety. Age differences in response are also detailed. Finally, children's suggestions about how to act in these kinds of situations are compared.

DESCRIPTION OF PARTICIPANTS

Of the 321 children who were interviewed in the study, 53% were female and 47% male. Approximately 60% of the children belonged to classes which had been taught the Protective Behaviours program, with the remaining 40% coming from classes which had not been taught the program. The age distribution of the two groups is shown in Table 20.

Table 20: Comparison of Student Age Groups (n = 321) (figures are percentages)

Age Group	P.B. Group (n = 194)	Comparison Group (n = 127)
4-8 Year Olds	43.7	38.3
9-12 Year Olds	40.4	44.2
13-16 Year Olds	15.9	17.5

$\therefore \chi^2 = 1.47$, df = 2, Not Significant (NS)

Teachers' ratings of students' socio-economic status are shown in Table 21. The distribution of ratings is closely matched except for a slight over representation (not statistically significant) of socio-economically 'well-off' children within the Comparison group.

Table 21: Comparison of Teacher Ratings of Students' Socio-economic Status (figures are percentages)

Socio-economic Status	P.B. Group (n = 194) %	Comparison Group (n = 127) %
Very Poor	1.7	1.0
Poor	11.0	10.3
Average	65.7	55.7
Well-off	16.0	30.9
Very Well-off	5.5	2.1

$\chi^2 = 9.03$, df = 4, NS

Mean scores of both groups were compared for composite teacher measures of student assertiveness, fearfulness, and exposure to personal safety curricula. Similarly, mean scores were compared for composite measures of parent teaching of personal safety concepts. Results are shown in Table 22. These demonstrate that the two groups differed on only one measure - exposure to school based personal safety curricula. On all other measures, both groups achieved very similar scores (the small differences are not statistically significant), suggesting that the original 'matched' sampling design was not seriously compromised by differential participation by students from both groups. Fortunately, the self selecting mechanisms operating in both samples (largely unknown factors influencing parents' willingness to give informed consent) did not produce non comparable groups.

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Table 22: Comparison of Group Mean Scores and Standard Deviations for Teacher and Parent Rated Variables

Variables	Protective Behaviours Group		Comparison Group			
	Mean	SD	Mean	SD	t	df
1. Assertiveness	10.6	3.1	10.1	3.3	1.13	275
2. Fearfulness	7.7	2.9	7.8	2.7	1.25	275
3. School Exposure to Personal Safety Teaching	10.0	3.1	5.5	2.3	13.74*	275
4. Home Exposure to Personal Safety Teaching	22.6	4.4	21.8	4.2	1.55	212

*p < .001

It is also important to note that, in all of the analyses reported below, there were no significant differences in children's responses based on children's assessed assertiveness, fearfulness, or exposure to home personal safety teaching. This was probably due to the narrow range of scores for these factors in both groups. Without significant variability within and between groups on these measures, no inferences could be made about their relationship to personal safety outcomes. The only significant differences occurred between the responses of children in the Protective Behaviours and Comparison groups, and between children in different age groups.

DISCRIMINATION OF THREATS TO PERSONAL SAFETY

a) Introduction

One of the central aims of personal safety programs is to develop children's ability to recognise threats to their safety. Being able to discriminate between safe and threatening situations is seen as a logically pre-requisite skill to the development of personal safety strategies. Children's ability to identify low level threats to their safety, in particular, is considered important. If children are able to perceive these low level threats then they may be better able to implement personal safety strategies to avoid harm. In the Protective

Behaviours program children are taught to recognise and then act on what are assumed to be naturally occurring responses to threats to safety - their 'early warning signs'.

In this study, children were shown 'unsafe' and 'very unsafe' incidents and asked to identify how the children involved in the incidents felt. Unlike other studies in which children were asked specifically to label situations as 'safe' or 'unsafe' (Hazzard, et al., 1991), the intention here was to provide children with opportunities to articulate any feelings which might be associated with perceptions of 'unsafeness'. Results are presented comparing the responses of the two research groups to the 'unsafe' incidents, and then to the more overt 'very unsafe' incidents.

b) Responses to Unsafe Incidents

Between 85% and 90% of children suggested that the children shown in the 'unsafe' incidents felt negative (upset, angry, afraid) about what had happened (see Table 23). However, students' responses differed considerably, depending on the nature of the 'unsafe' incident shown. Feelings of fear and apprehension (see page 202 for coding scheme) were more common responses to the physical and sexual incidents than to the emotionally unsafe incident.

Table 23: Comparison of Feelings Identified during 'Unsafe' Incidents (figures are percentages)

| | 'Unsafe' Incidents | | | | | |
| | Physical $ | | Emotional □ | | Sexual ≈ | |
Feelings	PB (n = 194)	C (n = 127)	PB (n = 194)	C (n = 127)	PB (n = 194)	C (n = 127)
1. Don't Know	8.8	13.4	8.2	10.2	10.4	13.5
2. OK	-	-	1.5	0.8	4.7	1.6
3. Upset	40.2	49.6	52.1	47.2	23.7	31.0
4. Afraid	34.0	13.4	13.4	10.2	45.6	38.8
5. Angry	17.0	23.6	13.9	15.7	13.5	11.9
6. Hurt	-	-	10.8	15.7	2.1	3.2

$ $\chi^2 = 17.43$, df = 3, p < .001   □ $\chi^2 = 3.31$, df = 5, NS   ≈ $\chi^2 = 6.36$, df = 5, NS

Perhaps of more interest are the differences in responses between the Protective Behaviours and Comparison groups. These are most pronounced in response to the physically 'unsafe' incident, with about 34% of Protective Behaviours students citing feelings of fear and apprehension compared with only 13.5% of Comparison students. These differences are even more significant for the youngest age group, with over 38% of the children in the Protective Behaviours group indicating fearful responses compared with only 4% of Comparison children of the same age (see Table 24).

Table 24: Age-based Comparison of Student Responses to Physically 'Unsafe' Incident (figures are percentages)

| | Age Groups | | | | | |
| | 4-8 Year Olds $ | | 9-12 Year Olds □ | | 13-16 Year Olds ≈ | |
Feelings about Physically Unsafe Incident	PB (n = 85)	C (n = 47)	PB (n = 79)	C (n = 58)	PB (n = 30)	C (n = 22)
1. Don't Know	9.4	8.5	8.9	17.2	6.7	13.6
2. OK	-	-	-	-	-	-
3. Upset	28.2	63.8	53.2	39.7	40.0	45.5
4. Afraid	38.8	4.3	27.8	19.0	36.7	18.2
5. Angry	23.6	23.4	10.1	24.1	16.7	22.7
6. Hurt	-	-	-	-	-	-

$ $\chi^2 = 23.14, df = 3, p < .001$ □ $\chi^2 = 8.36, df = 3, p < .05$ ≈ $\chi^2 = 2.47, df = 3, NS$

In the case of potential sexual threats, the influence of age on students' ability to identify feelings of fear and apprehension was pervasive. Around 55% of older children compared with about 25% of young children recognised signs of fear in children exposed to low levels of sexual threat (see Table 25). While there were non significant differences between the responses of the Protective Behaviours group and the Comparison group overall, there were quite large differences between the two groups in the 4 to 8 year old group. Protective Behaviours trained younger children, in particular, seemed a little more

attuned to the sexual dynamics of the mildly threatening situation than their age cohorts in the Comparison group (see Table 26).

Table 25: Age-based Comparison of Student Responses to Sexually 'Unsafe' Incident (figures are percentages)

	All Students		
	4-8 Yr (n = 132)	9-12 Yr (n = 137)	13-16 Yr (n = 52)
1. Don't Know	13.6	12.4	5.6
2. OK	7.6	1.5	-
3. Upset	38.6	15.3	25.0
4. Afraid	25.0	56.2	51.9
5. Angry	15.2	10.9	11.5
6. Hurt	-	3.6	5.8

$\chi^2 = 48.75$, df = 10, p < .001

Table 26: Age-based Breakdown of the Responses of the two groups to Sexually 'Unsafe' Incident (figures are percentages)

Feelings about Sexually Unsafe Incident	Age Groups					
	4-8 Year Olds $		9-12 Year Olds □		13-16 Year Olds ≈	
	PB (n = 85)	C (n = 47)	PB (n = 79)	C (n = 58)	PB (n = 30)	C (n = 22)
1. Don't Know	10.6	19.1	11.4	13.8	6.7	4.3
2. OK	10.6	2.1	1.2	1.7	-	-
3. Upset	31.8	51.1	15.2	15.5	23.3	27.3
4. Afraid	28.2	19.2	60.8	50.0	53.3	50.0
5. Angry	18.8	8.5	8.9	13.8	10.0	13.6
6. Hurt	-	-	2.5	5.2	6.7	4.6

$ $\chi^2 = 10.53$, df = 4, p < .05;   □ $\chi^2 = 2.27$ df = 5, NS   ≈ $\chi^2 = 0.45$, df = 3, NS

However, anecdotal evidence provided by interviewers about the response patterns of some younger children gives cause for caution in the interpretation of this data. Interviewers reported that some young children misinterpreted the actions and motives of the adult perpetrator in the sexually unsafe scene,

due to a lack of understanding of the sexual nature of his overtures. For example, one interviewer (I) described the consistent but 'wrong' attribution of fear by one child (C - male, age 7 years, Year 2, Protective Behaviours class) who was more concerned with the possible consequences of watching a forbidden television program than with threats to his sexual safety.

Vignette #3: Unwanted Touching Scenario

Scene 1: 'Nice to see you'

I: How do you thing the boy is feeling?

C: A bit worried.

I: What makes you say that?

C: He [the adult in the video] might tell the boy's mum that he watched a TV program that he shouldn't.

Scene 2: 'The first move'

I: How do you think the boy is feeling now?

C: Scared because he [the adult] might tell the baby sitter that he is watching what he shouldn't.

I: Really?

C: The boy couldn't know if he could trust the man. He might get punished.

I: What do you think the boy could say or do now?

C: He could say, 'Are you sure you won't tell about the TV program?' Or he could say, 'How do I know that I can trust you?'

I: What would YOU do or say if that was you?

C: 'I hope you don't tell about the TV show.' .... I'd own up if I got into trouble.

Scene 3: 'That will be our little secret'

I: What do you think happened?

C: He's trying to get the boy to be his friend.

I: How do you think the boy is feeling now?

C: I don't know. .... Worried, maybe.

I: What makes you say that?

C: The boy doesn't know if the man will tell the baby sitter he's watching TV. He shouldn't give any more information because the big boy [the adult] would know more about him to tell the baby sitter.

I: What do you think the boy could have said or done differently?

C: He should have owned up and said he couldn't watch the TV show.

I: What would you have done or said if that was you?

C: Owned up.

I: What would you do or say now if that was you?

C: After I owned up I'd say a program to watch and I'd ask to stay up to watch this program instead of the other one.

I: What would be the best thing to do or say?

C: Own up.

Once 'locked-in' to his explanation of the behaviour of both the child and adult, the respondent persisted with logical and highly consistent responses. As these 'crossed-message' responses were 'accurately' recorded by interviewers in response categories provided, they remain embedded in the aggregated data for the 4-8 year olds shown in Table 26. As a consequence, their face validity is somewhat questionable.

c) Responses to Very Unsafe Incidents

After children had replied to questions about the slightly unsafe incident in each vignette, they were shown the final scenes in which child maltreatment occurred (a child was pushed by an adult and obviously injured, two children were publicly humiliated, and a child was inappropriately touched sexually). Again, children were asked to identify the feelings of those who had been maltreated. Additionally, children were asked to explain what they thought had happened in the sexual incident.

Most children said that the victims of physical and emotional maltreatment felt 'bad', 'hurt' and/or 'humiliated' (see Table 27). There were few differences in response patterns between children in the Protective Behaviours group and the Comparison group. Furthermore, few age differences were evident, although younger students were more inclined to label victims' feelings as 'bad' or 'sad' rather than use more precise terms like 'injured' 'hurt' or 'humiliated'. Clearly, the visual messages conveyed in the final scenes of the physical and emotional maltreatment vignettes were strong enough and unambiguous enough for the vast majority of children - even young children - to identify and label as negative and hurtful.

Table 27: Comparison of Feelings Identified during 'Very Unsafe' Incidents (figures are percentages)

	'Very Unsafe' Incidents					
	Physical $		Emotional □		Sexual ≈	
Feelings	PB (n = 194)	C (n = 127)	PB (n = 194)	C (n = 127)	PB (n = 194)	C (n = 127)
1. Don't Know	4.6	11.0	12.9	11.0	14.4	16.5
2. OK	-	-	-	-	2.1	0.8
3. Upset	41.2	37.0	39.2	39.4	19.1	31.7
4. Afraid	15.5	7.9	7.7	3.1	46.4	33.9
5. Angry	16.0	12.6	12.4	10.2	16.5	15.7
6. Hurt	22.7	31.5	27.8	36.2	1.5	2.4

$ $\chi^2 = 10.53$, df = 4, p < .05   □ $\chi^2 = 4.97$, df = 4, NS   ≈ $\chi^2 = 8.61$, df = 5, NS

This was not so in relation to the sexual incident. When asked to explain what had occurred in the scene, only about half of the children specifically identified the incident as overtly sexual (see Table 28). However, a greater proportion of Protective Behaviours children were able to correctly label the behaviour as sexual, with a smaller proportion than that for the Comparison group not being about to say what had happened. This was particularly so within the nine to twelve year old age group (see Table 29).

Table 28: Comparison of Students' Identification of Sexual Touching (figures are percentages)

Student Identification of Sexual Touching	PB (n = 193)	C (n = 126)
1. Don't Know / Not Sure	23.7	35.4
2. Non-sexual touching	22.7	19.7
3. Sexual touching	53.6	44.9

$\chi^2 = 5.21$, df = 2, p < .05

Table 29: Age-based Comparison of Students' Identification of Sexual Touching (figures are percentages)

	Age Groups					
	4-8 Year Olds $		9-12 Year Olds □		13-16 Year Olds ≈	
Student Identification of Sexual Touching	PB (n = 80)	C (n = 46)	PB (n = 74)	C (n = 53)	PB (n = 29)	C (n = 21)
1. Don't Know / Not Sure	42.4	55.3	11.4	29.3	3.3	9.1
2. Non-sexual touching	32.9	21.3	17.7	17.2	6.7	22.7
3. Sexual touching	24.7	23.4	70.9	53.4	90.0	68.2

$ $\chi^2 = 2.53$, df = 2, NS   □ $\chi^2 = 7.26$, df = 2, p < .05   ≈ $\chi^2 = 3.91$, df = 2, NS

Of far greater significance than personal safety teaching was the impact of students' age on their ability to identify inappropriate sexual touching (see Table 30). Around 70% of children in the two older age groups correctly identified the sexual incident compared with only 25% of the younger group. This highly significant difference was one of the largest revealed in the study.

Table 30: Age-based Comparison of Students' Identification of Sexual Touching (figures are percentages)

	All Students		
	4-8 Yr (n = 132)	9-12 Yr (n = 137)	13-16 Yr (n = 52)
1. Don't Know	47.0	19.0	5.8
2. Non Sexual	28.8	17.5	13.5
3. Sexual	24.2	63.5	80.8

$\chi^2 = 67.83$, df = 4, p < .001

d) Summary

Children's reactions to the vignettes varied depending on the nature of threats depicted. The sexually and physically unsafe scenes provoked most fear. Protective Behaviours trained children more frequently identified feelings of fear in these situations than Comparison children. This was particularly so with younger children. However, age was a pervasive influence on children's responses to the sexual scene with about twice as many older children identifying fearful reactions as younger children.

In the very unsafe scenes the majority of children recognised the damaging impact of the maltreatment on the victims. There were few differences between the responses of children in the Protective Behaviours and Comparison groups, or between children of different ages. However, there were significant differences in children's ability to correctly identify and label sexually inappropriate behaviour.

More Protective Behaviours trained children correctly recognised and named the behaviour than Comparison children, with the biggest differences occurring in the two older age groups. However, younger children were much less able to recognise and label inappropriate sexual touching than older children.

RESPONSES TO THREATS TO PERSONAL SAFETY

a) Introduction

After children were asked questions about their perception of threat in the vignettes, they were asked to project themselves into the situations and suggest what they could 'say or do' in those situations. In the case of the low level threats, the purpose of the question was to elicit responses which would indicate knowledge of personal safety strategies linked to preventing an escalation of the situations to levels where maltreatment might occur. In the very unsafe situations, the questions had two slightly different purposes. One was to elicit personal safety strategies related to dealing with maltreatment as it occurred. The second aim was to elicit personal safety strategies related to dealing with maltreatment after it had taken place. Students' responses in these three areas - preventing escalation, dealing with inappropriate behaviour as it occurred, and dealing with inappropriate behaviour after it had occurred - are presented below.

b) Preventing Escalation

Students' suggestions to prevent threatening situations escalating to situations where inappropriate behaviour might occur are presented in Table 31. Perhaps the most surprising feature of the results for the first two forms of threat - physical and emotional - is the low frequency of responses for the most promoted personal safety strategies - 'assert' (say 'No!'), 'escape' (leave, run away), and 'tell' (get help from an adult).

Table 31: Comparison of Personal Safety Responses to Prevent Escalation in all Unsafe Scenes (figures are percentages)

| | All 'Unsafe' Scenes | | | | | |
| | Physical $ | | Emotional □ | | Sexual ≈ | |
Student Response	PB (n = 194)	C (n = 127)	PB (n = 194)	C (n = 127)	PB (n = 194)	C (n = 127)
1. No Action	22.2	22.8	33.0	22.0	21.2	21.3
2. Rationalise	11.3	17.3	12.4	15.0	-	-
3. Appease	30.4	33.9	43.8	52.8	0.5	-
4. Assert	25.3	19.7	3.6	3.9	50.5	47.2
5. Escape	10.3	6.3	5.2	6.3	27.3	30.7
6. Tell	0.5	-	2.0	-	0.5	0.8

$ $\chi^2 = 5.41, df = 5, NS$ □ $\chi^2 = 7.71, df = 5, NS$ ≈ $\chi^2 = 2.79, df = 5, NS$

In the physically threatening situation involving a parent, about 36% of Protective Behaviours children compared with 26% of Comparison children suggested one of the accepted personal safety strategies. Many more children in both groups again chose conciliatory actions. About 32% of the young children suggested taking no action, compared with around 12% of older children. Appeasement strategies ('apologise', 'offer to be good') were favoured by more younger children than those in the older age groups (see Table 32).

Table 32: Age-based Comparison of Personal Safety Responses to Prevent Escalation in Physically Unsafe Scene (figures are percentages)

	All Students [$]			PB Group [□]			Comparison Group [≈]		
	4-8 Yr (n = 132)	9-12 Yr (n = 137)	13-16 Yr (n = 52)	4-8 Yr (n = 85)	9-12 Yr (n = 79)	13-16 Yr (n = 30)	4-8 Yr (n = 47)	9-12 Yr (n = 58)	13-16 Yr (n = 22)
1. No Action	33.3	14.6	15.4	32.9	13.9	13.3	34.0	15.5	18.2
2. Rationalise	0.8	21.9	25.0	1.2	19.0	20.0	-	25.9	31.8
3. Appease	36.4	31.4	21.2	32.9	31.6	20.0	42.6	31.0	22.7
4. Assert	19.7	21.9	34.6	21.2	22.8	43.3	17.0	20.7	22.7
5. Escape	9.1	10.2	3.8	10.6	12.7	3.3	6.4	6.9	4.5
6. Tell	0.8	-	-	1.2	-	-	-	-	-

[$] $\chi^2 = 49.27$, df = 10, p < .001;   [□] $\chi^2 = 30.78$, df = 10, p < .001;   [≈] $\chi^2 = 19.84$, df = 8 p < .01

In the school based, emotionally unsafe situation, 90% of children rejected the promoted strategies and suggested taking no action (around 30%), or conciliatory action (around 60%) intended to appease the source of threat. Interestingly, around 23% of younger children compared with only 4% of older children suggested one of the typical personal safety strategies.

Responses were quite different for the sexually threatening scene, with around 80% of students in both groups suggesting one of the accepted personal safety strategies. There were no statistically significant differences between the responses of students in the two groups overall, or between groups at the three age levels. However, there were large within age group differences with more older students suggesting assertive responses and fewer suggesting taking no action (see Table 33).

Table 33: Age-based Comparison of Personal Safety Responses to Prevent Escalation in Sexually Unsafe Scene (figures are percentages)

	All Students $			PB Group ᵒ			Comparison Group ≈		
	4-8 Yr (n = 132)	9-12 Yr (n = 137)	13-16 Yr (n = 52)	4-8 Yr (n = 85)	9-12 Yr (n = 79)	13-16 Yr (n = 30)	4-8 Yr (n = 47)	9-12 Yr (n = 58)	13-16 Yr (n = 22)
1. No Action	34.8	12.4	9.6	34.1	12.7	6.7	36.2	12.1	13.6
2. Rationalise	-	-	-	-	-	-	-	-	-
3. Appease	0.8	-	-	1.2	-	-	-	-	-
4. Assert	46.2	48.2	59.6	47.1	48.1	66.7	44.7	48.3	50.0
5. Escape	17.4	38.7	30.8	17.6	38.0	26.7	17.0	39.7	36.4
6. Tell	0.8	0.7	-	-	1.3	-	2.1	-	-

$ $\chi^2 = 33.8$, df = 8, p < .001;　　ᵒ $\chi^2 = 23.21$, df = 8, p < .01;　　≈ $\chi^2 = 14.23$, df = 6, p < .05

c) Dealing with Inappropriate Behaviour as it Occurs

Children's suggestions for dealing with inappropriate behaviour are shown in Table 34. Again there were no significant differences between the Protective behaviours group and Comparison group. In the cases of emotional and physical maltreatment, the responses of both groups of children were very similar. In the face of considerable adult power, more children suggested taking no action compared with the earlier less threatening scenes. For example, nearly half of the children suggested taking no action during the humiliating final scene of the school vignette, compared with less than 30% of children who suggested no action during the earlier less threatening scene. Significant numbers of children also suggested persisting with conciliatory and appeasing strategies (around 40% of children in the case of physical mistreatment, and 30% of children in relation to emotional humiliation).

Table 34: Comparison of Responses to Deal with Inappropriate Behaviour in all Very Unsafe (figures are percentages)

	All ' Very Unsafe' Scenes					
	Physical $		Emotional		Sexual	
Student Response	PB (n = 193)	C (n = 126)	PB (n = 193)	C (n = 126)	PB (n = 193)	C (n = 126)
1. No Action	31.4	29.9	49.0	48.8	23.7	22.8
2. Rationalise	19.1	25.2	5.7	9.4	0.5	-
3. Appease	21.6	22.0	22.7	27.6	1.5	-
4. Assert	17.6	11.0	8.6	1.6	45.4	46.5
5. Escape	10.3	11.9	11.9	10.2	26.3	27.3
6. Tell	-	-	2.1	2.4	2.6	2.4

$ $\chi^2 = 3.73$, df = 4, NS $\chi^2 = 7.88$, df = 6, NS $\approx$ $\chi^2 = 2.79$, df = 5, NS

In the case of sexual mistreatment nearly three quarters of children again suggested either an assertive response, or an escape strategy. Response patterns for both the Protective Behaviours group and Comparison group were very similar. However, an age breakdown again reveals large differences between younger and older children (see Table 35).

Table 35: Age based Comparison of Responses to Deal with Inappropriate Sexual Behaviour (figures are percentages)

	All Students $			PB Group			Comparison Group $\approx$		
	4-8 Yr (n = 132)	9-12 Yr (n = 137)	13-16 Yr (n = 52)	4-8 Yr (n = 85)	9-12 Yr (n = 79)	13-16 Yr (n = 30)	4-8 Yr (n = 47)	9-12 Yr (n = 58)	13-16 Yr (n = 22)
1. No Action	39.4	13.9	7.7	38.8	15.1	3.5	40.4	12.1	9.5
2. Rationalise	-	0.7	-	-	1.3	-	-	-	-
3. Appease	-	0.7	3.8	-	1.3	6.9	-	-	-
4. Assert	40.2	50.4	48.1	37.6	51.9	51.7	44.7	48.3	47.6
5. Escape	18.9	31.4	36.5	22.4	26.6	34.5	12.8	37.9	38.1
6. Tell	1.5	2.9	3.8	1.2	3.8	3.4	2.1	1.7	4.8

$ $\chi^2 = 42.53$, df = 10, p < .001 ; $\chi^2 = 28.66$, df = 10, p < .001; $\approx$ $\chi^2 = 17.16$, df = 6, p < .01

Younger children were more likely to suggest no action than were older children, although a majority of the younger age group (around 60%) suggested one of the 'accepted' personal safety strategies.

d) Dealing with Inappropriate Behaviour after it has Occurred

Once inappropriate behaviour had occurred in each situation, the children were asked to suggest what they would 'do or say, now that it has happened'. Their responses are shown in Table 36. In the first two situations involving physical and emotional maltreatment, surprisingly few children suggested the 'accepted' personal safety strategy of telling a trusted adult about the maltreatment. While more Protective Behaviours children suggested this strategy than Comparison children, differences were small. For physical maltreatment, there were no overall significant differences between the Protective Behaviours and Comparison groups. For emotional maltreatment, the protective Behaviours children were more likely to 'tell', but also more likely to 'rationalise', while Comparison group children expressed a preference for 'appease' and 'escape' strategies.

Table 36: Responses to Deal with Inappropriate Behaviour after it has Occurred
(Does not include Pre-school students (ie, 4 year olds) who were not asked this question.- figures are percentages)

Student Response	All 'Very Unsafe' Scenes					
	Physical $		Emotional □		Sexual ≈	
	PB (n = 158)	C (n = 117)	PB (n = 157)	C (n = 121)	PB (n = 158)	C (n = 117)
1. No Action	27.8	36.4	41.4	44.7	17.0	31.9
2. Rationalise	14.6	14.4	14.0	4.1	6.3	8.4
3. Appease	23.4	22.0	19.1	30.6	0.6	-
4. Assert	6.3	6.8	5.7	-	8.2	6.7
5. Escape	16.5	14.5	5.7	10.7	17.0	16.0
6. Tell	11.4	5.9	14.0	9.9	50.9	37.0

$ $\chi^2 = 4.16$, df = 5, NS   □ $\chi^2 = 20.8$, df = 5, p < .001;   ≈ $\chi^2 = 10.86$, df = 5, p < .05

Significant differences were evident in children's responses after the sexual incident. Overall, the children were much more prepared to 'tell' about the sexual incident than they were about the other two incidents. This was particularly so for Protective Behaviours children.

Important age based differences in responses are also shown in Table 37. Younger children were much more likely to do nothing after the sexual incident than older children. However, two thirds of the Protective Behaviours younger children compared with only a third of Comparison children chose one of the 'accepted' personal safety strategies.

Table 37: Age based Comparison of Responses to Deal with Inappropriate Sexual Behaviour after it has Occurred (Does not include Pre-school students (ie, 4 year olds) who were not asked this question - (figures are percentages)

| Student Response | Age Groups | | | | | |
| | 5-8 Year Olds $ | | 9-12 Year Olds ◻ | | 13-16 Year Olds ≈ | |
	PB (n = 54)	C (n = 43)	PB (n = 74	C (n = 55)	PB (n = 29)	C (n = 21)
1. No Action	30.2	55.8	13.5	18.5	3.6	14.3
2. Rationalise	7.5	16.3	6.8	5.6	3.6	-
3. Appease	-	-	1.4	-	-	-
4. Assert	11.3	2.3	6.8	7.4	7.1	14.3
5. Escape	24.5	11.6	14.9	18.5	10.7	19.0
6. Tell	26.4	14.0	56.8	50.0	75.0	52.4

$ $\chi^2 = 12.31$, df = 4, p < .01   ◻ $\chi^2 = 2.47$, df = 5, NS   ≈ $\chi^2 = 4.85$ df = 4 ,NS

SUMMARY

As one of the prime purposes of Study 3 was to compare the personal safety abilities of children who had been taught Protective Behaviours with those of a group of children who had not been taught the program, a brief overview of the differences between the two groups will be presented. However, there were few statistically significant differences between the responses of both groups of students. Protective Behaviours trained children differed from those

in the Comparison group in that they more frequently identified feelings of fear in the sexually and physically unsafe scenes, more frequently recognised and named sexually inappropriate behaviour, and more frequently suggested the appropriate personal safety strategy - 'Tell' - once sexually inappropriate behaviour had occurred.

Student age was found to profoundly influence most of the personal safety learning outcomes that were assessed. Other factors like the extent of parental reinforcement of the Protective Behaviours program, student gender, learning ability, fearfulness and socio-economic status did not influence learning outcomes in Protective Behaviours.

These findings are summarised below.

1. **Protective Behaviours trained children more frequently identified feelings of fear in the sexually and physically unsafe scenes than Comparison children.** This was particularly so with the reaction of younger children to the physically unsafe scene. However, age was a pervasive influence on children's responses to the sexual scene with about twice as many older children identifying fearful reactions than younger children.

2. **There were few differences between the responses of children in the Protective Behaviours and Comparison groups, or between children of different ages, in response to the very unsafe scenes.** The majority of children recognised the damaging impact of maltreatment on the victims.

3. **More Protective Behaviours trained children correctly recognised and named sexually inappropriate behaviour than Comparison children.** The biggest differences occurred in the two older age groups. However,

younger children were much less able to recognise the sexual behaviour than older children.

4. **Most children did not suggest using the widely accepted personal safety responses - 'No', 'Go', and 'Tell' - to prevent the escalation of the physically and emotionally threatening situations to more serious levels.** Contrary to expectations, personally assertive responses were roundly rejected by most children in these situations in favour of socially based negotiation and conciliation processes, regardless of whether children had been taught Protective Behaviours or not.

5. **Children's reactions to the sexually inappropriate behaviour were very different, however, with less children suggesting 'doing nothing' in this situation and many more (nearly three quarters of children) suggesting an 'accepted' personal safety strategy.** This was so for children in both the Protective Behaviours and Comparison groups.

6. **Once sexually inappropriate behaviour had occurred, more Protective Behaviours children in each age group suggested the appropriate personal safety strategy - 'Tell' - than did Comparison children.** However, these differences were statistically significant for only the youngest age group of children.

CHAPTER 10

DISCUSSION

INTRODUCTION

The results of Study 3 of the evaluation were, in some instances, unexpected. In this chapter, the results are interpreted from several competing perspectives to demonstrate the tentativeness of our understanding of children's perception of, and capacity to deal with, threats to their personal safety. It is demonstrated that some assumptions about the efficacy of the Protective Behaviours program may be ill-founded. More positively, it is also demonstrated that some findings of the study point to the likely and unlikely sources of child resistance to various forms of child abuse.

CAUTION OVER GENERALISING RESULTS

It is not known whether the children who participated in Study 3 were representative of children more generally, as no data were collected from the identified pool of potential participants. However, the low participation rates described in Chapter 8 of this thesis (50.5% for the Protective Behaviours group and 29.8% for the Comparison group) raise serious questions about the representativeness of both groups. While this limits the general explanatory power of this section of the evaluation, it does not prevent a discussion of the insights gained about the personal safety deliberations of the 321 children who took part in Study 3.

CHILDREN'S ABILITY TO DISCRIMINATE THREATS TO PERSONAL SAFETY

a) Introduction

A tenet of the Protective Behaviours program is that children need to be aware of, and use, their 'early warning signs' to recognise threatening situations. The ability to do this is considered to be necessary before children are able to implement strategies to protect themselves against threats to their safety.

Clearly, if children do not know they are in danger, they can not do anything to avoid it. While the simple logic of this basic premise of prevention programs is attractive, the results from this study suggest that several factors intervened to influence children's discrimination of threats to their personal safety.

b) Identifying Physical Threats

Children were more able to link feelings of fear to threats to safety when the nature of the threats was physical or sexual. When the threat was less overt and centred on emotional well-being, children more accurately described feeling 'upset' rather than 'afraid'. However, there were significant differences in responses to the physically unsafe incident by Protective Behaviours and Comparison children. Younger Protective Behaviours children, in particular, were more able to differentiate between generally 'bad' feelings and more particular feelings of fear and unsafeness. This may be an important distinction as it suggests a more finely tuned ability to link feelings of fear (as distinct from 'bad' or 'sad' feelings) with threatening behaviour. It may also indicate that the Protective Behaviours children had a wider and more precise 'feelings' vocabulary than other children.

c) Identifying Sexual Threats

In the case of the sexual threats, age differences were also pronounced, with younger children being less able to identify the threatening aspects of the sexual scenario. While the relative sexual ignorance of children under eight may be linked to an unknown blend of developmental and social influences, it makes them more vulnerable to sexual threats than older children.

This finding presents parents and teachers of younger children (ie, under eight year olds) with a serious dilemma. Should parents and teachers continue to socialise young children in ways that contribute to their sexual ignorance and

innocence (Jackson, 1982), or should they embrace teaching and training approaches that are more open and explicit about sexual matters? Given the widely accepted adult view of childhood as a period of simplicity and innocence (particularly in relation to sexual matters), it is unlikely that many teachers or parents will actively argue for greater explicitness and openness. However, by refusing to concede that younger children may need to know more about sexual matters for their own safety (Briggs, 1991), proponents of the 'innocence in childhood' view inadvertently remove younger children from the abuse prevention equation. In the case of child sexual abuse, innocence may increase vulnerability. If this is acknowledged and accepted as a consequence of the social construction of childhood innocence, then adults may be able to provide improved surveillance of children to compensate for limitations in children's perception and understanding of sexual misbehaviour. However, if it is not recognised, many parents and teachers may complacently assume that their non-specific homilies about 'keeping yourself safe' actually give young children the knowledge and skills to resist sexual exploitation. The present research, and that conducted by Briggs and her associates, suggests that this assumption has little empirical backing.

A counter argument to the 'innocence in childhood' view advocates specifically teaching young children about sexual misbehaviour, and what to do if they encounter it (Briggs, 1991). The finding in this study that children who had been taught Protective Behaviours were more able to identify and label inappropriate sexual touching, gives credence to the suggestion that specific teaching in the area can raise children's awareness of sexual threats. If nine to twelve year old children's ability to discern sexually inappropriate behaviour is enhanced by explicit instruction about sexual personal safety, then a case can be mounted to be more explicit with even younger children. As Briggs (1991) argues, it is probably the socially induced limitations of younger children that

require the use of more concrete and explicit teaching approaches, if they are to become more aware of the possibility of sexual threats.

d) 'Early Warning Signs'

The findings suggest that some children in the study used feelings - 'early warning signs' - to discern potential threats to personal safety. It was found that students' awareness of feelings of fear was generally heightened when confronted by mildly threatening physical and sexual behaviour, if they had undergone training in Protective Behaviours. This challenges earlier research (Briggs, 1991) which found that younger children report few fears for their personal safety, and rarely experience the 'early warning signs' considered crucial in the discernment of danger. The results suggest, however, that the emergence of 'early warning signs' in response to danger is not 'natural' (ie, inevitable), or universal. Many children probably don't feel fear in situations that are clearly threatening from an adult perspective. Gordon (1995) believes that children are often 'socialised out' of paying attention to their 'early warning signs' by well meaning adults who seek to reduce children's 'natural' fearfulness. She believes that children learn to ignore their early warning signs.

Whether Gordon's or Briggs' explanations are accepted, the implication for personal safety education is that children probably need specific and direct teaching about what types of situations are dangerous and threatening, to supplement teaching which focuses on the use of 'early warning signs'. While the use of 'early warning signs' is likely to benefit many children, alternate teaching strategies may be required for those children who, for a variety of largely unknown reasons, have poorly developed abilities to identify and label threats to their personal safety.

CHILDREN'S RESPONSES TO THREATS AND MALTREATMENT

a) Rejection of Personally Assertive Strategies to Prevent Escalation

Perhaps the most intriguing finding of the study was that most children did not suggest using the widely accepted personal safety responses - 'No', 'Go', and 'Tell' - to prevent the escalation of threatening situations to more serious levels. Contrary to expectations, personally assertive responses were roundly rejected by most children in favour of socially based negotiation and conciliation processes. This was particularly so for the physically and emotionally threatening situations. Regardless of whether children had been taught Protective Behaviours or not, unassertive responses were preferred.

These findings can be interpreted from two diverse and somewhat contradictory perspectives. On the one hand, they may be seen to confirm that children recognise and accept that adults have legitimate authority over them in most social situations. On the other hand, the results may indicate that many children have learned quite sophisticated ways to the deal with adult power by using negotiation, conciliation, and compromise.

The first explanation draws on research into children's perception of the nature and legitimacy of adult authority over children. In the low threat situations depicted in the video vignettes, the adults may have been perceived by the children to have legitimate authority over them. Non compliance with the adults in these cases would contravene the implicit social rules guiding acceptable child-adult relationships, and risk possible punishment by the adults. Hence the preference for responses likely to appease threatening adults. This continued even when the behaviour of the adults became even more dangerous. In fact, more children suggested 'doing nothing' in the very unsafe physical and emotional situations than in the earlier less threatening scenes. According to this explanation, very strong social rules defining the power and authority of adults in relation to children were applied by the

children in the study. This account suggests that the children recognised and apparently accepted the very real limits to child 'empowerment' within the strongly controlled sub-cultures of the family and the school.

If this account is accepted, the challenge to personal safety educators lies in engaging children, parents, and other adults in further debate about the underlying power dynamics within schools and families that work to legitimise and prohibit certain kinds of behaviours in those social settings. Such radical questioning would challenge the 'rights' of adults to behave in ways that frequently harm children, and perhaps help children to redefine their 'rights' in those situations. While such critical discourse is bound to be controversial and politically unpopular, particularly in conservative circles, it will be necessary if the full ramifications of Australia's commitment to the United Nations Convention on the Rights of the Child are to be understood. By challenging and redefining the 'social rules' of conduct by which children (and adults) judge the legitimacy of adult authority, such debate may promote a safer and fairer social environment for children.

The second explanation of children's preference for conciliatory responses suggests that they may be influenced by the social teaching children receive at school. Since the mid 1970s children's social learning has been an important focus of attention in many junior primary and primary schools. Applying the work of the Humanistic 'interpersonal skills' movement of the late 1960s, many teachers have been teaching communication and social skills since the early 1980s (see Michelson, 1983; Hargie, 1986; Rogers, 1989; NSW Department for School Education, 1990). These social skills programs are often supplemented by more specific teaching in conflict resolution (see Kreidler, 1984; De Bono, 1985; Cornelius, 1989; Tillet, 1991; Stephen, 1993). More recently, there has been a strong move, particularly in South Australian junior primary and primary schools, to teach the principles and skills of collaboration and

cooperation. Collaboration is promoted as both an effective way of learning (see Hill & Hill, 1990; Hill & Hancock, 1993), and as a more efficient and fairer way of sharing work in schools (see Hargreaves, 1994). These initiatives have changed the teaching and learning cultures in many schools and classrooms. By encouraging children and teachers to 'work together', to resolve problems through 'mediation, negotiation and conciliation', and to actively cooperate in achieving mutually agreed upon goals, these initiatives may have influenced the types of responses given by the children in the study. In short, it may be that the strength and consistency of the 'social skills - conflict resolution - cooperative learning' movements have supplanted the assertive and 'empowering' messages inherent in the Protective Behaviours program. Children's responses to initial threats, at least, seem to be more consistent with the processes of social negotiation than with the principles of assertive empowerment.

b) Children's Use of Assertive Responses to Sexual Misbehaviour

Children's reactions to the sexually inappropriate behaviour were very different from their responses to non-sexual maltreatment. For example, fewer children suggested 'doing nothing' in the very unsafe sexual situation and many more (nearly three quarters of children) suggested an 'accepted' personal safety strategy. These findings can be explained from an adult-child authority perspective as well. Damon (1977) found that children saw adult authority as bounded in areas where a moral sanction might be breeched. In these situations, children were more likely to challenge the legitimacy of adult authority and to resist it. This may have happened in relation to children's evaluation of the behaviour of the adult in the sexual scene of the vignette. The children may have identified the sexual touching as a breech of a widely accepted and known moral prohibition relating to adult-child sexuality. Protective Behaviours children and Comparison children responded in similar ways, suggesting that the social prohibition against adult-child sexual

behaviour may be known by most children, regardless of their participation in personal safety programs.

This interpretation of children's responses to sexual misbehaviour is complicated by the age and social status of the perpetrator of the misbehaviour in the video vignette. Unlike the perpetrators of the physical and emotional maltreatment - a parent and two teachers - the perpetrator in the sexual scene was a late adolescent male (18 or 19 years old) who was the friend of the baby sitter looking after the child victim. It could be argued that he had less authority than the parent and two teachers due to his younger age, lack of positional status, and social remoteness from his victims. The children may have found it easier to resist this lesser authority, hence their more assertive responses to his sexual advances. However, it is not known whether children in the study took account of the age and social position of the perpetrators in the three cases of maltreatment, and varied their responses according to their perception of the strength and legitimacy of the authority in each. While Laupa (1991) suggests that children do make judgements about the legitimacy of authority on the basis of adult status, knowledge, and social position, further research is needed to better understand the dynamics of children's perception of adult-child authority. This uncertainty limits confidence in the hypothesis that children's more assertive responses to sexual maltreatment were due to the transgression of a moral, rather than social, rule governing adult-child interactions.

While the complexities of children's thinking about, and response to, threats from adults remain largely unexplored, one positive finding of the study relates to children's suggested responses to inappropriate behaviour once it had occurred. While children's responses after physical maltreatment were generally more assertive than beforehand, their responses after sexual maltreatment were influenced, to some extent, by their exposure to the

Protective Behaviours program. More Protective Behaviours children in each age group suggested the appropriate personal safety strategy - 'Tell' - than did Comparison children. This finding suggests that the children may be encouraged, through participation in the school based personal safety program, to enlist the support of adults to intervene to stop sexual maltreatment. While this limited outcome is probably less than that anticipated by Protective Behaviours advocates, it suggests that programs like Protective Behaviours may have the potential to mobilise children to act, in limited ways, to help prevent child sexual abuse. It is worth noting, however, that the success of the 'tell' strategy relies on the willingness and ability of adults to act on behalf of children once they are told of possible maltreatment. If adults ignore the disclosures of children, or collude to silence them, then the strategy will fail and children will continue to be placed at risk. Clearly, even in programs that focus on children's personal safety options, adults hold the ultimate responsibility for ensuring that our children are treated fairly and humanely.

IMPLICATIONS

These are important findings. One the one hand, they confirm the children's acceptance of authority relationships that cast them in relatively powerless roles in situations deemed to be legitimately governed by adults; in this case non-moral situations at school and at home. On the other hand, they show a fairly widespread identification by the children in the study of the limits of adult authority in situations where moral principles may be seen to apply. As a consequence, they point to the likely and unlikely sources of child resistance to various forms of child abuse.

From this short discussion, it is evident that further research is needed to better understand children's perceptions of adult authority and power, and their use

of social strategies to deal with it. In the mean time, however, it may be useful for teachers and parents to

- continue debating the power dynamics within schools and families that set the 'social rules' about child-adult relationships. In this way, the 'taken-for-granted' norms and assumptions defining the scope of adult authority will be subjected to scrutiny, and critically evaluated from a child personal safety perspective.

- work out ways to help children accommodate and use social negotiation, and personally assertive social problem solving strategies. For example, it may be helpful to further develop a continuum of responses that acknowledges the value of social negotiation strategies, but which provides children with assertive options should problem resolution strategies fail (a reconsideration and expansion of Johnson's (1991) 'graduated responses to sexual harassment', for example).

- openly acknowledge the limits to children's power. While working towards a reconceptualisation of child-adult power relationships, child protection advocates also need to realistically acknowledge the limitations of abuse prevention strategies that rely on victim resistance. Such an acknowledgment will serve to remind adults with primary child care responsibilities of the need for on-going close monitoring of children's safety, and their ultimate responsibility for the safety of our children.

SUMMARY

The results of this study revealed complex and, at times, perplexing insights into the participants' thinking about personal safety issues. They serve to remind proponents of personal safety education that none of the concepts and strategies used in programs can be assumed to be learnt by all children. Children's responses to physical and emotional maltreatment, for example

were shown to be very different from their responses to sexual maltreatment. The findings do, however, give qualified support to the limited efficacy of the Protective Behaviours program and provide some evidence to support its essential rationale. Children who had been taught Protective Behaviours were more able to discern threats to their safety, and were more likely to suggest using personal safety strategies when sexually maltreated, than were Comparison children. Age differences compounded these analyses, though, with younger children exhibiting generally less awareness and personal safety initiative. Although differences between the Protective Behaviours and Comparison group were important, children in both groups shared similar views on how to respond in physically and emotionally damaging situations. In both instances, the powerful dynamics defining adult-child authority relationships inhibited children's advocacy and use of assertive personal safety strategies.

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CONCLUSIONS

CHAPTER 11

CONCLUSIONS

INTRODUCTION

The evaluation of the use and impact of the Protective Behaviours program took place over several years and involved many teachers and children. In this chapter, the diverse outcomes of the three studies that constituted the evaluation are first summarised. Several methodological issues associated with the conduct of the research are then discussed. A short description is also given of the methods used to disseminate the findings of the evaluation. The chapter concludes with a theoretical overview of the significance of the evaluation to efforts to use education as a means of preventing or ameliorating social problems like child abuse.

OVERVIEW OF THE EVALUATION

The research reported in this thesis was conducted to establish the nature and extent of teachers' use of a school based child abuse prevention program - Protective Behaviours - and its impact on the personal safety learning of children who were taught the program. Five research questions helped focus the evaluation. Two questions relating to teachers' use of the Protective Behaviours program were stated, while a further three questions relating to children's personal safety learning. The five key questions investigated in the research were:

1. What is the nature and extent of teachers' use of the Protective Behaviours program in South Australian pre-schools and schools?

2. What factors affect teachers' use of the Protective Behaviours program?

3. Are students who have been taught Protective Behaviours more able to identify unsafe situations than students who have not been taught Protective Behaviours?

4. Do students who have been taught Protective Behaviours have greater knowledge of personal safety strategies than students who have not been taught Protective Behaviours?

5. Do factors like the extent of parental reinforcement of the program, student age, gender, learning ability, and socio-economic status influence learning outcomes in Protective Behaviours?

The evaluation was conceived as a three study project. In Study 1, qualitative methods were used to identify a small number teachers' perspectives on the use of the Protective Behaviours program. In Study 2, insights from this earlier research were used to design a large scale survey that generated more broadly based data on teachers' use of, and decision making about, the program. Finally, in Study 3 an innovative video vignette methodology was used to compare the personal safety knowledge of children who had been taught the program with that of a group of children who had not been taught the program.

METHODOLOGICAL ISSUES ARISING FROM THE EVALUATION

a) Mixing Methods

In Chapter 3 of this thesis reference was made to the controversy over the competing claims of different approaches to social research (see pages 76-82). It was suggested that a growing consensus seems to be emerging within the research community over the use of multiple methodologies. The research reported here confirms the feasibility and value of employing diverse methods to investigate issues of social importance. The qualitative interview study of teachers' perspectives on the use of the Protective Behaviours program provided essential insights that informed the design and content of the large quantitative survey of teachers. While defensible as a method of knowledge generation in its own right, the qualitative study served as a 'pilot' study to greatly enhance the quality and validity of the knowledge produced about teachers' use of the Protective Behaviours program on a wide scale. The

successful integration of the two research approaches vindicates Patton's (1990) advocacy of a 'paradigm of choices' in applied social research.

b) Ethical Issues

Considerable difficulties were encountered when negotiating ethical approval for Study 3 of the evaluation. These were due, in part, to the serious issue of potential harm to participants raised by the use of video vignettes in the study. However, the protracted and sometimes bitter struggle to negotiate ethical approval reflects differences in the conception of the role and authority of the research ethics committee.

Crotty (1995) identifies two competing views of 'ethics' that contributed to the difficulties.

> In the first place, *ethics* is 'a system of moral principles, by which human actions and proposals may be judged good or bad or right or wrong'. ... There is another meaning of ethics - it means, as well, 'the rules of conduct recognised in respect of a particular class of human actions'.
> (Crotty, 1995: 2)

In its written and oral correspondence with the author, the ethics committee seemed to adopt a position consistent with the first conception of 'ethics'. Crotty describes the impact of a hypothetical research ethics committee which adopted a similar conception of ethics to that held by the Human Research Ethics Committee.

> ... it labelled actions as 'unethical' and left it at that. ... The very word *unethical* seemed to end all discussion. It brought to its statements an aura of sacrosanctity. It made them 'unquestionable'. Who, after all, can argue against ethical demands? Who can defend what is immoral?
> (Crotty, 1995: 14)

Unlike the Human Research Ethics Committee, the author held a view of 'ethics' that was closer to the second conception described by Crotty. 'Ethics'

were conceived as a set of socially and professionally negotiated principles developed to guide the behaviour of researchers in ways that were accepted by particular communities.

> I would assert that ethical research principles should be guided by a consideration of what is accepted as appropriate behaviour in particular contexts, rather than by a set of moral 'absolutes'. In the case of educational research, the cultural norms and expectations that help define appropriate research behaviour in schools and other educational institutions should be used to develop ethical guidelines for research.
> (Johnson, 1994[b])

In seeking to engage the research ethics committee in dialogue over the contested issues, the author was seen to challenge the role and authority of the committee. The consequences of this are still being felt now (December 1995), with the committee recommending action by the University of South Australia against the author 'for not accepting HREC decisions in the past' (Human Research Ethics Committee, 1995: 1).

In applying a conception of ethics as absolute moral principles rather that socially and professionally negotiated guides to behaviour, the ethics committee limited debate about issues which the researcher saw as open to interpretation and challenge. In a field of social enquiry as controversial as the prevention of child abuse, the silencing of debate and dialogue over the conduct of research is to be regretted. Without research which is both ethically acceptable and scientifically convincing, prevention efforts cannot be evaluated, refined, and promoted.

SUMMARY OF THE FINDINGS OF THE EVALUATION

Due to the scope and complexity of the research undertaken in the evaluation, the findings of the three studies are summarised below:

a) The Nature and Extent of Teachers' Use of the Program

- Around 20% of teachers did not teach any part of the program.

- Most teachers were selective users of parts of the program.

- The most frequently used feature of the program was the first theme relating to children's right to personal safety.

- The least taught features of the program were 'Sexual Touching' and 'Physical Violence'.

- Although selective use of the program was widespread, about 27% of teachers reported teaching all five features of the program.

- There were few secondary teachers trained in Protective Behaviours, and of those who were trained, few implemented the program.

- Junior primary teachers used more features of the program and in greater detail than their colleagues at other levels. Pre-school teachers were also relatively strong users of the program.

b) Factors Affecting Teachers' Use of the Program

- Teachers' main reasons for teaching the program related to the perceived benefits of the program for children. Strong values congruence with program goals was a feature of these teachers' decision making.

- Teachers' reasons for not teaching parts of the program included the perceived lack of reliability of some parents to meet the expectations of the program, the inability of some students to comprehend and implement particular strategies, and fear that parents might object to the detailed teaching of the program.

- Medium to high level use of the program was linked to the provision of school level support to implement the program. However, surprisingly few teachers participated in local professional development activities related to the program.

- Teachers' beliefs about the prevalence of child abuse, and the efficacy of school based prevention initiatives influenced their use of the program.

c) The Impact of the Program on Students' Safety Discrimination

- Protective Behaviours trained children more frequently identified feelings of fear in the sexually and physically unsafe scenes than Comparison children. This was particularly so with the reaction of younger children to the physically unsafe scene. However, age was a pervasive influence on children's responses to the sexual scene with about twice as many older children identifying fearful reactions than younger children.

- There were few differences between the responses of children in the Protective Behaviours and Comparison groups, or between children of different ages, in response to the very unsafe scenes. The majority of children recognised the damaging impact of maltreatment on the victims.

- More Protective Behaviours trained children correctly recognised and named sexually inappropriate behaviour than Comparison children.

d) The Impact of the Program on Student's Personal Safety Strategies

- Most children did not suggest using the widely accepted personal safety responses - 'No', 'Go', and 'Tell' - to prevent the escalation of the physically and emotionally threatening situations to more serious levels.

- Children's reactions to the sexually inappropriate behaviour were very different, however, with less children suggesting 'doing nothing' in this situation and many more suggesting an 'accepted' personal safety strategy. This was so for children in both the Protective Behaviours and Comparison groups.

- Once sexually inappropriate behaviour had occurred, more Protective Behaviours children in each age group suggested the appropriate personal safety strategy - 'Tell' - than did Comparison children. However, these differences were statistically significant for only the youngest age group of children.

e) Influence of Student Background Factors on Personal Safety Learning

- Student age was found to profoundly influence most of the personal safety learning outcomes that were assessed.

- Other factors like the extent of parental reinforcement of the Protective Behaviours program, student gender, learning ability, fearfulness and socio-economic status did not influence learning outcomes in Protective Behaviours.

f) Conclusions

It was concluded that:

- High fidelity implementation of the Protective Behaviours had not occurred on a systems wide level in South Australia.

- Partial and fragmented use of the program was common.

- Due to the unknown influences of probable sample selection bias in Study 3, it was questionable to generalise the findings of the study beyond the study sample.

- Even when the program was taught systematically to students, its impact on their personal safety learning was small.

- Other powerful 'life forces' like cognitive maturation and primary socialisation probably acted in more powerful ways than personal safety education to define and limit participants' capacities to use personal safety strategies.

REPORTING THE FINDINGS OF THE EVALUATION

Cousins and Leithwood (1986), and Parsons (1990) argue that educational evaluators do not attend sufficiently to the problems and dilemmas associated with communicating the findings of their research to wider audiences. Often potentially valuable research findings remain inaccessible to policy-makers and school based personnel. Parsons (1990) suggests that there is an increasingly strong imperative on evaluators to change this by actively disseminating

research information in a variety of forms to different audiences. Due to the interest shown in this evaluation by educational policy makers and teachers, Parsons' advice was followed. This involved

- conducting two formal briefings with senior personnel from the various education authorities in South Australia. At the first meeting held in October 1994 details of the outcomes of Study 2 were provided. At the second meeting held in August 1995 the methodology and results of Study 3 were outlined.
- preparing and distributing a major report on the evaluation to interested teachers and policy makers (see Johnson, 1995).
- presenting formal papers on the evaluation at national and international conferences on child abuse and neglect (see, for example, Appendix V).
- addressing professional meetings of teachers and child protection workers on aspects of the evaluation.
- submitting papers for publication in professional journals (see, for example, Appendix W).

THEORETICAL PERSPECTIVES

a) Introduction

The evaluation raised many issues related to the role of school based personal safety programs in the prevention of child abuse. These were discussed from a theoretical perspective in the review of literature in Chapter 2 of this thesis, and in relation to the outcomes of the three studies undertaken in the evaluation of the use and impact of the Protective Behaviours program. The discussion drew on insights from research and commentary in a number of diverse areas - program implementation, teacher decision making, social psychology, child development, and child abuse prevention, for example. At the highest level of abstraction, though, the discussion needs to be located within the broad context of social interventions to prevent or ameliorate social

problems. It is argued that the beguilingly simple and persuasive logic of social intervention is challenged and weakened by the broad findings of this evaluation.

b) Challenging the Logic of Social Intervention

Kaufmann (1987) summarises the traditional model of social intervention used to justify and guide actions designed to address perceived social problems.

> 1. Certain 'givens' (eg behaviours or states) are defined as being problematic: One defines the problem.
> 2. One tries to discover the conditions of our causes for these givens: One analyses the problem.
> 3. One formulates specific goals or intentions to change these givens or their conditions: One defines a target.
> 4. One searches for measures that seem appropriate to bring about these changes: One designs a program.
> 5. One applies these kinds of measures and observes their effects: One implements and evaluates the program.
> 6. One draws conclusions from these observations, which, if they do not correspond to the original hypothesis, can lead to either a change in the way the problem is perceived, or to a modification of the goals of intervention and prevention, or to a modification of the measures which were applied.
> (Kaufmann, 1987: 9)

The application of this generic model to develop school based personal safety programs is depicted in Figure 12.

Kaufmann (1987: 13) identifies a major flaw in this predominant conception of social intervention. He believes it to be predicated upon a flawed causal model of action in which key events remain in an unexplained, unopened 'Black Box'. However, without attending to the complexities of the contents of this 'Black Box', the dynamics of social interventions cannot be fully understood, their failures cannot be adequately unexplained, and their potential to address serious social problems is diminished. By focussing on the technology of program development and largely ignoring the perceptions, intentions, and abilities of those charged with implementing these programs (ie, teachers in the case of school based interventions), the social intervention model fails to

achieve its reforming social goals. Without challenging the basic assumptions of the predominant model of intervention, policy makers may be left facing what House (1974: 2) calls 'an enormous conundrum' - trying to understand why so much effort directed toward preventing or ameliorating social problems, produces so little change.

Model of Intervention	Application to School Based Abuse Prevention
1. Define what is problematic.	Child abuse
2. Identify what causes the problem.	Children's inability to resist being abused (among other things).
3. Decide what to change.	Children's lack of ability to use strategies to avoid or resist victimisation.
4. Design a program to bring about change.	School based personal safety program
5. Implement the program	Teachers teach the program.
6. Observe the effects of the program	Evaluate children's ability to avoid or resist abuse
7. Modify the program to improve outcomes.	eg: Make program more specific. Make program longer. Make program more concrete.

Figure 12: Application of a Model of Social Intervention in the area of School Based Child Abuse Prevention

The evaluation confirmed that alternate ways of conceptualising the dynamics of social intervention may be more appropriate than the predominant model outlined by Kaufmann (1987). In essence, the predominant model shares the same problems of the 'fidelity' orientation to curriculum implementation outlined in Chapter 4 of this thesis - it is overly rationalistic and managerial, and largely ignores the multiple perspectives of those involved in the processes

of social change. Studies 2 and 3 of the evaluation revealed the complexity, uncertainty, and unpredictability of the process of program implementation, and also the importance of teachers' often private and idiosyncratic decision making. However, in acknowledging the reciprocity of relationships between teachers' actions, their personal world of thought and belief, and the constraints and opportunities operating within teachers' schools, the evaluation promoted a more realistic - and more complex - view of the processes of change than the linear model of social intervention outlined above.

While contributing to a better understanding of the possibilities of social change through the implementation of educational programs, the evaluation also revealed weaknesses in the assumption - implicit in Clark and Perterson's (1986) 'model of teacher thought and action' - that teachers' actions actually significantly affect student learning. This assumption is, of course, shared by the major models of teaching (Joyce, Weil, & Showers, 1992), yet the results of Study 3 seriously weaken its credibility and applicability. While there were difficulties with sample selection bias in the study, the outcomes of the study offer a timely reminder to educators and those who promote education as a means to address social problems, that 'what is taught is not necessarily learnt'. Clearly, there were significant constraints on children's learning abilities due to their levels of cognitive development and the nature of their socialisation within the family and other major social institutions.

SUMMARY

Diverse theoretical issues were raised and addressed in each phase of the evaluation. However, a 'meta-theoretical approach' (Kaufmann, 1987) to the issue of social intervention through education revealed problems with its basic assumptions, and weaknesses in its proposals for action. The evaluation significantly contributed to the verification of an alternate conception of the

processes of social intervention through education, but revealed the fragility of any school based intervention or prevention program that presumes that children necessarily learn what they are taught. The limiting influence of other 'life forces' should be recognised and used to temper the enthusiastic but unrealistic expectations of some promoters of school based personal safety programs.

INTERVIEW SCHEDULE

TO

INVESTIGATE

TEACHERS' PERSPECTIVES

ON

THE USE OF

THE CHILD ABUSE PREVENTION PROGRAM

PROTECTIVE BEHAVIOURS

FINAL

(26-4-90)

CONTENTS

SECTION A: USE OF THE PROGRAM

Dimensions
a) knowledge of the program, how to use it, and the consequences of using it
b) efforts to find out more about the program and how to use it
c) discussions with others about the program
d) evaluation of the strengths and weaknesses of the program
e) short and long term plans about using the program
f) perceptions of use
g) actions and activities used to operationalise the program

SECTION B: TRAINING

Dimensions

a) reasons for undertaking training
b) location of training
c) length and configuration of training
d) benefits and difficulties of training with colleagues
e) extent and nature of consultation about training
f) relevance of training to perceived needs
g) strengths and weaknesses of training
h) perceptions of the expectations of superiors after training
i) extent of other training after initial training

SECTION C: IMPLEMENTATION EFFORTS

Dimensions (based on Fullan's 6 categories)

a) needs analysis
b) clarity of purpose
e) staff development activity
f) informal support network
g) resource provision
h) involvement in decision making

SECTION D: BELIEFS ABOUT CHILDREN AND CHILDHOOD

Dimensions

a) teachers' satisfaction working with children
b) child- adult power relationships
c) paternalism

SECTION E: BELIEFS ABOUT CHILD ABUSE AND THE PREVENTION OF CHILD ABUSE

Dimensions

a) prevalence of child abuse
b) effects of child abuse
c) affective reaction to child abuse
d) causes of child abuse
e) reporting child abuse

f) treatment of victims of abuse

g) treatment of abusers

h) effectiveness of prevention

i) self efficacy in the prevention of abuse

j) experience of abuse

k) teachers' perceptions of associations between their beliefs and their use of the Protectiv
Behaviours program

SECTION A: USE OF THE PROGRAM

Introduction

I would like to begin the interview by asking you some questions about what you have done with the Protective Behaviours program since you undertook training.

Interview Schedule

1. Do you **use** the Protective Behaviours program with your class?

        IF YES....... Go to Q. 13
        IF NO........ Continue

2. Have you used the program **in the past?**

        Probe: When?
                   For how long?

3. Do you think that you will use the program **in the future?**

        Probe: When?

        QUESTIONS 4-6 FOR PAST USERS WHO ARE CURRENT NON USERS
        OTHERS....... Go to Q. 7

4. **Why** did you **stop using** the program?

        Probe: Problems?

5. When you think about the program now, do you think that it has any **strengths?**

6. **Weaknesses?**

        GO TO SECTION B

7. Can you briefly **describe** the Protective Behaviours program?

8. Are you currently **looking for any information** about Protective Behaviours?

        Probe: What kinds?
                   Why?

9. What do you see as the **strengths** of the program?

10. **Weaknesses?**

11. Do you **talk to others** about Protective Behaviours?

        Probe: What do you talk about, share?

Who do you talk to?
How often?

12. What **your plans** related to using the program in the future?

(GO TO SECTION B)

13. What **parts of the program** do you use?

14. What **parts of the program don't** you use?

Probe: Why not?

15. What do you see as the **strengths** of the program when using it with your class?

16. **Weaknesses?**

17. What are the **effects** of using the Protective Behaviours program?

Probe: ....on the children individually?
....on the class as agroup?
....on parents?
....on other staff?
....on you?

18. Do you **talk to others** about Protective Behaviours?

Probe: What do you talk about?
Who do you talk to?
How often?

19. Have you **recently made any changes** to how you use the program with your class?

Probe: What changes?
When did you make them?
Why did you change?

20. Are you **considering making any (more) changes?**

Probe: What?
Why?

21. Do you **collaborate** with others to teach the program?

Probe: Who with?
In what ways?
What are the strengths associated with this?
Weaknesses / problems?
Have you changed the way you teach the program because of this collaboration?

What are your plans for future collaboration?

22. As you look ahead to later this year, are you considering or planning to make **major modifications** to the program?

23. Are you considering **replacing** Protective Behaviours with another program?

        Probe: Which program?
                For what reasons?

SECTION B: TRAINING

Introduction

Having focussed on what you have done since you were trained I would like now to go back to that training and ask you some questions about it.

Interview Schedule

1. **Where** did you undertake your initial training in Protective Behaviours?

2. What is your **opinion** of this as a training venue?

        Probe: strengths?
                     weaknesses?

3. **How long** was your initial training?

4. In your opinion, was this **long enough**?

5. How would you **structure** this time?

        Probe: intensive block over consecutive days?
                    spaced workshops over school term (like ELIC)?
                    mixed offering?
                    why?

6. What are your thoughts about undertaking training outside of normal school hours (after school, over weekends, or during vacations)?

7. Did you undertake training with other teachers from your school?

        IF NO......GO TO Q.10
        IF YES ....CONTINUE

8. What were the **benefits** of training with your colleagues?

        Probe: support?
                    social ease?
                    security?

9. Did you experience any **difficulties** during training because you trained with your colleagues?

        Probe: embarrassment?
                    ill at ease?
                    sensitivity to issues discussed?

10. Could you explain **why you undertook** training in Protective Behaviours?

        Probe: personal commitment?

school decision? Did you agree with the decision? Why?
opportunity for professional development?
most important reason?

11. To what extent were you **consulted** about the **content** of the training program?

12. How did you feel about this?

13. To what extent were you **consulted** about **how** the training sessions would be run?

14. How did you feel about this?

15. Before you began the training program what did you want to gain from the experience?

        Probe: understanding child abuse?
               knowledge of child abuse?
               practical classroom strategies?
               procedures for handling disclosures?

16. Do you think that the training program **addressed your needs?**

17. Based on your experience, what were the **strengths** of the training program?

18. What about **weaknesses?**

19. Once you had completed the initial training what do you think the **trainers expected** you to do?

20. What do you think your **school principal expected** you to do?

21. How did the expectations of others fit with your **own expectations** following training?

22. How did you feel about this?

23. Following your initial training, did you undertake **further training** in Protective Behaviours?

        Probe: "trainer" training?
               "refresher" training?
               mandatory reporting training?
               "in-house" training organised by the school?
               network supported training?

SECTION C: IMPLEMENTATION EFFORTS

Introduction

I want now to move away from your initial training to look more closely at what was done, at the school level, to help teachers implement the Protective Behaviours program.

Interview Schedule

1. Since your training in Protective Behaviours, have any efforts been made, at the school level, to **find out what your needs** are in relation to using the program with your class?

> Probe: Could you describe what happened?
> Who was involved?

2. Have you talked to anyone (another teacher, adviser, principal, parent, school assistant) about what you thought you needed to implement the program with your class?

3. When you begin new programs in other curriculum areas, are your needs taken into account by those sponsoring the new programs?

> Probe: Could you describe what usually happens?
> Who is usually involved?
> Was this what happened in the case of Protective Behaviours?

4. **Who do you think should be responsible for identifying the needs** of teachers about to implement a program like Protective Behaviours?

5. At the school level, have any **decisions** been made about whether you should or shouldn't teach the P.B. program?

> Probe: Were you clear about these?
> Do you think that other teachers are clear about these?

6. Has the school made any **longer term plans** about using the program?

7. Since you completed your initial training, have you participated in any **staff development activities** related to Protective Behaviours?

> Probe: Could you describe these?
> What is your view of the value of these?

8. Have you attended any scheduled meetings in which you were able to **share your thoughts and feelings** about Protective Behaviours?

> Probe: Who was involved in them?
> Who initiated them?
> How valuable were these?

9. Have you had any **extra time out of the classroom** to work on Protective Behaviours?

> Probe: How much time?

Who suggested it?
How valuable was it?

10. Has the school provided any **special resources** like books, posters, films, puppets, or kits relevant to the P.B. program?

> Probe: Could you describe some of these?
> Have you used any of them?
> Which are the most valuable?

11. What has been the extent of your **involvement in decision making** about Protective Behaviours in your school?

> Probe: What decisions have you been involved in making?

12. How do you feel about this?

13. Of all the things that a school could do to help teachers implement a program like Protective Behaviours, what do you think would be the most helpful?

SECTION D: BELIEFS ABOUT CHILDREN AND CHILDHOOD

Introduction

I would like to ask you about your views on children and childhood generally.

Interview Schedule

1. What are some of the **rewards** for you, personally, of **working with children?**

2. What are some of the **characteristics of children** that you **like** and/or **dislike?**

3. At school, do you think that **children should "have a say"** about matters that affect them?

> Probe: What should they have a say about?
> What shouldn't they have a say about?

4. What **decisions** do you make **without consulting** the children?

> Probe: Why these decisions?

5. Do you allow children to make **decisions that may not be in their best interests?**

> Probe: What **kinds** of decisions?
> Why?

6. Do you think that **children** have special **"Rights"** just because they are children?

7. Do you think that there should be special **child protection laws?**

> Probe: Why?

8. To what extent should we expect **children** to **protect themselves** from potential danger?

9. What does it mean, in practice, to **"empower"** students?

10. Do you **agree** with calls to "empower" children?

11. Do you see any **dilemmas**, for teachers, associated with "empowering" children?

12. Do you believe that children should be able to **say "No" to adults?**

> Probe: In what contexts?
> Why?

SECTION E: CHILD ABUSE

Introduction

We have reached the final part of the interview. It is probably the hardest part, though, because I want to ask you about your views on child abuse and its prevention.

Interview Schedule

1. In your opinion, **how prevalent** is child abuse?

2. Are **some forms of child abuse** (physical abuse [including neglect], sexual abuse, and psychological abuse) **more prevalent** than others?

    Probe: Which?

3. **How prevalent** do you think child abuse is **in this local community**?

    Probe: Why do you think that?

4. What are the **effects of abuse** on children?

    Probe: Short term?
    Long term?

5. Is the community **justified** in being concerned about child abuse?

6. Are some forms of abuse **more harmful** than others?

    Probe: Which forms?
    Why?

7. What are your **feelings** when you read or hear accounts of child abuse?

8. Are your feelings the same for **different forms** of abuse?

    Probe: Which forms?
    Why?

9. **Why** do some parents **physically abuse** their children?

10. Are some **groups of parents** more likely to **physically abuse** their children than others?

    Probe: Which groups?
    Why?

11. To what extent **do you think** some **children provoke or trigger** physical abuse?

12. What are your thoughts about **why** some **people sexually abuse children**?

13. If you **suspected** that one of the children in your class was being abused, **what would you do?**

> Probe: Would you report?
> Why?
> If not, why not?

14. Are there **any circumstances** in which you would **not report** suspected abuse?

15. Is there **anything** to do with **reporting abuse** that you feel **uneasy** about?

> Probe: Concerns for the safety of the child?
> Doubts about the capacities of the authorities to deal
> with the report?
> Fear of personal involvement?
> Doubts about the authenticity of the suspected
> evidence of abuse?
> Any dilemmas?

16. What do you think should **be done for children who have been abused?**

> Probe: Should they be removed from the abusive situation?
> Should they be counselled?
> Should they be given access to psychiatric therapy?
> Should they be left alone to work through the issues
> themselves?

17. What do you think should **happen to child abusers?**

18. How **effective** would these **approaches** be in **preventing child abuse?**

19. How confident are you that **school programs** like Protective Behaviours **prevent child abuse?**

20. Could you describe a **situation in which a child may avoid being abused** by using "protective" behaviours?

21. Could you describe a **situation in which a child may not be able to avoid being abused?**

22. Are there **other ways of preventing** child abuse before it occurs?

23. How **confident** are you that these prevent child abuse?

24. Do you feel that **you "make a difference"** in the area of child abuse because of what you do?

25. Do you **know someone personally who has abused** his or her children?

26. Have you ever **suspected that one of the children in your present class**, or past classes, was being abused?

> Probe: What made you suspicious?
> How did you feel then?

27. Have you ever **reported a suspected case** of child abuse?

> Probe: How did you feel?
> Were you confident that you had done the right thing?

28. To what extent do you think your **beliefs** about child abuse and the prevention of child abuse **have influenced your decision making** about the Protective Behaviours program?

29. How have you **felt talking** about these things today?

> Probe: Did you find it upsetting?

30. Was **talking to a male** a problem?

3-10-89

Dr K.G. Boston
Director General of Education
Education Department of South Australia

Dear Dr Boston,

I seek your permission to conduct research in Education Department of S.A. schools in the area of Child Protection. I have discussed the details of my proposed research with Dr Carrie Herbert, Child Protection Officer, who endorses the value of the research.

Briefly, I wish to investigate the nature and extent of teachers' use of the Protective Behaviours program and to examine the role teachers' beliefs play in their decision making about how to use the program.

I plan to select teachers whose training in Protective Behaviours has been very similar (same location, duration of training, workshop leadership, and workshop content). I plan to interview these teachers to probe their beliefs about child abuse, their beliefs about their role in the prevention of child abuse, and their beliefs about the efficacy of school - based primary prevention programs. It is hoped that these discussions will shed light on the role beliefs play in the highly personal decision making processes used by teachers when they are confronted by personal safety curricula.

In conducting this research I will be guided by the ethical standards established by the Human Subjects Ethics Committee of the South Australian College of Advanced Education. To conform to these standards I will:

a) inform subjects about the nature and purpose of the research and the usefulness of the knowledge gained from their involvement
b) inform subjects about what they will be expected to do as part of the research
c) limit access to information about the identity and school location of subjects to no more than six research assistants who will be contracted

to maintain confidentiality. I will not identify teachers or their schools in any publication or written reports of the research.

d) accord teachers the right to give or withdraw consent to be involved in the study at any time

e) provide teachers with access to any data collected about them and give them opportunities to delete or modify data that they believe to be erroneous.

The Education Department can expect regular reports of the progress of the study and of conclusions reached. You can be assured that any reports of the study will sensitively reflect the complexities and difficulties of working within the child protection area.

This research will be conducted under the supervision of Dr Helen Winefield, Senior Lecturer, Department of Psychiatry, The University of Adelaide and will be submitted as part of the requirements for the degree of Doctor of Philosophy within the Faculty of Medicine at that University. The proposed research has the approval and endorsement of the Human Subjects Ethics Committee of the South Australian College of Advanced Education.

I trust that you will appreciate the value of the proposed research and will grant my request to work with teachers in Education Department schools.

Yours sincerely,

BRUCE JOHNSON

Lecturer in Curriculum

DIRECTOR-GENERAL OF EDUCATION
SOUTH AUSTRALIA

i.P.O. Box 1152
delaide, S.A. 5001
elephone: (08) 226 1466
acsimile: (08) 226 1118
1 reply please quote

Education Centre
31 Flinders Street
Adelaide 5000

.ef..

ED 16/1/551A

30 November, 1989

Mr B Johnson
Lecturer in Curriculum
SACAE
Smith Road
SALISBURY EAST   SA   5109

Dear Mr Johnson

I refer to your letter of 3 October, 1989, requesting permission to investigate the nature and extent of teachers' use of the Protective Behaviours Programme.

This is a worthwhile research project and in principle we endorse your request. It is noted that in your letter you state that you will be guided by the ethical standards established by the Human Subjects Ethics Committee of the SA College of Advanced Education. This is appreciated.

In order to identify the required 70-80 teachers it is suggested that you contact Ms Herbert, Child Protection Officer, who in consultation with the Areas, will assist you in this process.

Schools will be informed of your potential research project through the Education Department Gazette. Permission must still be gained from the individual principal in schools in which you propose to work and from each teacher whom you wish to interview.

We appreciate your intention to furnish the Department with regular reports and ultimately of the conclusions reached.

Yours sincerely

Ken Boston
DIRECTOR-GENERAL OF EDUCATION

EDUCATION
GAZETTE

PROTECTIVE BEHAVIOURS RESEARCH

Mr Bruce Johnson, Lecturer in Curriculum, SACAE, has been granted permission to investigate the nature and extent of teachers' use of the Protective Behaviours Program and to examine the role teachers' beliefs play in their decision-making about how to use the program. This research will form the basis of his doctorate thesis.

Mr Johnson will be negotiating with central and area child protection personnel to identify teachers who have had protective behaviour training. Principals of schools will be contacted directly by Mr Johnson, who will negotiate with individual teachers about their possible involvement in the research.

Cooperation on the part of schools, principals and teachers is requested.

21th March 1990

Ms. X
Principal
X Junior Primary School
Street
Suburb

PROTECTIVE BEHAVIOURS RESEARCH PROJECT

INFORMATION FOR PRINCIPALS

Dear Ms X,

I seek your co-operation in a research project about the implementation of the Protective Behaviours program. Rosemary X, a Support Teacher in Protective Behaviours, identified teachers in your school (including yourself) as possible participants in this Project because they were trained in Protective Behaviours by her and her colleagues some time ago, and are still teaching in the same school as they were when they undertook training. The names of the teachers identified to participate in the Project are:

> Teacher 1
>
> Teacher 2
>
> Teacher 3
>
> Teacher 4
>
> Teacher 5
>
> Teacher 6
>
> Teacher 7

Even though these teachers have been identified as possible participants, neither they nor your school are under any obligation to become involved. I present the following information about the Project so that you can decide whether your school will become involved.

What will be Investigated

I suspect that classroom teachers (rather than those distant from the classroom) make the final decisions about teaching the Protective Behaviours program with their classes. I am interested in finding out more about why they make

the decisions that they do. I wish to explore teachers' thinking about Protective Behaviours and a range of personal and school related issues which may influence their final decisions about how to use the program with their classes. Consequently, I plan to ask teachers about:

* their use, or non use, of the Protective Behaviours program
* their assessment of their initial training in Protective Behaviours
* their perceptions of the views of parents regarding the program
* what they think about child abuse, its incidence, what causes it, and what can be done about it

It is vital that a cross-section of teachers is represented in the study. I seek the views of teachers who are highly committed to Protective Behaviours, those who are disappointed or disenchanted with it, and the views of teachers who have mixed feelings! The views of all are important.

Investigation Method

Because I want to explore teachers' thinking about Protective Behaviours and related issues, I plan to interview about 30 teachers in several Northern Area schools. The interviews will be semi-structured but fairly informal, so that teachers can talk at length, and in their own terms, about the issues identified above. The interviews will be tape recorded and transcribed for analysis. As this process is likely to be time-consuming, teachers will be offered release-time from their classes to participate in the interviews. Ten volunteer T.R.T.'s (all with current Registration) have agreed to contribute to the Project by providing this release-time for participating teachers.

While in schools it is inevitable that I will notice things and talk about the Project to people who are not directly involved in the main interview study. These informal observations and discussions may help me understand more about the issues under investigation. It is likely that I will talk with principals informally about their perceptions of the implementation process in their schools.

Ethical Considerations

1. Confidentiality

So that teachers feel free to share their inner-most thoughts, beliefs and feelings, and in some cases for their own protection, they must be guaranteed that their responses will remain confidential. Accordingly, the following

procedures will be used to ensure that the identity of individual teachers and their schools is confidential.

   a) all participants who provide information or materials either formally through interviews or informally through discussions will be assigned a research number which will be used on all documentation associated with that individual

   b) each school will be assigned a symbol which will be used on all documentation associated with that school, including that emanating from individuals within that school

   c) only I, as principal researcher, will have access to information that associates an individual with his or her research number and a school with its symbol

   d) access to taped information or documentation will be restricted to the individual, me as principal researcher, and no more than four research assistants

   e) research assistants working on the Project (volunteer T.R.T.'s, typists and interview transcibers) will sign and abide by a code of ethics that pledges them to maintain the confidentiality of the Project

2. *Ownership of Information*

As a guiding principle, the ownership of any information or materials collected during the Project will reside with the individual who provides that information or materials. This means that each individual participating in the Project will have the right to withdraw any information or materials he or she provides. This applies to teachers participating in the main interview study and to all other school personnel who may provide information or materials informally

3. *Involvement of Participants*

Teachers and other school personnel are free to be involved or not involved in the Project. Should they decide to participate, they are free to withdraw from the Project at any time.

4. *Publication of Findings*

I have a responsibility to represent participants' views accurately and honestly. However, I will be free to interpret and comment upon information or materials collected during the Project and to publish my views on them so long as the anonymity of participants is assured.

5. External Adjudication

This Project has been approved by the Human Research Ethics Committee of the South Australian College of Advanced Education. This committee acts as an independent advisory group with the role of ensuring that ethical standards in research are maintained. The chairperson of this committee, Dr. Peter Woolcock , S.A.C.A.E., Magill Campus (ph: 3334575), should be contacted by participants if they have queries regarding the ethical conduct of the Project.

Significance of the Project

This study is significant as very little other research has been conducted that focuses on teachers' thinking about Protective Behaviours and related issues, and how that thinking affects their use of the program with their classes. It seeks to provide insights into the largely ignored processes involved with implementing educational programs intended to contribute to the prevention of child abuse.

Support for the Project

Child protection authorities have been consulted in formulating the study, and their support and approval has been readily forthcoming. Similarly, the Director General of Education, Dr. K.G. Boston, has endorsed the study, given permission for it to proceed in Departmental schools, and specifically requested principals and teachers to co-operate in the study (*Education Gazette*, Vol.18, No.1, p. 24).

Despite this support and endorsement from official bodies and representatives, the project is an independent academic study being conducted under the supervision of Dr. Helen Winefield of the Department of Psychiatry, Faculty of Medicine, The University of Adelaide, and Mrs. Freda Briggs of the De Lisa Institute, South Australian College of Advanced Education. I will present a thesis that will contain the work undertaken in this project (together with other work!) for the degree of Doctor of Philosophy within the Faculty of Medicine at The University of Adelaide.

Your Decision ...... to Co-operate

Having considered the purposes and procedures of the study and the probable significance of its findings, you are urged to agree to co-operate in this project. As the principal of one of only thirteen schools with teachers identified as possible participants in the study, your co-operation is important to the success of the project.

You will be sent progress reports of the outcomes of the project during the next twelve months. You will also receive copies of articles and papers based on the information collected during the Project.

I look forward to the possibility of working in your school..

Yours sincerely,

BRUCE JOHNSON

21th March 1990

Ms. X
Teacher
X Junior Primary School
Street
Suburb

PROTECTIVE BEHAVIOURS RESEARCH PROJECT

Dear Ms X,

I seek your involvement in a research project about the implementation of the Protective Behaviours program. Rosemary X, a Support Teacher in Protective Behaviours, identified you as a possible participant in this Project because you were trained in Protective Behaviours by her and her colleagues some time ago, and are still teaching in the same school as you were when you undertook training.

Even though you have been identified as a possible participant, you are under no obligation to become involved. I present the following information about the project so that you can decide whether you will become involved.

What will be Investigated
I suspect that classroom teachers (rather than those distant from the classroom) make the final decisions about teaching the Protective Behaviours program with their classes. I am interested in finding out more about why they make the decisions that they do. I wish to explore teachers' thinking about Protective Behaviours and a range of personal and school related issues which may influence their final decisions about how to use the program with their classes. Consequently, I plan to ask teachers about:

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Your Decision ...... to Co-operate

Having considered the purposes and procedures of the study and the probable significance of its findings, you are urged to agree to co-operate in this project. As one of only a few teachers identified to be involved in the study, your participation is important to the success of the project.

You will be sent progress reports of the outcomes of the Project during the next twelve months. You will also receive copies of articles and papers based on the information collected during the Project.

I look forward to working with you on this important Project.

Yours sincerely,

BRUCE JOHNSON

TRANSCRIPT OF INTERVIEW WITH #2.1 May 1990

Sex:	Female
Age:	42 years
Marital Status:	Married with three children
Teaching Experience:	18 years
Teaching Level:	Reception/Yr.1
Years at current school:	11 years
SES of School:	Middle Class
Location:	North East Suburbs

SECTION 1: USE OF THE PROGRAM

Q: Do you use the Protective Behaviours program with your class?

A: Yes , to a degree yes.

Q: What do see as the strengths of using the program with your group?

A: Definitely empowering children with their rights to say no, to voice that they don't want someone to do something, or if they do want someone to help with them. The empowering of childrens' rights, I think.

Q: Any weaknesses?

A: I don't use the network because, I feel uncomfortable with that .... as far as having it written down, but we have sort of gone through who children can talk to, so a sort of network is in their head but not actually written down. I'm not comfortable with the listing of people and I also wonder whether that could be used against the child.

Q: Anything else, you have problems with?

A: No because I've done a lot of problem-solving type stuff before and so that fits really easily into .... Sometimes I have problems with the the use of the word, 'What if "someone"'. I've been used to using 'you' under the problem solving approach, making it really pointed to the child. I find sometimes it's 'you' and sometimes it's 'someone else', depending perhaps on how touchy the subject is.

Q: Do you deal with 'touchy' subjects with the children?

A: Yes, particularly the touching part. You know, about private parts, etc., and what some people do. We had an excellent program on TV on the ABC with Rolf Harris. That really brought the subject up as far as the children were concerned.

Q: It that the same video as the one he sings his song on?

A: Yes, yes, actually I was surprised that Channel 2 would show it without sort of some pre-amble.

Q: What are the effects of using the program with, say, individual children or the class as a group?

A: I think, well, we do 'responsibility' in other ways as well, but definitely responsibility, self- responsibility comes to the fore, but then that's not only in the Protective Behaviours proram. I mean that's part of the social skills program, class management, class rules, etc. I guess children feel more open about talking about anything and not just school related things.

Q: Has it had any effect on you, personally?

A: Umm, brought back a few memories I suppose, not so pleasant things that happened to me in the past, and I suppose dealing with them a bit more. Yes.

Q: Do you talk to others about Protective Behaviours?

A: Other teachers, yes. People outside? Oh, parents, yes, but outside people? Not usually; not people who we meet socially.

Q: What do you talk about with say, other teachers?

A: I suppose what I would see as success as far as children were concerned and that you wonder whether what's learnt in classroom will go into something that's outside. I mean we can't, we can't be with the kids all the time.

Q: Have you recently made any other changes apart from the networking? Have you made any other changes?

A: No, I don't think so. I mean things are coming up all the time. It's very hard to say when this, you know what Protective Behaviours is, and what classroom management is, and what personal development is. We've been very much on 'success orientation' as part of our student management. That fits in just so well with all the whole package which includes Protective Behaviours.

Q: So you've got a fairly integrated approach to using it?

A: Oh it's not in isolation - it's not programed in isolation.

Q: Do you collaborate with other teachers to teach the program?

A: No.

Q: Later on in the year, are you considering making major modifications to it - chopping further bits out, or adding other pieces to it?

A: I suppose if the need arises, but no, not really. Because of what's going on in the student management area, my focus is very much on that this year.

Q: Are you considering replacing Protective Behaviours with another child protection program?

A: I don't know. If I see Protective Behaviours as just being 'the program' or whether I see it just as part of part of life skills. I mean, to me, no <u>one</u> program. I just don't use the book. We sort of brainstormed as a school a lot of 'what ifs..' and I use some of those and I use whatever comes up, so as far as replacing it with another, no.

Q: OK, that's fine. Lets talk about training, if you can remember back that far!

SECTION B: TRAINING

Q: Where did you undertake training?

A: Here, at school.

Q: What is your opinion of training in schools as opposed to going somewhere else?

A: Oh, much better. I mean, it's much more convenient; I would think that you'd get a lot more people there. Trying to drive somewhere after school is not easy.

Q: If you could choose a perfect venue, location would be important wouldn't it? Any other factors?

A: I suppose the willingness of staff to be involved. I mean there are some people who just don't feel comfortable in dealing with that sort of thing or even giving children the power to say what they want or don't want. I mean it's the same as student management, people just don't feel comfortable.

Q: How long was your training?

A: I think it was a total of 2 days.

Q: Was that long enough?

A: For the training, yes. I think it was, definitely, as far as the introduction is concerned.

Q: How was the time structured?

A: I think we had one full day and then there was a half day and then I'm not sure whether there was another half day or not. I mean I keep thinking it was 2 days

Q: You can't remember?

A: Not really, no I know there was a half a day.

Q: What are your thoughts about taking training outside of normal school hours; after school or during vacations?

A: Well, I have a very busy family, so I'm not really into that. If I did it because I wanted to, then that would be fine, but as far as doing it because somebody else says you should do it in your own time, I don't like that idea at all.

Q: What were the benefits of training with your fellow colleagues?

A: When everybody has been told, so therefore you can check up on what they heard; you know, the difference between telling somebody, well knowing what has been said, and knowing what other people hear it as. It sometimes comes out differently.

Q: Did you experience any difficulties, being with the people that you know very well?

A: No.

Q: No embarassment, or feeling ill at ease?

A: No, no, I have a very supportive staff.

Q: Can you explain why you undertook training?

A: Because it was a school initiative.

Q: Did you support that initiative?

A: Yes.

Q: What were your reasons for supporting it?

A: Again, anything that may help the child in the future or at the present, I think is important to do.

Q: To what extent were you consulted about the content of the program?

A: Oooh, this is getting a long way back. Umm, I don't actually think we were.

Q: How did you feel about that?

A: It was something we knew nothing about so you can't put in or have input. I don't think we were consulted at all, but that didn't worry me. It was one less thing to think about.

Q: What about the actual running of the sessions? Were you consulted about that?

A: I really can't remember.

Q: Can you think about what your needs were prior to training? Had you articulated them, or had you any sense of what you wanted out of the program?

A: No, I had none at all.

Q: Based on what you went through, can you think of the strengths of the training program? Were there any?

A: I think the two people involved were very different.

Q: And who were they?

A: Er...

Q: Was it Rosie XXXX and .....

A: It was Rosie's first workshop, and she was very nervous and very quiet. Was it Brenda?

Q: Brenda XXXX?

A: She was more outgoing and sort of had no inhibitions and I think the two together showed that it didn't really matter whether you were outgoing and could say whatever word and not flinch. They showed that everybody could do it no matter how.

Q: After you'd finished your initial training, what do you think the trainers expected you to do?

A: They probably expected us to race back and start doing it, but as a school we decided not to until we'd had feedback in staff meeting times from people who in other schools had used the program and how they felt about it and the different ways that they felt comfortable doing it. We decided this as a staff, although I could have got on with it. I would have liked to come back and kind of start. Some staff were very tentative about whether this would be really be good for the children. How would it effect perhaps relationships as

far as teacher and parents were concerned, would parents feel threatened by it?

Q: So you held back to some extent - interesting. Following your initial training, have you undertaken any further training?

A: In Protective Behaviours itself?

Q: Yes.

A: No, no. I mean I'm the sexual harassment person so I have done stuff under that, but not actually more PB.

SECTION C: IMPLEMENTATION EFFORTS

Q: Following initial training, what were your most pressing needs?

A: Umm. It's a couple of years ago now, I really can't remember.

Q: Right, fine. We're looking at the school level now, after you went through the initial training, I want to talk about, or ask you what happened at the school level, to help you implement Protective Behaviours. Were any efforts made to find out what your needs were, after initial training?

A: Yes. We talked about it in staff meeting and that's where the idea of calling other teachers in who have used the program.

Q: Who co-ordinated that?

A: The principal.

Q: Did you talk to anyone 'one to one' about what your needs were?

A: No.

Q: When you begin other programs, not Protective Behaviours, but other programs, are your needs taken into account by whoever's sponsoring the new program?

A: I think it depends on the program. It depends on the person promoting the program as to whether they consider your needs or not. I mean, definitely in the student management area in which I am very involved, our needs are definitely being taken into account, because everybody is at so many different stages.

Q: Would you say that in the case of Protective Behaviours that things were different, handled differently?

A: Well, it wasn't really. A lot of training programs you go to are supposed to be something new out of the box, never happened before, whereas this was very open and, I suppose, there was no embarassment talking about anything. I mean we were asked a few questions on paper and then results came back, which were surprising - who had sort of some incident of abuse in their life, that they could remember.

Q: Who do you think should be responsible for identifying your needs?

A: Myself, I suppose.

Q: At the school level again, have any decisions been made about whether you should or shouldn't teach Protective Behaviours?

A: The consensus was that if you feel comfortable doing it then do it. But there's no compulsion whatsoever to include it.

Q: Have you been clear about those decisions? Is it quite clear to you what you can and can't do?

A: Oh, there's no sort of what we can and can't do, it's just we are allowed to do whatever we feel comfortable doing.

Q: Do you think that's fair enough?

A: I think it's important, because if you try to teach it and you weren't comfortable with talking about it, then the children pick up those vibes.

Q: Has the school any longer term plans about Protective Behaviours?

A: Not that I know of.

Q: Since you completed the initial training, have you been part of any staff development activity in the area?

A: No.

Q: What about these other teachers who came in to talk to you from other schools? What was all that about?

A: Oh, we had other people coming in to staff meeting, telling us their successes and/or failures and how comfortable and/or uncomfortable they felt with certain parts of the program.

Q: How valuable was that?

A: Very valuable.

Q: How many came in?

A: I'm not sure if it was 2 or 3, but they had very different ways of doing things, very different amounts of feeling comfortable with certain parts, so it was interesting.

Q: Have you had many informal chats with people around here where you've shared your thoughts and feelings about teaching the program?

A: In the beginning I think, but certainly not lately, I mean other things just come to the fall.

Q: Were you given any extra time out of the classroom to work on Protective Behaviours - to visit other people, to program, to get to know resources?

A: No, I mean it's up to the individual if they want to use observation time.

Q: But you didn't?

A: No.

Q: Has the school provided any special resources like books, kits, puppets, posters?

A: Oh, yes.

Q: Have you used any of those?

A: Umm, the ones that I feel comfortable with, yes.

Q: There are some you don't feel comfortable with?

A: Definitely. Again mainly on that being touched area. I don't really feel comfortable reading that to children. I can talk about it but I mightn't feel comfortable with the words being used in the book.

Q: And you've got materials that you wouldn't use?

A: Only a few. I mean some of them would really be in teacher reference, rather than available for the children.

Q: The ones that you have used, have you found them valuable?

A: Yes, but again I prefer to use what's in my head than what's written down. Some of them - the pictures - I don't know. They are just little non-descript creatures who are supposed to be secure, I mean supposed to be safe, but then sometimes the children don't really relate.

Q: I've heard that criticism before, actually, about the anonymous faces on these creatures.

A: Yes, yes.

Q: What's been the extent of your involvement in decision making at the school level about Protective Behaviours?

A: We're a staff that divides things up very easily. I've been the Protective Behaviours network person, or contact person, so I received newsletters, etc. But apart from that, it's a whole staff decision within staff meetings. I presume if there's something in the newsletter then I present that in staff meetings, but no great decision making.

Q: So it's consensus decision making because your staff is small enough for that to work?

A: Mmm.

Q: Of all the things a school could do to help teachers use the program, what do you think would be the most helpful?

A: I not really sure, because you can't change some people - they can't be changed to be feeling comfortable.

Q: Why do you think that is?

A: Just that some people can't be open about something that they feel is so personal. In some ways, I suppose, teachers who could come out and give more input or explain how they got around some of the parts of the program that people don't feel happy about. That might help some people.

Q: So that contact with other teachers who have been through it might help?

A: Oh, I think yes, I think that with everything that goes on, contact with other teachers is worthwhile.

SECTION D: BELIEFS ABOUT CHILDREN AND CHILDHOOD

Q: I'd like to ask you some questions about your views of children and childhood generally. What are some of the rewards for you personally of working with children?

A: I mean I love being with children, so the rewards are that I've got a job that I love doing and I get paid for. I couldn't imagine doing anything else but teaching.

Q: What is it about children that you like or dislike?

A: Their innocence, and their ability to come out with anything at any time, so their openness as well. Their ability to give lots of positives and to give love without feeling embarrassed about it at all. Their unpredictable nature, I suppose.

Q: What about any dislikes?

A: About children?

Q: Yes

A: I don't really think I have any dislikes about children, apart from their parents occasionally.

Q: At school, do you think children should have a say about matters that affect them?

A: Oh, definitely.

Q: Any particular matters? Issues?

A: I think they should have a say in what goes on in their classroom and around the school. I mean that's part of the new student management policy about children being involved. We don't have an SRC, but within my classroom, the children decide a lot of what goes on, and they also feel comfortable giving me a warning, if they think I'm not sort of obeying class rules as well, which I accept, and I think that's good. I know some people would say, 'children don't tell me what to do', but I think it shows the children have an understanding of what's going on, and that they feel comfortable as well. I'm not just the teacher who sits on a pedestal.

Q: Could you describe a few situations in which you would make decisions on behalf of the children because you feel that's what's best for them?

A: Oh, definitely. From a safety angle. You know, children put up things around the classroom and decide we have them, but any time that they needed to stand on the chair or on a cupboard, I wouldn't allow it, so I would step in and say, 'I'll do that'. Also, any incident where I felt that a child was being treated unfairly, I would step in.

Q: On the other side of things, are there any situations in which you wouldn't intervene, but let things run their due course, even if you saw it being against the best interests of the kids?

A: That 's difficult! Where I probably felt that a child who had learnt enough strategies, say if there had been teasing before and because of what we'd done

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within the classroom, because of observation, that I felt that they had picked up enough strategies to perhaps handle that situation by themselves, then I would stand back, but be ready to come in.

Q: Do you think that children have special rights just because they are children?

A: Yes, I suppose the right to be children, the right to act like children, not like little adults. This is very important. I mean we give them all these strategies, but you still only expect them to use them to the maturity level they have at the time, so the right to act like children, I think, is the one that they have that's different.

Q: Do you agree with there being special child protection laws?

A: Yes.

Q: Why?

A: Because some parents and caregivers are not as responsible as others, and you need to be.... I mean there are laws about those things, so I think there need to be, as a back up for the person's own judgement, I suppose or conscience. You look puzzled.

Q: No, no, I'm not; I can accept that. To what extent do you think we should expect children to protect themselves against potential danger?

A: Again, only up to their emotional level. I mean you know you can teach them to do lots of things, but they're only children and they will forget very easily, so they need the role-modelling and if they don't get it, then they can forget pretty easily. Children that I've had who've all worked co-operatively, don't necessarily go to another teacher and continue that, they could be the worst kids in the world.

Q: You have already talked about empowering students. What does it mean, in practise, in the classroom for that to happen?

A: It means teaching children in particular, to say 'I want... '. Training them to think of consequences when they're in situations, to think of alternatives when they're in situations. Some children, particularly one little girl in the class I have at the moment, if somebody is doing something to her, her only

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alternative is to come and tell me, so I have been getting her to look at the person and say, 'I don't want you to pull my hair' and she finds the word 'want' very, very difficult to say. I would suspect because, perhaps she doesn't really feel she has the right to voice her wants, but that she should do what other people want her to do, or what other people tell her to do. The first time she said 'I want...' she just burst into tears.

Q: As strong as that?

A: Mmm.

Q: Are you prepared for kids to say 'no' to you? Have you had any dilemmas with that?

A: Well, I'd ask them to verbalise why and then we could talk about it and perhaps come to a compromise. Sometimes children say, 'I don't want to do that', and I say that it is too bad because we're going to do it now, but occasionally we will come to a compromise where, O.K., we'll say that we can do this now and you can do that later. Some of the problem solving things, children just don't want to leave them alone, and we run out of time, and you have to say to the children, 'Well you don't have to always find a solution and you can't always be right or wrong, there are different ways of doing things'.

Q: To what extent do you think parents share your views about children, empowering them and so on?

A: I think some of the parents think I'm a bit wacky, and that I complain a lot, whereas I see it as keeping that triangle of child/parent/teacher. Some of them just think I complain a lot.

Q: What by feeding home information?

A: Yes, by informing people. I don't tend to give information, I don't tend to send home letters as a class, you know, class-wide. I tend to send a letter home with the child saying, 'Can we have a chat to talk about such and such?', and a lot of parents feel threatened by that.

Q: Well, do these perceptions of what the parents believe and think, affect what you do in the classroom?

A: No. I mean, I'm not really one to turn away from a challenge. They don't affect what I do in the classroom. Perhaps for very strong things like religion or perhaps Jehovah's Witness type things I would modify what I would do, but I certainly wouldn't drop anything that I felt was important. I mean, yes, I listen to parents and I take note of their sort of needs, but if I think it's important, I still think, as a professional, I have that decision to make.

SECTION E: CHILD ABUSE

Q: We've reached the final part of the interview, where we talk about child abuse and, its prevention. In your opinion, how prevalent is child abuse?

A: I suppose it depends on your definition of abuse. I would see emotional abuse as being quite prevalent, with the other forms of abuse, not as prevalent. I have a husband in the police force, so I hear the sort of things he copes with at work, particularly working in the area of ......

Q: Where is that?

A: Elizabeth and Salisbury

Q: How, well this is related to it, how prevalent do you think child abuse is in this local community around here?

A: Probably more prevalent that we realise, but I would hope that the information, and by empowering children that that will be helped. I think we've got a good lot of parents here, but again I think the emotional abuse is the part that is prevalent around this district.

Q: What do you see as the short term and long term effects of child abuse on children?

A: In the short term, I think a lot of it is controlling. I mean the parents use it to control their children. The long term would be screwed up adults. Adults who don't know how to handle certain parts of their own lives.

Q: Is the community justified in being concerned about child abuse?

A: Oh, definitely.

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Q: Are some forms of abuse more harmful than others?

A: Well they all have an affect on the child in later life. Physical abuses - if somebody was abused as a child, they're likely to abuse their children and it's going to keep going, unless somebody comes in and breaks the chain. Sexual abuses is very damaging. It's hard as that child becomes an adult, and I think probably emotional abuse continues that chain. If your father kept telling you how bad you were, you probably would grow up and do the same to your children even though you say to yourself at the time, 'I'll never ever say that to my kids'.

Q: What are your feelings when you read or hear accounts of child abuse?

A: Anger, I suppose -I am sort of mother hen, you know. Give the poor child to me, I'll look after it, take it away from the parents. I get really uptight about it. I think the media has a lot to answer for ..... you know. The ways they write up things, I don't think some of the sort of the really vivid details are necessary because they upset me. I tend not to read many of them, and I tend not to watch the news, because of the bad news on.

Q: Yes, I agree with you about some of the written stuff which has been put in the papers.

A: Because I forget only must really give some people extra ideas.

Q: Yes, the voyeurs around. Are your feelings the same for different forms of abuse?

A: Oh, no, no I suppose sexual abuse is one that really gets my dander up. Also as we've been doing more sort of, success orientation, the put downs are really making me grate my teeth even further than they ever used to.

Q: Why perhaps do parents and others abuse their kids? Talk about physical abuse to start with. Why do you think some parents really hit and bash their kids?

A: Because they don't know of any alternatives or perhaps don't believe in any alternatives. You know, 'my dad did this to me and I grew up alright, so I can do it to you too'. Perhaps the distrust of the sort of, psychological methods of

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doing things, so good old 'hit him on the head with the psychology book' type image.

Q: Do you think that some groups of parents are more likely to physically abuse their kids than others?

A: I, no I wouldn't think so. Possibly, the younger parents, because of the lack of emotional maturity, but no I don't think any one group is more likely to abuse their children that any other.

Q: To what extent do you think some children provoke or trigger physical abuse?

A: Some children definitely do, because they'd rather have negative attention than no attention whatsoever, so some children actually ask virtually to be hit. I mean, certainly nobody asked to be sexually abused, but some children would prefer to be hit than to be ignored. I mean it's a form of touching, whether you like it or not, if they don't get any other form of physical touch, then at least it means someone's taking some notice of them.

Q: What are your thoughts about why some people sexually abuse children?

A: ......ohhh, you know my first impulse is perhaps to say because they're sick, but I have never really thought about why they do it.

Q: Have you got any intuitions, any pet theories?

A: Possible because it was done to them at some stage, or they just have weird ideas on what is normal, and what is allowed and what is not allowed. In some cultures it's kind of taken that, fathers and daughters are OK, um, so it can be a cultural thing. I suppose when it comes down to it, it must be a need they have at the time, whether it's pre-meditated or not I don't know.

Q: If you suspected that one of the children in your class was being abused, what woud you do?

A: Talk to the principal, and then go to the Welfare.

Q: Are there any circumstances in which you would not report?

A: No, I mean by law we have to. I couldn't in all conscious ignore something. Even if I just thought it was going on, I couldn't live with myself if I did nothing. No, I'd have to look into it and report it even if it turned out not to be true, I think to protect that child.

Q: You mentioned the law, now what's the balance in motivation, law or your conscience?

A: My conscience, I mean when I first found out that by law we had to, but then in looking back, I always have tended to go that way anyway, but being told you have to, really puts peoples' backs up for a while, even if you've done it all the time.

Q: Is there anything about reporting that you feel uneasy about?

A: The thought that the parent will find out it was me, and perhaps some recriminations again being married to a police officer. We have had recriminations at our home over the telephone, and I suppose, the thought that they will come for me, is always a possibility, but I'd rather take that chance than not do something for the child.

Q: What do you think should be done for children who've been abused?

A: Ohh, definitely ..... pscho-therapy. Umm, possible removal from the person or the family, unless there's a lot of counselling done for the whole family.

Q: What do you think should happen to the child abusers?

A: The sexual abusers should have parts of them removed!! Umm, but I don't know that putting them in jail actually works. It's very hard to punish them. You tend to think of the old stocks in the city square type of thing.

Q: Public humiliation?

A: But you really can't do that to people any more. But I don't think jail does make any difference to some, but for others it would just make the situation worse for the child in the first place, because it might have been, financial matters that caused all the strain that led the people to do things anyway, and I mean I think castration's a definite alternative.

Q: Tough response. How effective do you think these approaches would be to preventing child abuse? Further abuse?

A: Umm, well they couldn't possible do anything any more ......

Q: The castration option might work, might it?

A: I'm a believer in psycho-therapy and counselling too. Possibly that would work in the short term anyway, whether it would work in the long term or not. Definite supervision and you know the family knowing that, if something happened, it's definitely going to be picked up.

Q: How confident are you that school programs like Protective Behaviours actually prevent abuse?

A: I don't suppose that I'm very confident at all, but again, while the child is in your class and rights and things are being talked about constantly, it's really in the child's mind, but a couple of years down the road ... Some parents just aren't interested in what's being done at schools, so the child possibly wouldn't take anything home to them so it wouldn't effect them at all.

Q: Can you describe a situation in which a child might avoid being abused, by using the strategies or approaches you've taught them?

A: I suppose the safe place, going to a safe place to be by yourself. So side-stepping, would be one of the things that could happen. Or learning how to say 'I don't want you to do that'. Recognising their warning signals and doing something about it or, telling... and keeping telling people.

Q: Are there any situations in which a child may not be able to avoid being abused? Where the strategies and techniques you've used, wouldn't be effective?

A: I suppose where the child hasn't really internalised it and it's just something you do at school. Or of course when a child was so frightened they just couldn't think at the time. We all tend to know what we should do in certain situations, but whether we do them or not is another thing at the time.

Q: Are there any other ways of preventing child abuse before it occurs?

A: I suppose parenting parenting programs, in high school, really before people are parents. But parenting programs tend to lack crisis management things - you have to recognise then that you have a problem. I'd like to see high schools in particular, teaching people how to be parents, how to look after people. It's not all a bed of roses when you get this cute little bundle, I mean, I got an awful shock when I bacame a parent - suddenly you wish this bundle would just shut up.

Q: How confident are you that those kind of high school programs would work, you know would be effective in reducing child abuse.

A: I think they would be very effective, but I think the problem would be, that the parents of those students seeing them as being necessary and not just a waste of time, because maths and science and all this is what's important. 'We're not going to be parents for years yet, so why do it?' So I think probably getting the kids to sign up for the course in the first place would be a problem.

Q: How do you think you make a difference, with what you do, in the area of child abuse?

A: I would like to think I do, but whether I do or not. I'm quite open and honest and perhaps nosey, when I talk to parents about some things. Perhaps I make that parent think a little, you know while they're with me, even if they don't come out and say something, but perhaps we'd avoid a situation at home next time.

Q: Do you know someone personally who has abused his or her chidlren?

A: No.

Q: Have you ever suspected the one of the children in your present class, has been abused?

A: Yes.

Q: What made you suspicious?

A: I suppose certain behaviours that the child has and then certain fixation about body parts that the child has. And observation that the child seems different in some way.

Q: Did you report those suspicions?

A: Yes.

Q: How did you feel about that?

A: It didn't worry me, my only worry was recriminations from the parent if they had to find out.

Q: Did you feel that you did the right thing?

A: Definitely.

Q: To what extent do you think that your beliefs about child abuse and its prevention, have influenced you decision making about Protective Behaviours?

A: I'm not really sure whether it's that way or the other way, whether Protective Behaviours affected the other thoughts or whether ... It's really hard to say.

Q: To know what came first?

A: Right, or whether it was always in the back of my mind anyway and just a program like this enables you to bring it to the fore.

Q: Have you any memories of being abused as a child?

A: Yes. It made me more determined to protect and to teach children to protect others from abuse, especially emotional abuse, to encourage assertiveness and to empower children with their rights.

Q: How have you felt talking about these things? Has me being a male been a problem?

A: No.

Q: It has been suggested to me that particularly with females, it could be an issue.

A: Oh no, obviously you have some knowledge about it, so no. It's on a professional basis anyway, perhaps if it was personal, then that would be different.

Q: OK. That's good. Thank you for being so open and articulate, it's been good.

Q.S.R. NUD.IST Power version, revision 3.0.5.
Licensee: Bruce Johnson.

PROJECT: PB Interviews. User Bruce Johnson.

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Evaluation of

Protective Behaviours

Teacher Questionnaire

UNIVERSITY OF SOUTH AUSTRALIA

UNIVERSITY OF SOUTH AUSTRALIA

How to Complete this Questionnaire

1. Thankyou for making the time to complete this important questionnaire. Before you begin, don't be put-off by its length! The questionnaire follows a branching format that directs you to questions relevant to your experience and away from those that aren't relevant. You will NOT have to respond to all questions. Depending on what questions you answer, the questionnaire will take between 20 and 35 minutes to complete.

2. Each question has a range of responses which are numbered. In the case of Example 1 below, you may answer No or Yes. You are asked to write the number of your response (1 for No, or 2 for Yes) in the box in the column on the right. Disregard the typed number alongside the response box. This number will be used by a data entry operator to put your response in the right place in a computer program.

Example 1

12. Have you eaten any green apples at school this week?

> **1. No** → Go to No.39 on page 14   ☐ 6
> **2. Yes** → Continue to No. 13

3. Once you have written the number of your response in the box, simply follow the instructions linked to your particular response. That way you will only answer the questions that are relevant to you.

4. Other questions follow a different format (see Example 2 below). Again, you are asked to write the number of your response (1 through to 5) in the box on the right, then proceed to the next question.

Example 2

	can't remember	not at all	a little	some extent	great extent	
9. To what extent were you encouraged to eat green apples when you were a child?	1	2	3	4	5	☐ 11

5. Good luck completing this questionnaire. Your responses are **vital** to the research into Protective Behaviours in South Australia.

Regards,

Bruce Johnson

Senior Lecturer
University of South Australia

Section A: Training in Protective Behaviours

1. By answering the following questions you will provide information about:
- why you first undertook training in Protective Behaviours
- the type of course delivery you experienced
- the extent to which you were consulted about your training needs
- your views on the training process
- the extent of other training you may have undertaken in Protective Behaviours
and/or Mandatory Reporting since you were first trained

Please follow the instructions linked to your answers (otherwise you may answer questions that don't apply to you!)

Record = 1

(This is the ID number we will give you in the Review - once we receive your questionnaire we will delete any reference to your identity. You will simply become a NUMBER - sorry!)

☐☐☐☐
1-4

2. When did you first undertake training in Protective Behaviours?

			☐ 5
1. 1985	4. 1988	7. 1991	
2. 1986	5. 1989	8. 1992	
3. 1987	6. 1990	9. 1993	

	can't remember	not at all	a little	some extent	great extent	
3. To what extent did you want to do Protective Behaviours training?	1	2	3	4	5	☐ 6

4. What were the three main reasons you undertook training in Protective Behaviours?
(Put a 1 in the box beside the most important reason, put a 2 in the box beside the second most important reason, then put a 3 in the box beside the third most important reason)

- I was personally very interested in child protection issues ☐ 7

- other teachers recommended it highly ☐ 8

- I was told by my Principal that I had to be trained ☐ 9

- we made a staff decision to be trained ☐ 10

- I thought we were required to be trained by our employer ☐ 11

- I felt that it was in the best interests of my students for me to be trained ☐ 12

- I was curious about Protective Behaviours and wanted to know more about it ☐ 13

- I felt that child protection issues were so important that I needed to be better informed ☐ 14

- I saw it as part of my on-going professional development as a teacher ☐ 15

- other ... (please specify) ☐ 16

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5. Select the course delivery arrangement that most closely resembles your training experience (select only one):

     1. One full day   ☐ 17
     2. Two full days
     3. Three full days
     4. One full day plus several sessions out of school hours
     5. Two full days plus several sessions out of school hours
     6. Several sessions out of school hours
     7. Some other arrangement
     8. Can't remember

	can't remember	not at all	a little	some extent	great extent	
6. To what extent were you consulted about the content of the training ?	1	2	3	4	5	☐ 18
7. To what extent were you consulted about the way the training was organised and run?	1	2	3	4	5	☐ 19
8. To what extent were you satisfied with your training in Protective Behaviours?	1	2	3	4	5	☐ 20

9. Since you undertook your initial training in Protective Behaviours, have you done any further training and development in Protective Behaviours (eg, gone to 'refresher' courses, done the complete training again, attended 'support' group meetings, or gone to conferences)?

     1. No   ☐ 21
     2. Yes

10. Have you undertaken Mandatory Notification training?

     1. No → Go to Section B: In-School Support on p.4   ☐ 22
     2. Yes → Continue to No.11

11. Indicate the year in which you undertook training in Mandatory Notification.

     1. 1990   ☐ 23
     2. 1991
     3. 1992
     4. 1993

→ Continue to Section B: In-School Support for Protective Behaviours on p.4

Section B: In-School Support for Protective Behaviours

1. By answering the following questions you will provide information about:
- the nature and extent of in-school support you received to teach Protective Behaviours following training
- the nature and extent of in-school support you currently receive to teach Protective Behaviours
- your views on possible future initiatives to support the teaching of child protection knowledge and strategies

2. Following training, did your school develop clear plans for the implementation of Protective Behaviours?

        1. No → Go to No.7   ❏ 24
        2. Yes → Continue to No.3
        3. I don't know → Go to No.7

	can't remember	not at all	a little	some extent	great extent	
3. To what extent did you know what these plans were?	1	2	3	4	5	❏ 25
4. To what extent do you think other staff members knew what these plans were?	1	2	3	4	5	❏ 26
5. To what extent did you participate in formulating these plans?	1	2	3	4	5	❏ 27
6. To what extent did your principal promote the acceptance of these plans?	1	2	3	4	5	❏ 28

7. Did your school arrange follow-up training and development activities in Protective Behaviours?

        1. No → Go to No.9   ❏ 29
        2. Yes → Continue to No.8

8. To what extent did you undertake the following staff training and development activities?	can't remember	not at all	a little	some extent	great extent	
1. regular discussions at staff meetings about using the Protective Behaviours program	1	2	3	4	5	❏ 30
2. planned observation of another teacher teaching the program	1	2	3	4	5	❏ 31
3. visit another school to discuss teaching Protective Behaviours	1	2	3	4	5	❏ 32
4. planned discussion with an Advisory Teacher about aspects of the program	1	2	3	4	5	❏ 33
5. curriculum writing activities related to aspects of the program	1	2	3	4	5	❏ 34
6. planned workshops on aspects of the program	1	2	3	4	5	❏ 35

7. review relevant literature provided by the school	1	2	3	4	5	☐ 36
8. listen to an outside 'expert' talk on child protection issues	1	2	3	4	5	☐ 37
9. team-teach the program with another teacher who had greater knowledge of, and experience teaching, the program	1	2	3	4	5	☐ 38
10. join a support group of other teachers teaching the program at your school	1	2	3	4	5	☐ 39
11. other ... (please specify)	1	2	3	4	5	☐ 40

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→ Continue to No.9

9. Did your school purchase additional resources (books, posters, videos) to support the teaching of the program?

       1. No   ☐ 41
       2. Yes
       3. I don't know
→ Continue to No.10

10. Are you still teaching at the same school now?

       1. No → Continue to No.11   ☐ 42
       2. Yes → Go to No.19

11. **At your current school,** are there clear plans to support the teaching of Protective Behaviours?

       1. No → Go to No.16   ☐ 43
       2. Yes → Continue to No.12
       3. I don't know → Go to No.16

	not at all	a little	some extent	great extent		
12. To what extent do you know what these plans are?	1	2	3	4		☐ 44
13. To what extent do you think other staff members know what these plans are?	1	2	3	4		☐ 45
14. To what extent did you participate in formulating these plans?	1	2	3	4		☐ 46
15. To what extent has your principal promoted the acceptance of these plans?	1	2	3	4		☐ 47

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16. Has your **current school** arranged training and development activities in Protective Behaviours?

<div style="margin-left:2em">

1. No → Go to No.18

2. Yes → Continue to No.17
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17. **At your current school,** to what extent have you undertaken the following staff training and development activities related to Protective Behaviours?

	not at all	a little	some extent	great extent	
1. regular discussions at staff meetings about using the Protective Behaviours program	1	2	3	4	☐ 49
2. planned observation of another teacher teaching the program	1	2	3	4	☐ 50
3. visit another school to discuss teaching Protective Behaviours	1	2	3	4	☐ 51
4. planned discussion with an Advisory Teacher about aspects of the program	1	2	3	4	☐ 52
5. curriculum writing activities related to aspects of the program	1	2	3	4	☐ 53
6. planned workshops on aspects of the program	1	2	3	4	☐ 54
7. review relevant literature provided by the school	1	2	3	4	☐ 55
8. listen to an outside 'expert' talk on child protection issues	1	2	3	4	☐ 56
9. team-teach the program with another teacher who had greater knowledge of, and experience teaching, the program	1	2	3	4	☐ 57
10. join a support group of other teachers teaching the program at your school	1	2	3	4	☐ 58
11. other ... (please specify)	1	2	3	4	☐ 59

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→ Continue to No.18

18. Has **your current school** purchased additional resources (books, posters, videos) to support the teaching of the program?

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1. No

2. Yes

3. I don't know
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→ Continue to No.19 on next page

19. In your opinion, which of the following proposals/strategies would be most effective in promoting the wider teaching of Protective Behaviours?
(Select up to three proposals/strategies. Put a 1 in the box beside the most important strategy, put a 2 in the box beside the second most important strategy, then put a 3 in the box beside the third most important strategy)

- your employer (Education Department, Catholic Education Office, etc.) mandating the teaching of Protective Behaviours (ie, making it a compulsory part of the curriculum) ☐ 61

- your employer (Education Department, Catholic Education Office, etc.) providing further training activities ☐ 62

- providing further school-level training and development activities like those listed in No.17 on page 6 ☐ 63

- developing more detailed and specific curriculum materials for teachers ☐ 64

- developing 'workbook' style materials for students ☐ 65

- producing video support materials ☐ 66

- appointing specialist teachers with expertise in child protection issues ☐ 67

- developing detailed and specific 'information kits' for parents ☐ 68

- mounting a 'community awareness' program about the aims and strategies of Protective Behaviours ☐ 69
- other ... (please specify)

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→ Continue to Section C: Use of the Protective Behaviours Program on p.8

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Section C: Use of the Protective Behaviours Program

1. By answering the following questions you will provide information about:
   - what opportunities you have or haven't had to teach Protective Behaviours
   - what aspects of the Protective Behaviours program you have or haven't taught
     - eg   - Theme 1: Feeling Safe
         - Theme 2: Telling Others/Networking
         - uncomfortable or confusing touching
         - physical violence
         - the 'what if...' strategy
   - when you may have taught them
   - in what detail you may have taught them

   From No. 7 onwards, questions refer to *two time periods:*
   - *this year* = the 1993 school year
   - *the two years after training* = the remainder of the school year in which you trained, plus the full school year after that
     - eg, if your date of training was April 1989, the *the two years after training* refer to the remainder of 1989 and all of 1990.

2. Have you ever taught any aspect of the Protective Behaviours program (like Networking, Uncomfortable/Confusing Touching, the two Themes, etc.)?

   1. No → Continue to No.3   ❑ 71
   2. Yes → Go to No.4

3. Do you intend to teach any aspect of Protective Behaviours this year?

   1. No → Go to No.53 on p.24   ❑ 72
         (No.4 to No.52 aren't relevant to you)
   2. Yes → Continue to No. 4

4. Which Protective Behaviours curriculum resources have you used most?
   (Select up to three resources. Put a 1 in the box beside the resource you used most, put a 2 in the box beside the second most used resource, then put a 3 in the box beside the third most used resource)

   1. Protective Behaviours Manual (original blue book)   ❑ 73

   2. Basic Essentials (recent green/yellow book)   ❑ 74

   3. Safe Start Safe Future (CSO Publication)   ❑ 75

   4. Trust Your Feelings (by Ingrid Lippitt)   ❑ 76

   5. Keep Safe (recent adolescent curriculum book)   ❑ 77

   6. None → Go to No.7   ❑ 78

   7. Other ... (Please specify)   ❑ 79
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   → Continue to No.5

5. How would you rate the quality of the curriculum resource you used most?

   1. Very poor → Continue to No. 6   ❑ 80
   2. Poor → Continue to No. 6
   3. O.K. → Go to No.7
   4. Good → Go to No.7
   5. Very Good → Go to No.7

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6. To what extent was the quality of the curriculum resource poor because:

	not at all	a little	some extent	great extent	(Record = 2)
... it was difficult to locate things in it	1	2	3	4	☐ 1
... it wasn't specific enough	1	2	3	4	☐ 2
... it wasn't practical enough	1	2	3	4	☐ 3
... it didn't contain ideas appropriate to the age of my students	1	2	3	4	☐ 4
... it over-simplified a complex area	1	2	3	4	☐ 5
... too much jargon was used	1	2	3	4	☐ 6

7. **This year**, have you taught, or intend to teach, the first Theme in Protective Behaviours relating to children's right to feel safe (ie, teaching students about feeling safe and unsafe, identifying 'early warning signs', declaring a 'personal emergency' and so on)?

        1. No → Go to No.9   ☐ 7
        2. Yes → Continue to No. 8

8. **This year**, how much detail did you, or do you intend to go into when teaching the first Theme?

        1. A little   (ie, frequently repeating the theme: 'We   ☐ 8
                         all have the right to feel safe',
                         explaining what it means in a variety
                         of ways, displaying it around the room)
        → Continue to No.9
        2. Some   (ie, as above but also talking about
                         'early warning signs', distinguishing
                         between safe and unsafe situations)
        → Continue to No.9
        3. A great deal (ie, as above but also presenting many
                         situations in which children can describe
                         their 'early warning signs', teaching about
                         'personal emergencies', linking the Theme
                         with broader ideas of Children's Rights,
                         linking with class and school rules,
                         applying to child-adult relations)
        → Go to No.13

9. **This year**, have you had, or will you have the opportunity to teach the first Theme in detail?

        1. No → Continue to No.10   ☐ 9
        2. Yes → Go to No.12

10. **This year**, why have you had limited opportunities to teach the first Theme?
(Select up to three reasons. Put a 1 in the box beside the most important reason, put a 2 in the box beside the second most important reason, then put a 3 in the box beside the third most important reason)

- I have very limited class teaching time   ☐ 10

- I haven't been in my school long enough to have the chance to teach the program ☐ 11

- someone else takes responsibility for teaching it   ☐ 12

- the program is not part of the curriculum of this school   ☐ 13

- other ... (please specify)   ☐ 14

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.... → Continue to No.11

11. Do these factors limit your opportunities to teach other aspects of Protective

Behaviours like the second Theme, Networking, the 'What if ... ' problem
solving strategy, etc?

☐ 15

12. **This year,** to what extent did the following factors
influence your decision **not** to teach the first Theme,
or to teach it in a **non-detailed** way?

	not at all	a little	some extent	great extent	
1. I thought the students might get a bit carried away with their 'rights' (eg, start telling parents about their 'right' not to be punished)	1	2	3	4	☐ 16
2. I was concerned that parents might object to me promoting children's rights	1	2	3	4	☐ 17
3. I thought the students would just 'parrot' the Theme without understanding what it meant	1	2	3	4	☐ 18
4. I thought the language used was too simplistic and 'babyish' for my students	1	2	3	4	☐ 19
5. I felt that the first Theme was too idealistic and had no relevance to children's everyday lives	1	2	3	4	☐ 20
6. other ... (please specify)	1	2	3	4	☐ 21

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13. **This year,** to what extent did the following factors
influence your decision **to teach** the first Theme
in **great detail?**

	not at all	a little	some extent	great extent	
1. I could see strong links between the Theme and other programs and policies like counter sexual harassment and student behaviour management	1	2	3	4	☐ 22
2. I thought it was important for students to learn that they have some power over what happens in their lives	1	2	3	4	☐ 23
3. I could see the benefits of students becoming more aware of threats to their safety	1	2	3	4	☐ 24
4. I thought that it was important to teach children to recognise their 'early warning signs' and to consciously link their feelings to unsafe or potentially unsafe situations	1	2	3	4	☐ 25
5. I strongly endorsed the notion that children have rights, particularly those that relate to their personal safety	1	2	3	4	☐ 26
6. other ... (please specify)	1	2	3	4	☐ 27

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14. This year, have you taught, or intend to teach the second Theme in Protective Behaviours relating to children telling others about any situations in which they feel unsafe (ie, teaching students about Networks, reinforcing the Persistence Expectation, and so on)?

      1. No → Go to No.16   ❑ 28
      2. Yes → Continue to No. 15

15. This year, how much detail did you, or do you intend to go into when teaching the second Theme?

      1. A little   (ie, informal talk about feeling unsafe and   ❑ 29
                     who students could go to, to talk about it)
      → Continue to No.16
      2. Some   (ie, as above but also formally identifying
                     a Network, but not to the extent of sending
                     copies home or of students contacting those
                     on their Network)
      → Continue to No.16
      3. A great deal (ie, formally identifying a Network,
                     informing parents, contacting those on
                     Networks, practising using them, and
                     reinforcing the need to persist in 'telling'
                     until someone acts to stop inappropriate
                     behaviour)
      → Go to No.17 on next page

16. This year, to what extent did the following factors influence your decision **not** to teach the second Theme, or to teach it in a **non-detailed** way?	not at all	a little	some extent	great extent	
1. I felt that the students were too young to fully understand Networking	1	2	3	4	❑ 30
2. I felt that the students were unlikely to identify appropriate people for their Network	1	2	3	4	❑ 31
3. I had doubts about the ability of adults to act if they were contacted	1	2	3	4	❑ 32
4. I was concerned that parents might object to their children using Networks before consulting them ie, 'going behind their backs'	1	2	3	4	❑ 33
5. I didn't know enough about the implications of using Networks	1	2	3	4	❑ 34
6. I didn't think it was fair to make children responsible for ensuring that someone 'listened' to their calls for help	1	2	3	4	❑ 35
7. other ... (please specify)	1	2	3	4	❑ 36

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    → Go to No.18 on next page

17. **This year,** to what extent did the following factors influence your decision to teach the second Theme in **great detail**?

	not at all	a little	some extent	great extent	
1. I could see the advantages of students having an established support Network	1	2	3	4	☐ 37
2. I thought my students were able to select a range of appropriate people to be on their Networks	1	2	3	4	☐ 38
3. I don't have any personal difficulties teaching Networking	1	2	3	4	☐ 39
4. I thought it was important to reinforce the idea that children shouldn't keep 'bad' secrets	1	2	3	4	☐ 40
5. I believed that most adults would take seriously their responsibilties to help keep children safe	1	2	3	4	☐ 41
6. other ... (please specify)	1	2	3	4	☐ 42

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→ Continue to No.18

18. **This year,** have you taught, or do you intend to teach about Uncomfortable or Confusing Touching in Protective Behaviours (ie, body ownership, private body parts, different kinds of touching, etc.)?

       1. No → Go to No.20   ☐ 43
       2. Yes → Continue to No. 19

19. **This year,** how much detail did you, or do you intend to go into when teaching about Uncomfortable or Confusing Touching?

      1. A little (ie, focusing on child-to-child,   ☐ 44
                     uncomfortable touching, ie, poking and pinching)
      → Continue to No.20
      2. Some (ie, as above but also identifying 'private parts', talking generally about body ownership)
      → Continue to No.20
      3. A great deal (ie, as above but also integrating aspects of Growth and Development relating to naming of genitals, discussing sexual and non-sexual touching, discussing appropriate and inappropriate adult-child touching, practising saying 'no' to unwanted touching)
      → Go to No.21

20. **This year,** to what extent did the following factors influence your decision **not** to teach Uncomfortable or Confusing Touching or to teach it in a **non-detailed** way?

	not at all	a little	some extent	great extent	
1. I felt personally embarrassed about teaching this in a detailed and explicit way	1	2	3	4	☐ 45
2. I didn't know how to teach about such sensitive issues	1	2	3	4	☐ 46

(continued on next page)

3. I was concerned that parents might object to their students being taught about adult-child touching   1   2   3   4   ☐ 47

4. I preferred to limit discussion to school examples of students touching each other because these were familiar to the students and easy for them to relate to   1   2   3   4   ☐ 48

5. I thought that it wasn't really necessary to go into great detail - the children got the point about uncomfortable touching without being specific about sexual matters   1   2   3   4   ☐ 49

6. some students in my class had been sexually abused so I decided not to risk upsetting them further by being too explicit   1   2   3   4   ☐ 50

7. I was worried about my ability to cope if one of the students disclosed experiences of unwanted sexual touching   1   2   3   4   ☐ 51

8. the Protective Behaviours program didn't recommend the specific teaching of unwanted sexual touching   1   2   3   4   ☐ 52

9. other ... (please specify)   1   2   3   4   ☐ 53

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21. **This year**, to what extent did the following factors influence your decision to teach Uncomfortable or Confusing Touching in **great detail**?

	not at all	a little	some extent	great extent	
1. I felt that the students ought to know about these matters	1	2	3	4	☐ 54
2. I felt comfortable discussing these things with the students	1	2	3	4	☐ 55
3. I thought my students could cope with sensitive issues like unwanted sexual touching	1	2	3	4	☐ 56
4. I felt confident of using 'protective interrupting' during sensitive sessions should a child begin to disclose in front of others	1	2	3	4	☐ 57
5. I thought that by teaching about body ownership and reinforcing children's right to say 'no' to uncomfortable touching, I could help children protect themselves	1	2	3	4	☐ 58
6. other ... (please specify)	1	2	3	4	☐ 59

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22. **This year**, have you taught, or do you intend to teach about Physical Violence (physical abuse and domestic violence) as part of Protective Behaviours?

          1. No → Go to No.24   ❏ 60
          2. Yes → Continue to No. 23

23. **This year**, how much detail did you, or do you intend to go into when teaching about Physical Violence?

        1. A little   (ie, discussing student-to-student   ❏ 61
                            physical violence - fighting at school,
                            bullying, ways of reducing physical
                            violence)
                → Continue to No.24
        2. Some   (ie, identifying a range of violent situations
                            at school and beyond, discussing ways of
                            staying safe)
                → Continue to No.24
        3. A great deal (ie, as above but also specifically
                            identifying appropriate and inappropriate
                            adult-to-child physical action, discussing
                            ways of staying safe when adults are being
                            violent, practising personal safety
                            behaviours)
                → Go to No.25

24. This year, to what extent did the following factors influence your decision **not** to teach about Physical Violence, or to teach it in a **non-detailed** way?	not at all	a little	some extent	great extent	
1. very few of my students were physically abused so I didn't see the need to teach about it	1	2	3	4	❏ 62
2. I was worried about my ability to cope if one of the students disclosed experiences of physical abused	1	2	3	4	❏ 63
3. I felt that some of my students wouldn't cope with sessions on domestic violence because they had experienced it in their own families	1	2	3	4	❏ 64
4. I felt personally uneasy about intruding into students' family lives	1	2	3	4	❏ 65
5. I thought that it was unrealistic to say to students that they should take action to stay safe when threatened by adults	1	2	3	4	❏ 66
6. I thought that students would accuse their parents of child abuse if they got smacked at home	1	2	3	4	❏ 67
7. other ... (please specify)	1	2	3	4	❏ 68

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      → Go to No.26

25. This year, to what extent did the following factors influence your decision to teach about Physical Violence in **great detail**?

	not at all	a little	some extent	great extent	
1. I thought that it would encourage students to use alternatives to physical violence	1	2	3	4	☐ 69
2. I thought that the vast majority of parents would accept us teaching their children how to deal with threats to their physical safety	1	2	3	4	☐ 70
3. I could see strong links between this and our school student behaviour management policy	1	2	3	4	☐ 71
4. other ... (please specify)	1	2	3	4	☐ 72

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→ Continue to No.26

26. This year, have you taught, or do you intend to teach the 'What if ... ' problem solving strategy as part of Pro· Behaviours?

1. No → Go to No.28   ☐ 73
2. Yes → Continue to No. 27

27. This year, how much detail did you go into when teaching the 'What if ... ' problem solving strategy?

1. A little (ie, using the approach to discuss ways of solving minor problems as they arose)   ☐ 74
→ Continue to No.28

2. Some (ie, introducing hypothetical situations based on examples provided in the Protective Behaviours manual, using lists of 'What if ... ' situations developed with other teachers)
→ Continue to No.28

3. A great deal (ie, as above but also linking with other problem solving approaches like conflict resolution, using the strategy to introduce problems involving adults and children, using role play or other behaviour rehearsal strategies to demonstrate appropriate personal safety responses to 'What if ... ' situations)
→ Go to No.29

28. This year, to what extent did the following factors influence your decision **not** to teach the 'What if ... ' problem solving strategy or to teach it in a **non-detailed** way?

	not at all	a little	some extent	great extent	
1. I didn't like the hypothetical nature of the approach	1	2	3	4	☐ 75
2. I preferred to limit the types of situations we discussed to those within the actual experience of the students	1	2	3	4	☐ 76
3. I was worried about frightening the students by introducing situations that they wouldn't have thought of	1	2	3	4	☐ 77

(continued on next page)

4. I was reluctant to get into adult-child relationships because of the complexity and sensitivity of these issues	1	2	3	4	☐	78
5. other ... (please specify)	1	2	3	4	☐	79

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→ Go to No.30

29. To what extent did the following factors influence your decision to teach the 'What if ... ' problem solving strategy in a **detailed** way?

Record = 3

	not at all	a little	some extent	great extent		
1. it was an easy part of the program to use	1	2	3	4	☐	1
2. I saw the approach as a good way of teaching students how to act in a variety of situations	1	2	3	4	☐	2
3. I felt personally at ease addressing sensitive problems because they were treated as hypothetical problems not personal ones	1	2	3	4	☐	3
4. it encouraged children to consider a range of options and consequences rather than just one or two	1	2	3	4	☐	4
5. other ... (please specify)	1	2	3	4	☐	5

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→ Continue to No.30

30. **In the two years after training**, did you teach the first Theme in Protective Behaviours relating to children's right to feel safe (ie, teaching students about feeling safe and unsafe, identifying 'early warning signs', declaring a 'personal emergency' and so on)?

        1. No → Go to No.32   ☐ 6
        2. Yes → Continue to No. 31

31. **In the two years after training**, how much detail did you go into when teaching the first Theme?

    1. A little   (ie, frequently repeating the theme: 'We   ☐ 7
                        all have the right to feel safe',
                        explaining what it means in a variety
                        of ways, displaying it around the room)
            → Continue to No.32
    2. Some   (ie, as above but also talking about
                        'early warning signs', distinguishing
                        between safe and unsafe situations)
            → Continue to No.32
    3. A great deal (ie, as above but also presenting many
                        situations in which children can describe
                        their 'early warning signs', teaching about
                        'personal emergencies', linking the Theme
                        with broader ideas of Children's Rights,
                        linking with class and school rules,
                        applying to child-adult relations)
            → Go to No.33

32. **In the two years after training,** did you have the opportunity to teach the first Theme in detail?

> **1. No** → Continue to No.33
> **2. Yes** → Go to No.35

☐ 8

33. Why did you have limited opportunities to teach the first Theme?
(Select up to three reasons. Put a 1 in the box beside the most important reason, put a 2 in the box beside the second most important reason, then put a 3 in the box beside the third most important reason)

- I had very limited class teaching time ☐ 9

- I wasn't in my school long enough to have the chance to teach the program ☐ 10

- someone else took responsibility for teaching it ☐ 11

- the program wasn't part of the curriculum in my school ☐ 12

- I've only recently been trained ☐ 13

- other ... (please specify) ☐ 14

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→ Continue to No.34

34. Did these factors limit your opportunities to teach other aspects of Protective Behaviours?

> **1. No** → Go to No.37
> **2. Yes** → Go to Section D: Your Views on Child Abuse on p.26

☐ 15

35. **In the two years after training,** to what extent did the following factors influence your decision **not to** teach the first Theme, or to teach it in a **non-detailed** way?	not at all	a little	some extent	great extent	
1. I thought the students might get a bit carried away with their 'rights' (eg, start telling parents about their 'right' not to be punished)	1	2	3	4	☐ 16
2. I was concerned that parents might object to me promoting children's rights	1	2	3	4	☐ 17
3. I thought the students would just 'parrot' the Theme without understanding what it meant	1	2	3	4	☐ 18
4. I thought the language used was too simplistic and 'babyish' for my students	1	2	3	4	☐ 19
5. I felt that the first Theme was too idealistic and had no relevance to children's everyday lives	1	2	3	4	☐ 20
6. other ... (please specify)	1	2	3	4	☐ 21

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36. **In the two years after training,** to what extent did the following factors influence your decision to teach the first Theme in **great detail?**

	not at all	a little	some extent	great extent	
1. I could see strong links between the Theme and other programs and policies like counter sexual harassment and student behaviour management	1	2	3	4	☐ 22
2. I thought it was important for students to learn that they have some power over what happens in their lives	1	2	3	4	☐ 23
3. I could see the benefits of students becoming more aware of threats to their safety	1	2	3	4	☐ 24
4. I thought that it was important to teach children to recognise their 'early warning signs' and to consciously link their feelings to unsafe or potentially unsafe situations	1	2	3	4	☐ 25
5. I strongly endorsed the notion that children have rights, particularly those that relate to their personal safety	1	2	3	4	☐ 26
6. other ... (please specify)	1	2	3	4	☐ 27

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→ Continue to No.37

37. **In the two years after training,** did you teach the second Theme in Protective Behaviours relating to children telling others about any situations in which they feel unsafe (ie, teaching students about Networks, reinforcing the Persistence Expectation, and so on)?

    1. No → Go to No.39   ☐ 28
    2. Yes → Continue to No. 38

38. **In the two years after training,** how much detail did you, or do you intend to go into when teaching the second Theme?

    1. A little   (ie, informal talk about feeling unsafe and   ☐ 29
                     who students could go to, to talk about it)
      → Continue to No.39
    2. Some   (ie, as above but also formally identifying a Network, but not to the extent of sending copies home or of students contacting those on their Network)
      → Continue to No.39
    3. A great deal (ie, formally identifying a Network, informing parents, contacting those on Networks, practising using them, and reinforcing the need to persist in 'telling' until someone acts to stop inappropriate behaviour)

      → Go to No.40

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39. **In the two years after training, to what extent did the following factors influence your decision not to teach the second Theme, or to teach it in a non-detailed way?**

	not at all	a little	some extent	great extent	
1. I felt that the students were too young to fully understand Networking	1	2	3	4	☐ 30
2. I felt that the students were unlikely to identify appropriate people for their Network	1	2	3	4	☐ 31
3. I had doubts about the ability of adults to act if they were contacted	1	2	3	4	☐ 32
4. I was concerned that parents might object to their children using Networks before consulting them ie, 'going behind their backs'	1	2	3	4	☐ 33
5. I didn't know enough about the implications of using Networks	1	2	3	4	☐ 34
6. I didn't think it was fair to make children responsible for ensuring that someone 'listened' to their calls for help	1	2	3	4	☐ 35
7. other ... (please specify)	1	2	3	4	☐ 36

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→ Go to No.41

40. **In the two years after training, to what extent did the following factors influence your decision to teach the second Theme in great detail?**

	not at all	a little	some extent	great extent	
1. I could see the advantages of students having an established support Network	1	2	3	4	☐ 37
2. I thought my students were able to select a range of appropriate people to be on their Networks	1	2	3	4	☐ 38
3. I don't have any personal difficulties teaching Networking	1	2	3	4	☐ 39
4. I thought it was important to reinforce the idea that children shouldn't keep 'bad' secrets	1	2	3	4	☐ 40
5. I believed that most adults would take seriously their responsibilties to help keep children safe	1	2	3	4	☐ 41
6. other ... (please specify)	1	2	3	4	☐ 42

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→ Continue to No.41

41. **In the two years after training, did you teach about Uncomfortable or Confusing Touching in Protective Behaviours (ie, body ownership, private body parts, different kinds of touching, etc.)?**

                  1. No → Go to No.43   ☐ 43
                  2. Yes → Continue to No.42

42. **In the two years after training**, how much detail did you go into when teaching about Uncomfortable or Confusing Touching?

      1. A little (ie, focusing on child-to-child, uncomfortable touching, ie, poking and pinching)

      → Continue to No.43

      2. Some (ie, as above but also identifying 'private parts', talking generally about body ownership)

      → Continue to No.43

      3. A great deal (ie, as above but also integrating aspects of Growth and Development relating to naming of genitals, discussing sexual and non-sexual touching, discussing appropriate and inappropriate adult-child touching, practising saying 'no' to unwanted touching)

      → Go to No.44

☐ 44

43. **In the two years after training**, to what extent did the following factors influence your decision **not** to teach Uncomfortable or Confusing Touching or to teach it in a **non-detailed** way?

	not at all	a little	some extent	great extent	
1. I felt personally embarrassed about teaching this in a detailed and explicit way	1	2	3	4	☐ 45
2. I didn't know how to teach about such sensitive issues	1	2	3	4	☐ 46
3. I was concerned that parents might object to their students being taught about adult-child touching	1	2	3	4	☐ 47
4. I preferred to limit discussion to school examples of students touching each other because these were familiar to the students and easy for them to relate to	1	2	3	4	☐ 48
5. I thought that it wasn't really necessary to go into great detail - the children got the point about uncomfortable touching without being specific about sexual matters	1	2	3	4	☐ 49
6. some students in my class had been sexually abused so I decided not to risk upsetting them further by being too explicit	1	2	3	4	☐ 50
7. I was worried about my ability to cope if one of the students disclosed experiences of unwanted sexual touching	1	2	3	4	☐ 51
8. the Protective Behaviours program didn't recommend the specific teaching of unwanted sexual touching	1	2	3	4	☐ 52
9. other ... (please specify)	1	2	3	4	☐ 53

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    → Go to No.45

44. **In the two years after training,** to what extent did the following factors influence your decision to teach Uncomfortable or Confusing Touching in great detail?

	not at all	a little	some extent	great extent	
1. I felt that the students ought to know about these matters	1	2	3	4	☐ 54
2. I felt comfortable discussing these things with the students	1	2	3	4	☐ 55
3. I thought my students could cope with sensitive issues like unwanted sexual touching	1	2	3	4	☐ 56
4. I felt confident of using 'protective interrupting' during sensitive sessions should a child begin to disclose in front of others	1	2	3	4	☐ 57
5. I thought that by teaching about body ownership and reinforcing children's right to say 'no' to uncomfortable touching, I could help children protect themselves	1	2	3	4	☐ 58
6. other ... (please specify)	1	2	3	4	☐ 59

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→ Continue to No.45

45. **In the two years after training,** did you teach about Physical Violence (physical abuse and domestic violence) as part of Protective Behaviours?

        1. **No** → Go to No.47   ☐ 60
        2. **Yes** → Continue to No. 46

46. **In the two years after training,** how much detail did you go into when teaching about Physical Violence?

    1. A little   (ie, discussing student-to-student physical violence - fighting at school, bullying, ways of reducing physical violence)   ☐ 61
    → Continue to No.47
    2. Some   (ie, identifying a range of violent situations at school and beyond, discussing ways of staying safe)
    → Continue to No.47
    3. A great deal (ie, as above but also specifically identifying appropriate and inappropriate adult-to-child physical action, discussing ways of staying safe when adults are being violent, practising personal safety behaviours)

    → Go to No.48

47. In the two years after training, to what extent did the following factors influence your decision **not** to teach about Physical Violence, or to teach it in a **non-detailed** way?

	not at all	a little	some extent	great extent	
1. very few of my students were physically abused so I didn't see the need to teach about it	1	2	3	4	☐ 62
2. I was worried about my ability to cope if one of the students disclosed experiences of physical abused	1	2	3	4	☐ 63
3. I felt that some of my students wouldn't cope with sessions on domestic violence because they had experienced it in their own families	1	2	3	4	☐ 64
4. I felt personally uneasy about intruding into students' family lives	1	2	3	4	☐ 65
5. I thought that it was unrealistic to say to students that they should take action to stay safe when threatened by adults	1	2	3	4	☐ 66
6. I thought that students would accuse their parents of child abuse if they got smacked at home	1	2	3	4	☐ 67
7. other ... (please specify)	1	2	3	4	☐ 68

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48. In the two years after training, to what extent did the following factors influence your decision to teach about Physical Violence in **great detail**?

	not at all	a little	some extent	great extent	
1. I thought that it would encourage students to use alternatives to physical violence	1	2	3	4	☐ 69
2. I thought that the vast majority of parents would accept us teaching their children how to deal with threats to their physical safety	1	2	3	4	☐ 70
3. I could see strong links between this and our school student behaviour management policy	1	2	3	4	☐ 71
4. other ... (please specify)	1	2	3	4	☐ 72

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49. In the two years after training, did you teach the 'What if ... ' problem solving strategy as part of Protective Behaviours?

☐ 73

50. **In the two years after training,** how much detail did you go into when teaching the 'What if ... ' problem solv
strategy?

    1. A little   (ie, using the approach to discuss ways of   ☐ 74
                solving minor problems as they arose)
      → Continue to No.51

    2. Some   (ie, introducing hypothetical situations
                based on examples provided in the
                Protective Behaviours manual, using
                lists of 'What if ... ' situations developed
                with other teachers)
      → Continue to No.51

    3. A great deal (ie, as above, but also linking with other
                problem solving approaches like conflict
                resolution, using the strategy to introduce
                problems involving adults and children,
                using role play or other behaviour
                rehearsal strategies to demonstrate
                appropriate personal safety responses
                to 'What if ... ' situations)
      → Go to No.52

51. **In the two years after training,** to what extent did the following factors influence your decision **not** to teach the 'What if ... ' problem solving strategy or to teach it in a **non-detailed** way?

	not at all	a little	some extent	great extent	
1. I didn't like the hypothetical nature of the approach	1	2	3	4	☐ 75
2. I preferred to limit the types of situations we discussed to those within the actual experience of the students	1	2	3	4	☐ 76
3. I was worried about frightening the students by introducing situations that they wouldn't have thought of	1	2	3	4	☐ 77
4. I was reluctant to get into adult-child relationships because of the complexity and sensitivity of these issues	1	2	3	4	☐ 78
5. other ... (please specify)	1	2	3	4	☐ 79

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52. **In the two years after training,** to what extent did the following factors influence your decision to teach the 'What if ... ' problem solving strategy in a detailed way?

Record = 4

	not at all	a little	some extent	great extent	
1. it was an easy part of the program to use	1	2	3	4	☐ 1
2. I saw the approach as a good way of teaching students how to act in a variety of situations	1	2	3	4	☐ 2
3. I felt personally at ease addressing sensitive problems because they were treated as hypothetical problems not personal ones	1	2	3	4	☐ 3

    (continued on next page)

4. it encouraged children to consider a range of options and consequences rather than just one or two	1	2	3	4	☐ 4
5. other ... (please specify)	1	2	3	4	☐ 5

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53. Have you had the opportunity to teach Protective Behaviours but chosen not to?

1. No → Continue to No.54
2. Yes → Go to No.55

☐ 6

54. What were the main reasons you had limited opportunities to teach Protective Behaviours?
(Select up to three reasons. Put a 1 in the box beside the most important reason, put a 2 in the box beside the second most important reason, then put a 3 in the box beside the third most important reason)

- I had very limited class teaching time ☐ 7

- I didn't spent long enough in any one school to get a chance to teach the program ☐ 8

- someone else always took responsibility for teaching it ☐ 9

- the program was never part of the curriculum in the schools in which I taught ☐ 10

- other ... (please specify) ☐ 11

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55. To what extent did the following factors influence your decision not to teach Protective Behaviours?	not at all	a little	some extent	great extent	
1. I felt that the Protective Behaviours Manual was inadequate because:-					
... it was difficult to use	1	2	3	4	☐ 12
... it wasn't specific enough	1	2	3	4	☐ 13
... it wasn't practical enough	1	2	3	4	☐ 14
... it didn't contain ideas appropriate to the age of my students	1	2	3	4	☐ 15
... it over-simplified complex areas	1	2	3	4	☐ 16
... too much jargon was used	1	2	3	4	☐ 17
2. I was worried about frightening the students by introducing situations that they wouldn't have thought of	1	2	3	4	☐ 18
3. I was reluctant to get into adult-child relationships because of the complexity and sensitivity of these issues	1	2	3	4	☐ 19
4. I felt that the students were too young to fully understand Protective Behaviours	1	2	3	4	☐ 20

5. I was concerned that parents might object to their children using strategies before consulting them   1   2   3   4   ☐ 21

6. I didn't know enough about the implications of using the program   1   2   3   4   ☐ 22

7. I thought the students might get a bit carried away with their 'rights'   1   2   3   4   ☐ 23

8. I was concerned that parents might object to me promoting children's rights   1   2   3   4   ☐ 24

9. I thought the language used was too simplistic and 'babyish' for my students   1   2   3   4   ☐ 25

10. I felt that the program was too idealistic and had no relevance to children's everyday lives   1   2   3   4   ☐ 26

11. very few of my students have been abused so I didn't see the need to teach about it   1   2   3   4   ☐ 27

12. I felt personally embarrassed about teaching aspects of the program in a detailed and explicit way   1   2   3   4   ☐ 28

13. I didn't know how to teach about such sensitive issues   1   2   3   4   ☐ 29

14. I was concerned that parents might object to their students being taught about adult-child sexuality   1   2   3   4   ☐ 30

15. I let the students guide me; my students didn't raise any of the issues dealt with in Protective Behaviours so I didn't teach them   1   2   3   4   ☐ 31

16. some students in my classes had been abused so I decided not to risk upsetting them further by teaching about it   1   2   3   4   ☐ 32

17. I was worried about my ability to cope if one of the students disclosed experiences of being abused   1   2   3   4   ☐ 33

18. I felt that some of my students wouldn't cope with sessions on abuse because they had experienced it in their own families   1   2   3   4   ☐ 34

19. I felt personally uneasy about intruding into students' family lives   1   2   3   4   ☐ 35

20. I thought that it was unrealistic to say to students that they should take action to stay safe when threatened by adults   1   2   3   4   ☐ 36

21. other ... (please specify)

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....   1   2   3   4   ☐ 37
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→ Continue to Section D: Your Views on Child Abuse and its Prevention on p.26

Section D: Your Views on Child Abuse & its Prevention

1. Please indicate whether you agree or disagree with the following statements about:
- the prevalence of child abuse in our community
- the causes of child abuse
- the effectiveness of school-based prevention programs
- teachers' role in preventing child abuse

Please respond to all statements in this section

2. People who physically abuse and neglect their children often lack adequate parenting skills

Strongly Disagree	Disagree	Unsure	Agree	Strongly Agree		
1	2	3	4	5	▢	38

3. The statistics on the prevalence of child abuse are fairly convincing

Strongly Disagree	Disagree	Unsure	Agree	Strongly Agree		
1	2	3	4	5	▢	39

4. We shouldn't expect programs like Protective Behaviours to have a big impact on the incidence of child abuse because they only focus on the behaviour of children, rather than that of adults

Strongly Disagree	Disagree	Unsure	Agree	Strongly Agree		
1	2	3	4	5	▢	40

5. Most people who sexually abuse children have some form of mental illness

Strongly Disagree	Disagree	Unsure	Agree	Strongly Agree		
1	2	3	4	5	▢	41

6. Middle class families are better at hiding child abuse than poorer families

Strongly Disagree	Disagree	Unsure	Agree	Strongly Agree		
1	2	3	4	5	▢	42

7. When people don't have a support network to help them through difficult times, they often hit out at their children and physically mistreat them

Strongly Disagree	Disagree	Unsure	Agree	Strongly Agree		
1	2	3	4	5	▢	43

8. I find it really hard to believe that child abuse and neglect is so prevalent because I haven't seen much evidence of it myself

Strongly Disagree	Disagree	Unsure	Agree	Strongly Agree		
1	2	3	4	5	▢	44

9. School-based programs like Protective Behaviours can make a difference to the incidence of child abuse

Strongly Disagree	Disagree	Unsure	Agree	Strongly Agree		
1	2	3	4	5	▢	45

10. Because the causes of child abuse are so complex I find it hard to unravel all the different explanations of why people mistreat children

Strongly Disagree	Disagree	Unsure	Agree	Strongly Agree		
1	2	3	4	5	▢	46

11. Some children are so unruly and difficult to manage that their parents have few choices other than to use strong physical punishment

Strongly Disagree	Disagree	Unsure	Agree	Strongly Agree	
1	2	3	4	5	☐ 47

12. The media have sensationalised stories of child abuse and neglect so much that it is now difficult to believe anything

Strongly Disagree	Disagree	Unsure	Agree	Strongly Agree	
1	2	3	4	5	☐ 48

13. Some children virtually 'ask' to be hit by behaving so badly

Strongly Disagree	Disagree	Unsure	Agree	Strongly Agree	
1	2	3	4	5	☐ 49

14. While I've heard explanations of why some people sexually abuse children, I still find it hard to understand

Strongly Disagree	Disagree	Unsure	Agree	Strongly Agree	
1	2	3	4	5	☐ 50

15. Because of the influence of many factors beyond the control of teachers, it is unrealistic to expect a school-based program like Protective Behaviours to have much impact on the incidence of child abuse in in our community

Strongly Disagree	Disagree	Unsure	Agree	Strongly Agree	
1	2	3	4	5	☐ 51

16. Generally, there is more physical abuse and neglect in families living in poverty than in better-off families

Strongly Disagree	Disagree	Unsure	Agree	Strongly Agree	
1	2	3	4	5	☐ 52

17. Because they are under so much personal and financial pressure, parents who are young, single and unemployed are more likely to physically abuse and neglect their children than other parents

Strongly Disagree	Disagree	Unsure	Agree	Strongly Agree	
1	2	3	4	5	☐ 53

18. People who were abused as children are more likely to abuse their children than other parents

Strongly Disagree	Disagree	Unsure	Agree	Strongly Agree	
1	2	3	4	5	☐ 54

19. Children are rarely to blame for their own mistreatment

Strongly Disagree	Disagree	Unsure	Agree	Strongly Agree	
1	2	3	4	5	☐ 55

20. Until we get some agreement on what constitutes child abuse and neglect, we can't say how 'prevalent' it is

Strongly Disagree	Disagree	Unsure	Agree	Strongly Agree	
1	2	3	4	5	☐ 56

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	Strongly Disagree	Disagree	Unsure	Agree	Strongly Agree	
21. Child sexual abuse has more to do with power and domination than with sex	1	2	3	4	5	☐ 57

	Strongly Disagree	Disagree	Unsure	Agree	Strongly Agree	
22. If child abuse and neglect is as prevalent as is claimed, I would have come across more instances of it in the classes I've taught than I have	1	2	3	4	5	☐ 58

	Strongly Disagree	Disagree	Unsure	Agree	Strongly Agree	
23. The best outcome we can expect from programs like Protective Behaviours is an increase in children's confidence to speak out when they feel unsafe	1	2	3	4	5	☐ 59

	Strongly Disagree	Disagree	Unsure	Agree	Strongly Agree	
24. Often, people who sexually abuse children find it difficult to form fulfilling relationships with adults	1	2	3	4	5	☐ 60

	Strongly Disagree	Disagree	Unsure	Agree	Strongly Agree	
25. Child abuse and neglect isn't as prevalent or as severe in my current school community as it is other communities	1	2	3	4	5	☐ 61

	Strongly Disagree	Disagree	Unsure	Agree	Strongly Agree	
26. Print and video pornography can induce some people to sexually abuse children	1	2	3	4	5	☐ 62

	Strongly Disagree	Disagree	Unsure	Agree	Strongly Agree	
27. People who mistreat children often have low self-esteem and poor social skills	1	2	3	4	5	☐ 63

	Strongly Disagree	Disagree	Unsure	Agree	Strongly Agree	
28. By constantly reinforcing the message that children should seek help if they are hurt or feel unsafe, teachers can help reduce child abuse	1	2	3	4	5	☐ 64

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Section E: Your Contact with Abused Children

1. By answering the following questions you will provide information about:
    - the extent to which you have had contact with children who may
      have been mistreated
    - any action you may have taken once you suspected or knew about the
      mistreatment

2. Have you ever suspected or known that a child in your class was being abused?

    1. No → Go to Section F: Your Background   ❏ 65
       and Experience on p.32
    2. Yes → Continue to No.3

3. **In the past two years,** how many children in the classes you taught did you suspect
   or know were being abused?

    1. None → Go to Section F: Your Background   ❏ 66
       and Experience on page 32
    2. One or two → Continue to No.4
    3. Three of four → Continue to No.4
    4. More than five but less than ten → Continue to No.4
    5. More than ten → Continue to No.4

4. Which kind of abuse did you suspect or know was occurring?

    1. Mostly physical abuse   ❏ 67
    2. Mostly sexual abuse
    3. Mostly psychological abuse
    4. Multiple abuse (combination of above)
    → Continue to No.5

5. How did you become suspicious of, or find out about, the abuse (select as many as three
   ways)?

    1. I recognised the signs of abuse   ❏ 68

    2. The abused child(ren) told me about it   ❏ 69

    3. Another child told me   ❏ 70
    4. Another staff member told me
    5. The principal told me
    6. A neighbour or parent of another child told me
    7. The parent(s) of the child(ren) told me
    8. The Department of F.A.C.S. told me
    9. Other ... (please specify)
    ....
    ....
    ....
    → Continue to No.6

6. Did you notify the Department of F.A.C.S. of each instance of abuse that you became
   suspicious of or found out about?

    1. No → Go to No.10   ❏ 71
    2. Yes → Continue to No.7

7. Did you experience any personal and/or professional difficulties associated with
   the notification process?

    1. No → Go to No.9   ❏ 72
    2. Yes → Continue to No.8

8. To what extent were these difficulties due to:

	not at all	a little	some extent	great extent	
1. my ignorance of notification procedures	1	2	3	4	☐ 73
2. lack of support from my principal	1	2	3	4	☐ 74
3. personal dilemmas about the rights and wrongs of secretly notifying a Government agency of usually private family matters	1	2	3	4	☐ 75
4. fears about the possible ramifications for me if anyone found out that I had made the notification	1	2	3	4	☐ 76
5. doubts about making a notification based on very little evidence	1	2	3	4	☐ 77
6. fears for the immediate safety of the child involved once I made a notification	1	2	3	4	☐ 78 Record = 5
7. fears about the long term well-being of the child if her/his family was disrupted	1	2	3	4	☐ 1
8. my annoyance at being mandated by law to notify suspected cases of child abuse	1	2	3	4	☐ 2
9. doubts about the capacity of the Department of F.A.C.S. to respond appropriately following notification	1	2	3	4	☐ 3
10. poor administrative procedures in the Department of F.A.C.S.	1	2	3	4	☐ 4
11. other ... (please specify)	1	2	3	4	☐ 5

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→ Continue to No.9

9. To what extent was your decision to notify the Department of F.A.C.S. influenced by:

	not at all	a little	some extent	great extent	
1. the need to comply with Mandatory Notification laws	1	2	3	4	☐ 6
2. concern for the well-being of the child	1	2	3	4	☐ 7
3. abhorrence of child abuse	1	2	3	4	☐ 8
4. ethical responsibility to protect children from any source of threat and harm	1	2	3	4	☐ 9
5. other ... (please specify)	1	2	3	4	☐ 10

....
....
....

→ Go to Section F: Your Background and Experience on p.32

10. To what extent was your decision NOT to notify Department of F.A.C.S. influenced by:

	not at all	a little	some extent	great extent	
1. my ignorance of notification procedures	1	2	3	4	☐ 11
2. lack of support from my principal (continued on next page)	1	2	3	4	☐ 12

3. personal dilemmas about the rights and wrongs of secretly notifying a Government agency of usually private family matters	1	2	3	4	☐ 13
4. fears about the possible ramifications for me if anyone found out that I had made the notification	1	2	3	4	☐ 14
5. doubts about making a notification based on very little evidence	1	2	3	4	☐ 15
6. fears for the immediate safety of the child involved once I made a notification	1	2	3	4	☐ 16
7. fears about the long term well-being of the child if her/his family was disrupted	1	2	3	4	☐ 17
8. my annoyance at being mandated by law to notify suspected cases of child abuse	1	2	3	4	☐ 18
8. doubts about the capacity of the Department of F.A.C.S. to respond appropriately following notification	1	2	3	4	☐ 19
9. poor administrative procedures in the Department of F.A.C.S.	1	2	3	4	☐ 20
10. other ... (please specify)	1	2	3	4	☐ 21

....
....
....

Section F: Your Background and Experience

1. By answering the following questions about your background and experience, you will provide information that will allow us to check whether factors like gender, age, teaching experience, school location, and so on, influence teachers' views on the issues already covered in this questionnaire.

2. Are you female or male?   **1. Female**
   2. Male   ☐ 22

3. How old are you?

1. Under 25	**4. 35-39**	**7. 50-54**
2. 25-29	**5. 40-44**	**8. 55-59**
3. 30-34	**6. 45-49**	**9. 60-65**

☐ 23

4. What level do you mostly teach?

1. Pre-school
2. Junior Primary
3. Primary
4. Junior Secondary
5. Senior Secondary

☐ 24

5. What is your current teaching status?

1. Principal/Director	**6. Senior Teacher**
2. Deputy Principal	**7. Key Teacher**
3. Assistant Principal	**8. Teacher**
4. Coordinator	**9. Other**
5. School Counsellor	

☐ 25

6. What is the location of your current school?

Metropolitan Adelaide	*Country S.A.*
1. Western suburbs	**6. Adelaide Hills**
2. Eastern suburbs	**7. Eastern rural**
3. Southern suburbs	**8. Northern towns**
4. Northern suburbs	**eg, Pt. Augusta**
5. City and North Adelaide	**9. Northern rural**
	10. Western
	11. Mid-north
	12. Riverland
	13. South East

☐ 26-27

6. In the course of your teaching career in South Australia, in which location have you taught most?

Metropolitan Adelaide	*Country S.A.*
1. Western suburbs	**6. Adelaide Hills**
2. Eastern suburbs	**7. Eastern rural**
3. Southern suburbs	**8. Northern towns**
4. Northern suburbs	**eg, Pt. Augusta**
5. City and North Adelaide	**9. Northern rural**
	10. Western
	11. Mid-north
	12. Riverland
	13. South East

☐ 28-29

7. What type of school do you teach at?

          1. State school (Education Department)   ☐ 30
          2. Catholic school
          3. Pre-school or Kindergarten (C.S.O.)
          4. Lutheran school
          5. Anglican school
          6. Christian school
          7. Other

8. How would you describe the Socio-economic level of most of the students in your current school?

          1. Affluent   ☐ 31
          2. Very well-off
          3. Well-off
          4. About average
          5. Poor
          6. Very poor
          7. Destitute
          8. I don't know

9. In the course of your teaching career in South Australia, how would you describe the Socio-economic level of the students you have taught most frequently?

          1. Affluent   ☐ 32
          2. Very well-off
          3. Well-off
          4. About average
          5. Poor
          6. Very poor
          7. Destitute
          8. I don't know

10. Is your current school a designated 'Disadvantaged School'?

          1. No   ☐ 33
          2. Yes
          3. I don't know

11. The five final questions are quite personal. Think seriously about whether or not you want to answer them. They are, of course, optional.

12. Do you have any memories of being abused as a child?

          1. No → Go to No.17   ☐ 34
          2. Yes → Continue to No.13

13. Which kind of abuse do you mostly remember?

          1. Physical abuse   ☐ 35
          2. Sexual abuse
          3. Psychological abuse
          4. Multiple abuse (combination of above)

14. What has been the impact of these experiences on your life?

    1. very little impact   ☐ 36
    2. some negative impact
    3. considerable negative impact
    4. some positive impact
    5. considerable positive impact

15. Have these experiences influenced your response to child protection issues as a teacher?

    1. No → Go to No.17   ☐ 37
    2. Yes → Continue to No.16

16. Because of these experiences are you more or less inclined to teach about child protection issues than perhaps you would have been?

    1. More   ☐ 38
    2. Less
    3. I don't know

17. Congratulations! You have come to the end of this very comprehensive and demanding questionnaire.

If you wish to add further comments on any of the issues raised in this questionnaire please write them on pages 35 and 36.

Whe you finish this questionnaire enclose it in the envelope provided and post it as soon as possible (remember, you don't need a stamp).

THANK YOU

FOR THE TIME AND EFFORT

YOU SPENT COMPLETING THIS QUESTIONNAIRE.

YOUR CONTRIBUTION IS APPRECIATED.

Have you any comments to add on the issues dealt with in this questionnaire?

PROTECTIVE BEHAVIOURS REVIEW

Since 1985, nearly 8,000 teachers in South Australia have been trained to teach the Protective Behaviours program. However, no thorough investigation has been made of their use of the program. As teachers are the 'gatekeepers of the curriculum' who effectively determine whether the program is taught, such an investigation is critical in determining the extent to which South Australian children have been taught personal safety knowledge and strategies.

As a teacher who has been trained in Protective Behaviours, you have been selected to give your views on a number of issues related to the program. You are part of a sample of teachers selected randomly from a database containing the names of all P.B. trained teachers in South Australia. To make sure that the results of the investigation are representative, it is important that each person in the sample completes and returns a questionnaire. I hope that the importance of the issues under investigation will encourage you to find time to complete the questionnaire and return it by the end of Term 2 (Friday July 2nd, 1993).

I can assure you that your responses to the questionnaire will be completely confidential. Each questionnaire has an identification number for mailing purposes only. This is so that we may check-off your name from our mailing list when you return your questionnaire. Your name will never be placed on the questionnaire.

While the investigation is being supported financially by a number of Government and Education agencies, it is being carried out independently through the University of South Australia. The results of the research will be made available to officials and representatives of these agencies and to the teachers who participate in the research. Should you wish to receive a summary of the results, please write your name and school address on the 'Copy of Results Request' sheet and send it back with your completed questionnaire.

I welcome any questions you might have about the research and your involvement in it. Please call me at the University of South Australia (direct line: 302 5290).

Thank you for your assistance.

Yours sincerely,

BRUCE JOHNSON

August 11th 1993

PROTECTIVE BEHAVIOURS REVIEW

Before the holidays, I sent you a questionnaire as part of the State-wide evaluation of the Protective Behaviours program. Some teachers have told me that the questionnaire arrived at a time when they were busy conducting parent interviews, writing reports, organising camps, talking to the E.R.U., as well as maintaining a full teaching load! If you were in a similar situation, I'm sorry that I added another job to your already full list of things to do.

Now that you are back at school after the break, you may have a little more time to attend to the questionnaire I sent you. I encourage you to seriously consider completing the questionnaire, as your response will ensure that we survey a truly representative group of teachers who have been trained in Protective Behaviours. We need the views of teachers who are highly committed to Protective Behaviours, those who are disappointed or disenchanted with it, and the views of teachers who have mixed feelings! Similarly, we need the views of teachers who have taught the program comprehensively as well as the views of teachers who have not taught it at all.

While I appreciate the heavy work demands on you, I ask that you spend some time filling out the questionnaire and returning it to me soon. Your efforts will be appreciated.

Thank you in anticipation.

Regards,

BRUCE JOHNSON

PS: If you can't find your questionnaire I can sent you another one!!
    Leave me a message by phoning 302 5290.
    Alternatively, send your request by faxing me on 302 5101.

RESEARCH INTO CHILDREN'S PERSONAL SAFETY KNOWLEDGE

TEACHER SURVEY

Information about child participants

Child's ID No: _____

1. Generally, is this child ...

	not at all	a little	fairly	very	
... outgoing	1	2	3	4	(29)
... outspoken	1	2	3	4	(30)
... forceful	1	2	3	4	(31)
... enthusiastic	1	2	3	4	(32)
... cooperative	1	2	3	4	(33)
... unselfish	1	2	3	4	(34)
... trusting	1	2	3	4	(35)
... friendly	1	2	3	4	(36)
... accepted by others	1	2	3	4	(37)
... moody	1	2	3	4	(38)
... fearful	1	2	3	4	(39)
... highly strung	1	2	3	4	(40)
... unpredictable	1	2	3	4	(41)
... discontented	1	2	3	4	(42)

2. How much exposure has this child had to ...

	unsure	none	a little	some	great deal	
... Protective Behaviours *this year*	0	1	2	3	4	(43)
... Protective Behaviours in past years	0	1	2	3	4	(44)
... counter harassment programs	0	1	2	3	4	(45)
... assertiveness training programs	0	1	2	3	4	(46)
... 'Stranger Danger' sessions	0	1	2	3	4	(47)
... self defence training	0	1	2	3	4	(48)

3. Overall, how would you rate this child intellectually?

very slow	slow	about average	bright	very bright	
1	2	3	4	5	(49)

4. Overall, how would you rate the socio-economic status of this child's family?

very poor	poor	about average	well-off	very well-off	
1	2	3	4	5	(50)

UNIVERSITY OF SOUTH AUSTRALIA

RESEARCH INTO CHILDREN'S PERSONAL SAFETY KNOWLEDGE

PARENT SURVEY

Your child's research number: _____

			female	male	
1. Are you female or male?			1	2	(51)

2. How much have **you** taught your child about -	nothing	a little	some	quite a bit	a great deal	
• road safety?	1	2	3	4	5	(52)
• stranger danger?	1	2	3	4	5	(53)
• inappropriate adult to child sexual behaviour?	1	2	3	4	5	(54)
• unacceptably severe forms of punishment?	1	2	3	4	5	(55)
• how to recognise unsafe situations?	1	2	3	4	5	(56)
• what to do if he/she is in an unsafe situation?	1	2	3	4	5	(57)

3. How much has **your partner** (or other family member) taught your child about -	nothing	a little	some	quite a bit	a great deal	
• road safety?	1	2	3	4	5	(58)
• stranger danger?	1	2	3	4	5	(59)
• inappropriate adult to child sexual behaviour?	1	2	3	4	5	(60)
• unacceptably severe forms of punishment?	1	2	3	4	5	(61)
• how to recognise unsafe situations?	1	2	3	4	5	(62)
• what to do if he/she is in an unsafe situation?	1	2	3	4	5	(63)

4. Do you agree or disagree that your child should learn about these things **at school** -	strongly disagree	disagree	undecided	agree	strongly agree	
• road safety?	1	2	3	4	5	(64)
• stranger danger?	1	2	3	4	5	(65)
• sexual abuse?	1	2	3	4	5	(66)
• physical abuse?	1	2	3	4	5	(67)
• recognising unsafe situations?	1	2	3	4	5	(68)
• what to do in unsafe situations?	1	2	3	4	5	(69)

	no	yes	
5. Have you gone to any meetings about these things at your child's school?	1	2	(70)

Thank you for this information.

Please place this sheet in the envelope provided and return it to your child's school as soon as possible.

DRAFT

VIDEO

SCRIPTS

Developed by Elizabeth Mansooti

from

Story Lines by Bruce Johnson

BEING SAFE : STAYING SAFE

SCRIPT FOR VIGNETTE #1 -
PHYSICAL MALTREATMENT/ABUSE

"I warned you."

SYNOPSIS: This vignette depicts a home situation in three sections. Section A is a situation with no overt threat. Section B contains increasing threat to the child from an adult caregiver. Section C contains escalating threat and actual physical violence from the adult.

The variations include changing the age [5+ to 13+] and gender of the child victim - both male and female victims shown for each age group.

A child looks for a ball in a sibling's messy bedroom and hears a crash from the kitchen and shouting from the caregiver. FREEZE The child is then discovered searching in the messy bedroom for the ball. The caregiver wrongly blames the child for making the mess and shouts at and shakes the child. FREEZE
The caregiver then becomes exasperated and throws the child against the wall causing actual physical injury. FREEZE

Note - the child victims stay relatively passive and not pro-vocative nor argumentative throughout.

VIGNETTE #1 SECTION A,B & C 5+ -[Male Victim]

This vignette takes place in a suburban house. KIM aged 6 is trying to find his ball in his sister's very messy room. He hears a crash from the kitchen and shouting - SALLY the caregiver is having a bad day. He goes to see what's happening. A little while later he returns to the room and searches again. SALLY comes in and blames him for messing the room up. She shouts at him and shakes him. SALLY then becomes exasperated with KIM and pushes him He hits his head on the corner of the bed and sustains a cut to his face, near his eye.

Variation - the child victim is replaced with NATALIE , 6 year old female. The perpetrator - SALLY and the story line stays virtually the same.

VIGNETTE #1 SECTION A, 5+.

1   INT. SISTER'S BEDROOM   DAY
            KIM V/O SALLY

KIM enters his sister's bedroom and looks about at the mess. Where to start?

1: KIM
My ball's gotta be here A BEAT somewhere!

He begins to shift clothes and papers, books and boxes. He stops to glance at something in a magazine and then searches on. He checks under the bed beneath the mound of quilt and blankets. Where now? He stands surveying the mess.

AFX LOUD CRASH OF FOOD DISHES DROPPING AND BREAKING
KIM jumps at the noise and looks then moves towards the door. CUT TO

2   INT HALLWAY   DAY
            KIM

Kim out of bedroom then walks along the hallway, slowly hearing

AFX   V/O SALLY
            [yelling very angrily getting louder] Oh hell!
            Who left that in the way! There goes the whole
            bloodly dinner! If I find another bunch of
            things left for me to fall over, in this kitchen
            - I'll throw the whole lot out!

KIM reaches the doorway and turns into the kitchen.
CUT TO

3   INT. KITCHEN   DAY
         KIM, SALLY

KIM'S POV
SALLY, red with fury, stands over the mess of broken dishes and food. She realises he's there and looks straight at him.

<u>FREEZE FRAME SALLY'S FACE</u>

VIGNETTE #1 SECTION B, 5+

1   INT. SISTER'S BEDROOM   DAY
            KIM, SALLY
KIM walks into the bedroom.

V/O SALLY
Where are you Kim?
KIM turns towards the door.

1: KIM
I'm just looking for my ball.

WAITS A BEAT - No response and resumes searching as
before. Picks up a pile of clothes off the floor and heads
for the bed but stumbles,

SALLY appears in the doorway - watches as

KIM falls and drops the clothes.

SALLY moves in swiftly grabs KIM's wrist and yanks him to
his feet, grabs his other wrist and begins to shake him

2: SALLY
[angrily] How many times have I told you not
to come in here messing up your sister's room

KIM's POV
SALLY grasps his shoulders and shakes him in time to her
speech
3: SALLY
How many times?

FREEZE FRAME SALLY'S FACE

VIGNETTE #1 SECTION C, 5+ [Male Victim]

1   INT. SISTER'S BEDROOM   DAY
         KIM SALLY

SALLY stops shaking him and roughly 'stands him straight'

         1: SALLY
         Just look at this mess it's disgraceful enough
         without you getting in here and just throwing
         things everywhere

         2: KIM
         But I didn't.....

         3: SALLY
         [cutting him off] Stop that, I saw you

         4:KIM
         But I didn't

SALLY loses control grabs Kim again

         5:SALLY
         [shouting] Stop it! Stop it!

She shakes him very fiercely pushes him and he
overbalances and hits his face on the bed end and hits the
floor. SALLY stands stilled by her fury. KIM's hand moves
to his cheek where blood wells from a wound beneath his
left eye.

KIM's POV
SALLY bends nearer

FREEZE FRAME SALLY'S FACE

VIGNETTE #1 SECTION A, 5+ [Female Victim]

1	INT. SISTER'S BEDROOM	DAY

NATALIE V/O SALLY

NATALIE enters her sister's bedroom and looks about at the mess. Where to start?

1: NATALIE
My texta's gotta be here A BEAT somewhere!

She begins to shift clothes and papers, books and boxes. She stops to glance in the mirror, tries on a headband and then searches on. She checks under the bed, beneath the mound of quilt and blankets. Where now? She stands surveying the mess.

AFX LOUD CRASH OF PLATES DROPPING AND BREAKING
NATALIE jumps at the noise and looks then moves towards the door. CUT TO

2	INT HALLWAY	DAY

NATALIE

NATALIE out of bedroom then walks along the hallway, slowly - hearing

AFX   V/O SALLY

[yelling very angrily getting louder] Oh hell! Who left their bloody boots in the way! There goes all of the dinner plates! If I find another pair of shoes left for me to fall over, in this kitchen - I'll throw them in the bin!

NATALIE reaches the doorway and turns into the kitchen. CUT TO

3   INT. KITCHEN   DAY
                NATALIE, SALLY

NATALIE'S POV

SALLY red with fury stands over the mess of broken plates, a pair of boots in view. She realises NATALIE's there and looks straight at her.

FREEZE FRAME SALLY'S FACE

VIGNETTE #1 SECTION B, 5+

| 1 | INT. SISTER'S BEDROOM | DAY |

NATALIE, SALLY

NATALIE walks back into the bedroom.

V/O SALLY

Where are you Nat. ?

NATALIE turns towards the door.

1: NATALIE

I'm just looking for my new textas.

WAITS A BEAT - No response and resumes searching as before. Looks up high and wonders if it's on the cupboard, jumps attempting to see - too high. Checks for a chair, picks up a pile of magazines off the chair and heads for the bed but stumbles,

SALLY appears in the doorway - watches as

NATALIE falls and drops the the magazines.

SALLY moves in swiftly grabs NATALIE's wrist and yanks her to her feet, grabs her other wrist and begins to shake her.

2: SALLY

[angrily] How many times have I told you not to come in here messing up your sister's room

NATALIE's POV

SALLY grasps her shoulders and shakes her in time to the words.

3: SALLY

How many times?

FREEZE FRAME SALLY'S FACE

VIGNETTE #1 SECTION C, 5+

1	INT. SISTER'S BEDROOM	DAY

NATALIESALLY

SALLY stops shaking her and roughly 'stands her straight'

> 1: SALLY
> Just look at this mess it's disgraceful enough without you getting in here and just throwing things everywhere

> 2: NATALIE
> But I didn't.....

> 3: SALLY
> [cutting her off] Stop that, I saw you

> 4: NATALIE
> But I didn't

SALLY loses control grabs Natalie again

> 5: SALLY
> [shouting] Stop saying that ! Stop it!

She shakes her very fiercely and pushes her and she overbalances and hits her face on the bed end and hits the floor. SALLY stands, stilled by her fury. NATALIE's hand moves to her cheek where blood wells from a wound beneath her left eye.

NATALIE's POV
SALLY bends nearer

FREEZE FRAME SALLY'S FACE

VIGNETTE #1 SECTION A,B & C 13+ -[Male Victim]

This vignette takes place in a suburban house. TONY aged 13 is trying to find his tape in his sister's very messy room. He hears a crash from the kitchen and shouting - SALLY the caregiver is having a bad day. He goes to see what's happening. A little while later he returns to the room and searches again. SALLY comes in and blames him for messing the room up. She shouts at him and shakes him. SALLY then becomes exasperated with TONY and pushes him against the wall. He hits his head on the corner of the bed and sustains a cut to his face, near his eye.

Variation - the child victim is replaced with SAMANTHA , 13 year old female. The perpetrator - SALLY and the story line stays virtually the same.

VIGNETTE #1 SECTION A, 13+[male victim]

| 1 | INT. SISTER'S BEDROOM | DAY |

TONY V/O SALLY

TONY enters his sister's bedroom and looks about at the mess. Where to start?

1: TONY

My tape's gotta be here A BEAT somewhere!

He begins to shift clothes and papers, books and boxes. He stops to glance at a tape, not his, and then searches on. He checks under the bed beneath the mound of quilt and blankets. Where now? He stands surveying the mess.

AFX LOUD CRASH OF FOOD DISHES DROPPING AND BREAKING

TONY reacts to the noise and looks, then moves, towards the door. CUT TO

| 2 | INT HALLWAY | DAY |

TONY

Tony out of bedroom then walks along the hallway, slowly - hearing

AFX   V/O SALLY

[yelling very angrily getting louder] Oh hell! Who left that in the way! There goes the whole bloody dinner! If I find another bunch of things left for me to fall over - I'll throw the whole lot out!

TONY reaches the doorway and turns into the kitchen. CUT TO

3   INT. KITCHEN   DAY
            TONY, SALLY

TONY'S POV

SALLY, red with fury, stands over the mess of broken dishes and food. She realises he's there and looks straight at him.

FREEZE FRAME SALLY'S FACE

VIGNETTE #1 SECTION B, 13+ [male victim]

| 1 | INT. SISTER'S BEDROOM | DAY |

TONY, SALLY

TONY walks into the bedroom.

> V/O SALLY
>
> Where are you Tony?

TONY turns towards the door.

> 1: TONY
>
> I'm just looking for my tape.

WAITS A BEAT - No response and resumes searching as before. Picks up a pile of clothes off the floor and heads for the bed but stumbles,

SALLY appears in the doorway - watches as

TONY slips on a record cover and drops the clothes and falls.

SALLY moves in swiftly grabs TONY's wrist and yanks him to his feet, grabs his other wrist and begins to shake him

> 2: SALLY
>
> [angrily] How many times have I told you not to come in here messing up your sister's room

TONY's POV

SALLY grasps his shoulders and shakes him in time to her speech

> 3: SALLY
>
> How many times have I warned you?

FREEZE FRAME SALLY'S FACE

<u>VIGNETTE #1 SECTION C, 13 + [Male Victim]</u>

<u>1   INT. SISTER'S BEDROOM   DAY</u>
TONY SALLY

SALLY stops shaking him and roughly 'stands him straight'

1: SALLY
Just look at this mess it's disgraceful enough without you getting in here and just throwing things everywhere

2: TONY
But I didn't.....

3: SALLY
[cutting him off] Stop that, I saw you

4:TONY
But I didn't

SALLY loses control grabs TONY again

5:SALLY
[shouting] Stop it! Stop it!

She shakes him very fiercely and pushes him, he overbalances and hits his face on the bed end and hits the floor. SALLY stands, stilled by her fury. TONY's hand moves to his cheek where blood wells from a wound beneath his left eye.

TONY's POV
SALLY bends nearer

<u>FREEZE FRAME SALLY'S FACE</u>

VIGNETTE #1 SECTION A, 13+ [Female Victim]

| 1 | INT. SISTER'S BEDROOM | DAY |

SAMANTHA V/O SALLY

SAMANTHA enters her sister's bedroom and looks about at the mess. Where to start?

> 1: SAMANTHA
> My DOLLY magazine's gotta be here A BEAT somewhere!

She begins to shift clothes and papers, books and boxes. She stops to glance in the mirror, tries on a headband and then searches on. She checks under the bed, beneath the mound of quilt and blankets. Where now? She stands surveying the mess.

AFX LOUD CRASH OF PLATES DROPPING AND BREAKING
SAMANTHA reacts to the noise and looks then moves towards the door. CUT TO

| 2 | INT HALLWAY | DAY |

SAMANTHA V/O SALLY

SAMANTHA out of bedroom then walks along the hallway, slowly - hearing

AFX   V/O SALLY
> [yelling very angrily getting louder] Oh hell!
> Who left their bloody boots in the way! There
> goes all of the dinner plates! If I find another
> pair of shoes left for me to fall over, -
> I'll throw them in the bin!

SAMANTHA reaches the doorway and turns into the kitchen.
CUT TO

3   INT. KITCHEN   DAY
         SAMANTHA, SALLY

SAMANTHA'S POV

SALLY red with fury stands over the mess of broken plates, a pair of boots in view. She realises SAMANTHA's there and looks straight at her.

FREEZE FRAME SALLY'S FACE

VIGNETTE #1 SECTION B, 13+[female victim]

1   INT. SISTER'S BEDROOM   DAY
SAMANTHA, SALLY
SAMANTHA walks back into the bedroom.

V/O SALLY
Where are you Sam. ?
SAMANTHA turns towards the door.

1: SAMANTHA
I'm just looking for my DOLLY magazine, the
new one.

WAITS A BEAT - No response and resumes searching as
before. Flicks through a whole pile of magazines. Not
there, now where to look?

2: SAMANTHA
Why can't she leave my stuff alone?

SAMANTHA picks up a large file box of tapes and CDs
she heads towards the littered bed. bends with one hand
to tip gear from the quilt...

SALLY appears in the doorway - watches as
SAMANTHA overbalances and the tapes and CDs spill
everywhere.

SALLY moves in swiftly grabs SAMANTHA's wrist and
yanks her to her feet, grabs her other wrist and begins to
shake her.

2: SALLY
[angrily] How many times have I told you not
to come in here messing up your sister's
room?

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SAMANTHA's POV

SALLY grasps her shoulders and shakes her in time to the words.

3: SALLY

How many times have I warned you?

FREEZE FRAME SALLY'S FACE

<u>VIGNETTE #1 SECTION C, 13+[female victim]</u>

<u>1   INT. SISTER'S BEDROOM   DAY</u>
                SAMANTHA, SALLY

SALLY stops shaking her and roughly 'stands her straight'

1: SALLY
Just look at this mess it's disgraceful enough
without you getting in here and just throwing
things everywhere

2: SAMANTHA
But I didn't.....

3: SALLY
[cutting her off] Stop that, I just saw you

4: SAMANTHA
But I didn't

SALLY loses control grabs Samantha again

5: SALLY
[shouting] Stop saying that ! Stop it!

She shakes her very fiercely and pushes her and she hits
her face on the bed end and hits the floor. SALLY stands,
stilled by her fury. SAMANTHA's hand moves to her
cheek where blood wells from a wound beneath her left
eye.

SAMANTHA's POV
SALLY bends nearer

<u>FREEZE FRAME SALLY'S FACE</u>

BEING SAFE : STAYING SAFE
Working Title

SCRIPT FOR VIGNETTE #2 -
SEXUAL MALTREATMENT/ABUSE

"Our little secret"

SYNOPSIS: This vignette takes place at home in the living room. Section A is a situation with no overt threat. Section B contains increasing threat to the child from an adult caregiver. Section C contains escalating threat and actual sexual maltreatment from the adult.

The variations include changing the age [5+ to 13+] and gender of the child victim - both male and female victims shown for each age group.

A child sits watching TV with a female caregiver present. A male visitor, known to the child, arrives and sits with the child. FREEZE
The caregiver leaves the others to talk on the phone for 10 minutes. The visitor touches the child and compliments him/her on the softness of the child's skin. The child appears taken by surprise. FREEZE
The visitor continues to stroke and touch the child. The touching roams over the child's body and towards the genital area. The visitor speaks again of his pleasure. FREEZE

NOTE - the child victims stay relatively impassive throughout.

———

VIGNETTE # 2 SECTION A, B, C - 5+ [MALE VICTIM]

This takes place in suburban living room. Double lounge and other chairs. TIM aged 6 [in shorts and t-shirt] is watching TV. TRACY, [aged 18] the caregiver is present. The door bell rings and CHRIS [charming and about 18] arrives. TRACY welcomes him. He sits with TIM on the lounge. He greets and pats TIM who says Hello but continues watching TV.

TRACY answers the phone and then says that she has to talk for about 10 minutes to her friend. Closes the door. CHRIS touches TIM's face and comments on the softness of his skin. TIM appears taken by surprise. CHRIS continues stroking TIM and expressing his pleasure. He slowly moves his hand towards the genital area. CHRIS continues to say how much he enjoys these private touches.

Variation: the child victim is replaced with COLLETTE aged 6, TRACY, and CHRIS and the story line stay virtually the same.

VIGNETTE # 2 SECTION A 5+ [male victim]

| 1 | INT. LIVING ROOM | EVENING |

TIM TRACY CHRIS

TIM sits in the lounge watching TV. TRACY sits in a chair with Walkman ear phones on, reading a magazine.

AFX: AUDIO OF TV CONTINUES THROUGHOUT

1: TRACY
Did your Mum say you could watch this program?

2: TIM
[answering without looking away from TV]
Yeah. But I have to go to bed as soon as it's finished.

TRACY continues to read her magazine. TIM to watch. A BEAT.

AFX: DOOR BELL
TIM looks towards door. TRACY gets up and goes to answer the ring.

3: TRACY
That'll be CHRIS.

TIM returns to watching.

4: V/O TRACY
Hi, come in.

5: V/O CHRIS
Hi.

CHRIS enters ahead of TRACY. Glances about then sits

next to TIM. He pats TIM on the thigh.

6: CHRIS
How's things? You're looking good kid.

7: TIM
Okay.

TIM looks at CHRIS
CHRIS grins a wide smile at him.

TIM's POV of CHRIS - FREEZE FRAME

VIGNETTE # 2 SECTION B 5+ [male victim]

| 1 | INT. LIVING ROOM | EVENING |

TIM TRACY CHRIS

TIM and CHRIS sitting on the lounge. TRACY goes to sit on the chair she was in before.

AFX: AUDIO OF TV CONTINUES THROUGHOUT

1: CHRIS
Do you like this program?

AFX PHONE RINGS cont. under

TRACY jumps up. CHRIS & TIM watch as she leaves.

2: TRACY
I'll get it!

TRACY goes out. TIM returns to the TV and CHRIS watches him.

AFX: PHONE STOPS

3: CHRIS
I'm glad your Mum got Tracy to stay with you - it means I can see you too.

TRACY comes in grabs magazine. She addresses CHRIS

4: TRACY
It's Sue - I promised to read her this thing about a new basketball competition - take about ten minutes.

She exits and shuts the door.

5: CHRIS
Do you always watch this program?

6: TIM
Mum doesn't usually let me.

7: CHRIS
I won't tell!

TIM gives him a puzzled look and turns back to the TV.
CHRIS touches TIM's hair then runs his hand down the
side of TIM's cheek.

8: CHRIS
Your hair looks great cut like this. And your
skin's so smooth. A BEAT and soft too. .

CHRIS moves closer to TIM puts his hand up on the back
of the lounge behind TIM's head.

TV's POV
CHRIS moves forward

9: CHRIS
It's really good being this close

TIM's reaction is one of surprise, he draws back a little
and looks at CHRIS

10: CHRIS
[patting TIM's cheek] Young and fresh, that's
what you are.
CHRIS looks at the TV
CU. TIM's face looking at CHRIS. His look is a bit
quizzical
FREEZE FRAME TIM's FACE.

VIGNETTE # 2 SECTION C 5+ [male victim]

| 1 | INT. LIVING ROOM | EVENING |

TIM TRACY CHRIS

TIM and CHRIS sitting on the lounge CHRIS watching TV TIM looking at CHRIS then looking back at the TV. CHRIS gently rubs the back of hand down TIM's arm

AFX: AUDIO OF TV CONTINUES THROUGHOUT

1: CHRIS
[quietly] Your skin is so soft. I'd really like to feel it - all over. You'll like it too.

TIM continues to watch TV but glances down as CHRIS's other hand starts to stroke his thigh. One hand then moves towards his genital area.

POV from behind the lounge. TIM sits watching TV fixedly and CHRIS's slight movements indicate that he is stroking TIM.

POV from the TV. CHRIS moves back and withdraws his hand.

2: CHRIS
Ahh that feels so good. I really like this kind of private touching, this is our secret, remember.

FREEZE FRAME CHRIS's SMILING FACE.

VIGNETTE # 2 SECTION A 5+ [female victim]

| 1 | INT. LIVING ROOM | EVENING |

COLLETTE TRACY CHRIS

COLLETTE sits in the lounge watching TV. TRACY sits in a chair with Walkman ear phones on, reading a magazine.

AFX: AUDIO OF TV CONTINUES THROUGHOUT

1: TRACY
Did your Mum say you could watch this program?

2: COLLETTE
[answering without looking away from TV]
Yeah. But I have to go to bed as soon as it's finished.

TRACY continues to read her magazine. COLLETTE to watch. A BEAT.

AFX: DOOR BELL
COLLETTE looks towards door. TRACY gets up and goes to answer the ring.

3: TRACY
That'll be CHRIS.

COLLETTE returns to watching.

4: V/O TRACY
Hi, come in.

5: V/O CHRIS
Hi.

CHRIS enters ahead of TRACY. Glances about then sits

next to COLLETTE. He pats COLLETTE on the thigh.

6: CHRIS

How's things? You're looking good kid.

7: COLLETTE

Okay.

COLLETTE looks at CHRIS
CHRIS grins a wide smile at her.

COLLETTE's POV of CHRIS - FREEZE FRAME

VIGNETTE # 2 SECTION B 5+ [female victim]

1　　　　INT. LIVING ROOM　　　　　　　　EVENING
　　　　　COLLETTE TRACY CHRIS

COLLETTE and CHRIS sitting on the lounge. TRACY goes to sit on the chair she was in before.

AFX:　　　AUDIO OF TV CONTINUES THROUGHOUT

1: CHRIS
Do you like this program?

AFX PHONE RINGS cont. under

TRACY jumps up. CHRIS & COLLETTE watch as she leaves.

2: TRACY
I'll get it!

TRACY goes out. COLLETTE returns to the TV and CHRIS watches her.

AFX: PHONE STOPS

3: CHRIS
I'm glad your Mum got Tracy to stay with you - it means I can see you too.

TRACY comes in grabs magazine. She addresses CHRIS

4: TRACY
It's Sue - I promised to read her this thing about a new basketball competition - take about ten minutes.

She exits and shuts the door.

5: CHRIS,
Do you always watch this program?

6:COLLETTE
Mum doesn't usually let me.

7: CHRIS
I won't tell!

COLLETTE gives him a puzzled look and turns back to the
TV.
CHRIS touches COLLETTE's hair then runs his hand down
the side of her cheek, then round the base of her neck.

8: CHRIS
Your hair looks great cut like this. And your
skin's so smooth. A BEAT and soft too. .

CHRIS moves closer to COLLETTE puts his hand up on the
back of the lounge behind COLLETTE's head.

TV's POV
CHRIS moves forward

9: CHRIS
It's really good being this close

Her reaction is one of surprise, she draws back a little
and looks at CHRIS

10: CHRIS
[patting COLLETTE'S cheek] Young and fresh,
that's what you are.
CHRIS looks at the TV
CU. COLLETTE's face looking at CHRIS. Her look is now a
bit quizzical
FREEZE FRAME COLLETTE's FACE.

VIGNETTE # 2 SECTION C 5+

1	INT. LIVING ROOM	EVENING

COLLETTE TRACY CHRIS

COLLETTE and CHRIS sitting on the lounge CHRIS watching TV COLLETTE looking at CHRIS then looking back at the TV. CHRIS gently rubs the back of his hand down COLLETTE's arm

AFX: AUDIO OF TV CONTINUES THROUGHOUT

> 1: CHRIS
> [quietly] Your skin is so soft. I'd really like to feel it - all over. You'll like it too.

COLLETTE continues to watch TV but glances down as CHRIS's other hand starts to stroke her thigh. His hand then moves down towards her genital area.

POV from behind the lounge. COLLETTE sits watching TV fixedly and CHRIS's slight movements indicate that he is stroking COLLETTE.

POV from the TV. CHRIS moves back and withdraws his hands

> 2: CHRIS
> Ahh that feels so good. I really like this kind of private touching, this is our secret, remember.

FREEZE FRAME CHRIS's SMILING FACE.

VIGNETTE # 2 SECTION A, B, C - 13+ [Male Victim]

This takes place in suburban living room. Double lounge and other chairs. SAM aged 13 [in shorts and t-shirt] is watching TV. TRACY, [aged 18] the caregiver is present. The door bell rings and CHRIS [charming and about 18] arrives. TRACY welcomes him. He sits with SAM on the lounge. He greets and pats SAM who says Hello but continues watching TV.
TRACY answers the phone and then says that she has to talk for about 10 minutes to her friend. Closes the door. CHRIS touches TIM's face and comments on the softness of his skin. CHRIS moves closer and says how he enjoys it. SAM appears taken by surprise. CHRIS continues stroking SAM and expressing his pleasure. He slowly moves his hand towards the genital area. CHRIS continues to say how much he enjoys these private touches.

Variation: the child victim is replaced with ANNA aged 13, TRACY, and CHRIS and the story line stay virtually the same.

VIGNETTE # 2 SECTION A 13+ [male victim]

1   INT. LIVING ROOM   EVENING
           SAM TRACY CHRIS

SAM sits in the lounge watching TV. TRACY sits in a chair with Walkman ear phones on, reading a magazine.

AFX: AUDIO OF TV CONTINUES THROUGHOUT

                    1: TRACY
          Did your Mum say you could watch this
          program?

                    2: SAM
          [answering without looking away from TV]
          Yeah. But I have to go to bed as soon as it's
          finished.

TRACY continues to read her magazine. SAM to watch. A BEAT.

AFX: DOOR BELL
SAM looks towards door. TRACY gets up and goes to answer the ring.

                    3: TRACY
              That'll be CHRIS.

SAM returns to watching.

                    4: V/O TRACY
              Hi, come in.

                    5: V/O CHRIS
          Hi.

CHRIS enters ahead of TRACY. Glances about then sits

next to SAM. He pats SAM on the thigh.

6: CHRIS

How's things? You're looking good kid.

7: SAM

Okay.

SAM looks at CHRIS
CHRIS grins a wide smile at him.

SAM's POV of CHRIS - FREEZE FRAME

VIGNETTE # 2 SECTION B   13 + [male victim]

| 1 | INT. LIVING ROOM | EVENING |

SAM TRACY CHRIS

SAM and CHRIS sitting on the lounge. TRACY goes to sit on the chair she was in before.

AFX: AUDIO OF TV CONTINUES THROUGHOUT

1: CHRIS
Do you like this program?

AFX PHONE RINGS cont. under

TRACY jumps up. CHRIS & SAM watch as she leaves.

2: TRACY
I'll get it!

TRACY goes out. SAM returns to the TV and CHRIS watches him.

AFX: PHONE STOPS

3: CHRIS
I'm glad your Mum got Tracy to stay with you - it means I can see you too.

TRACY comes in grabs magazine. She addresses CHRIS

4: TRACY
It's Sue - I promised to read her this thing about a new basketball competition - take about ten minutes.

She exits and shuts the door.

5: CHRIS
Do you always watch this program?

6: SAM
Mum doesn't usually let me.

7: CHRIS
I won't tell!

SAM gives him a puzzled look and turns back to the TV.
CHRIS touches SAM's hair then runs his hand down the
side of SAM's cheek.

8: CHRIS
Your hair looks great cut like this. And your
skin's so smooth. A BEAT and soft too. .

CHRIS moves closer to SAM puts his hand up on the back
of the lounge behind SAM's head.

TV's POV
CHRIS moves forward

9: CHRIS
It's really good being this close

SAM's reaction is one of surprise, he draws back a little
and looks at CHRIS

10: CHRIS
[patting SAM's cheek] Young and fresh, that's
what you are.

CHRIS looks at the TV
CU. SAM's face looking at CHRIS. His look is now a bit
quizzical.
FREEZE FRAME SAM's FACE.

VIGNETTE # 2 SECTION C 13+ [male victim]

| 1 | INT. LIVING ROOM | EVENING |

SAM TRACY CHRIS

SAM and CHRIS sitting on the lounge CHRIS watching TV SAM looking at CHRIS then looking back at the TV. CHRIS gently rubs the back of hand down SAM's arm

AFX: AUDIO OF TV CONTINUES THROUGHOUT

1: CHRIS
[quietly] Your skin is so soft. I'd really like to feel it - all over. You'll like it too.

SAM continues to watch TV but glances down as CHRIS's other hand starts to stroke his thigh. His hand then moves towards the genital area.

POV from behind the lounge. SAM sits watching TV fixedly and CHRIS's slight movements indicate that he is stroking SAM.

POV from the TV. CHRIS moves back and withdraws his hands

2: CHRIS
Ahh that feels so good. I really like this kind of private touching, this is our secret, remember.

FREEZE FRAME CHRIS's SMILING FACE.

VIGNETTE # 2 SECTION A 13+ [female victim]

| 1 | INT. LIVING ROOM | EVENING |

ANNA TRACY CHRIS

ANNA sits in the lounge watching TV. TRACY sits in a chair with Walkman ear phones on, reading a magazine.

AFX: AUDIO OF TV CONTINUES THROUGHOUT

1: TRACY

Did your Mum say you could watch this program?

2: ANNA

[answering without looking away from TV] Yeah. But I have to go to bed as soon as it's finished.

TRACY continues to read her magazine. ANNA to watch. A BEAT.

AFX: DOOR BELL

ANNA looks towards door. TRACY gets up and goes to answer the ring.

3: TRACY

That'll be CHRIS.

ANNA returns to watching.

4: V/O TRACY

Hi, come in.

5: V/O CHRIS

Hi.

CHRIS enters ahead of TRACY. Glances about then sits

next to ANNA. He pats ANNA on the thigh.

> 6: CHRIS
> How's things? You're looking good kid.

> 7: ANNA
> Okay.

ANNA looks at CHRIS
CHRIS grins a wide smile at her.

ANNA's POV of CHRIS - FREEZE FRAME

VIGNETTE # 2 SECTION B 13+ [female victim]

| 1 | INT. LIVING ROOM | EVENING |

ANNA TRACY CHRIS

ANNA and CHRIS sitting on the lounge. TRACY goes to sit on the chair she was in before.

AFX: AUDIO OF TV CONTINUES THROUGHOUT

1: CHRIS
Do you like this program?

AFX PHONE RINGS cont. under

TRACY jumps up. CHRIS & ANNA watch as she leaves.

2: TRACY
I'll get it!

TRACY goes out. ANNA returns to the TV and CHRIS watches her.

AFX: PHONE STOPS

3: CHRIS
I'm glad your Mum got Tracy to stay with you - it means I can see you too.

TRACY comes in grabs magazine. She addresses CHRIS

4: TRACY
It's Sue - I promised to read her this thing about a new basketball competition - take about ten minutes.

She exits and shuts the door.

5: CHRIS
Do you always watch this program?

6: ANNA
Mum doesn't usually let me.

7: CHRIS
I won't tell!

ANNA gives him a puzzled look and turns back to the TV. CHRIS touches ANNA's hair then runs his hand down the side of her cheek, and round the base of her neck.

8: CHRIS
Your hair looks great cut like this. And your skin's so smooth. A BEAT and soft too. .

CHRIS moves closer to ANNA puts his hand up on the back of the lounge behind ANNA's head.

TV's POV
CHRIS moves forward

9: CHRIS
It's really good being this close

Her reaction is one of surprise, she draws back a little and looks at CHRIS

10: CHRIS
[patting ANNA's cheek] Young and fresh, that's what you are.

CHRIS looks at the TV
CU. ANNA's face looking at CHRIS. Her look is now a bit quizzical.
FREEZE FRAME ANNA's FACE.

VIGNETTE # 2 SECTION C 13+ [female victim]

| 1 | INT. LIVING ROOM | EVENING |

ANNA TRACY CHRIS

ANNA and CHRIS sitting on the lounge CHRIS watching TV ANNA looking at CHRIS then looking back at the TV. CHRIS gently rubs the back of his hand down ANNA's arm

AFX: AUDIO OF TV CONTINUES THROUGHOUT

    1: CHRIS
[quietly] Your skin is so soft. I'd really like to feel it - all over. You'll like it too.

ANNA continues to watch TV but glances down as CHRIS's other hand starts to stroke her thigh. His hand then moves towards her genital area.

POV from behind the lounge. ANNA sits watching TV fixedly and CHRIS's slight movements indicate that he is stroking her.

POV from the TV. CHRIS moves back and withdraws his hands

    2: CHRIS
Ahh that feels so good. I really like this kind of private touching, this is our secret, remember.

FREEZE FRAME CHRIS's SMILING FACE.

BEING SAFE:STAYING SAFE w/title

SCRIPT FOR VIGNETTE #3- PSYCHOLOGICAL
MALTREATMENT/ABUSE.

"What sort of work do you call that?"

SYNOPSIS: This vignette depicts a school room situation in three sections. Section A is a situation with no overt threat . Section B contains increasing threat to the students from one adult teacher. Section C contains the addition of another adult and derision from classmates at the teachers' instigation.
Each section ends with a freeze frame so that discussion can take place.
The vignette is also repeated with a similar script and cast but for an older target audience, labelled 13+ instead of 5+.

In a normal working situation in class two students, one male, one female, are required to bring their work to the teacher and await her response. FREEZE
The teacher then laughs at their work and criticises their efforts. The children are humiliated and do not respond. FREEZE The teacher then calls another teacher, male, from an adjacent area and together they further humiliate the children then require them to parade with their work for the additional disapproval of the more junior children. FREEZE.

Note - the script keeps the work that the children have done as non-specific as possible so that the content of it does not distract from the focus which is the maltreatment.

VIGNETTE 3 SECTION A, B & C 5+

This vignette takes place in a Junior Primary school class of Yr 2 students in an open space area. There is a second group, Yr. 1, with their teacher, IAN, visible in an adjoining space.
They work on colouring -in sheets. They're seated in mixed groups. The two featured students ADAM and CHARNE are seated beside each other, sharing crayons. ANNE their teacher, sits at a small table near the front.

VIGNETTE #3   SECTION A 5+

| 1 | INT ANNE'S ROOM | DAY |

ANNE,[teacher] ADAM & CHARNE - CLASS EXTRAS

ANNE, ADAM & CHARNE with classmates in an open double classroom with the other teacher and class visible. The room is busy with soft chatter and working noise.

ANNE has two children [EXTRAS] standing beside her table. She hands them their sheets

CLASS POV

1: ANNE
Right, you can go on with this now.

TWO CHILDREN MOVE BACK.

ANNE'S POV

ADAM & CHARNE are working on a colouring piece. CHARNE leans over to look at Adam's work, he smiles at her and they chuckle. They return to their own work, colouring vigorously.

A BEAT

CHARNE looks at Adam's work again.

Their POV and ANNE looks up

2: ANNE
Adam! Charne! Can you bring your work to me?

CHARNE and ADAM stand and walk with their colouring sheets held loosly at their sides No indication of feelings. They hand their sheets to ANNE and step back slightly.

3: ANNE
Thank you.

Class POV. several children look up.

ANNE looks over both work sheets, slowly. She looks up at them, direct neutral gaze.

C.U & FREEZE FRAME. ANNE'S DIRECT LOOK

VIGNETTE #3   SECTION B 5+

| 2 | INT ANNE'S ROOM | DAY |

ANNE, ADAM, CHARNE - CLASS EXTRAS

CLASS POV.
ADAM & CHARNE stand near the table. ANNE looks again at the work. Shakes her head.

1: ANNE

[laughs with disbelief] What have you been doing all this time?

ANNE's POV. Both children look at their feet.

2: ANNE

[louder] Look at me when I speak to you!

CLASS POV ADAM & CHARNE glance up and then down again

3: ANNE

.....we don't accept this rubbish in our room!

ANNE stands up, hand on hip. ADAM & CHARNE look up as she rises.
ADAM & CHARNE's POV.

FREEZE FRAME ANNE's stern face.

VIGNETTE #3 SECTION C 5±

| 3 | INT. OPEN SPACE | DAY |

ANNE, ADAM CHARNE, IAN [teacher] BOTH CLASSES

CLASS POV.
ADAM & CHARNE [heads down] stand near ANNE who stands beside her table. She picks up their sheets and scrunches the papers up, drops them on the floor

1: ANNE
This is what I think of work like that!

ADAM & CHARNE move away slightly.
ANNE looks across to the other teaching area. Her class are all watching.

2: ANNE
Throw it in the bin - just a minute

ADAM & CHARNE bend and stand holding the papers.
3: ANNE
[calling loudly] Ian, got a minute? Come and see what these two naughty children have done!

IAN joins her from the other area. His class peer after him. He eyes CHARNE & ADAM.
4: ANNE
Show Mr. Sinclair your work.

ADAM & CHARNE smooth their papers and hand them over

ANNE'S POV

5: ANNE V/O
Have you ever seen such terrible work?

IAN looks at the sheets. Then at the children. His look is stern.
6: ANNE V/O
What should we do with them?

7: IAN

My Receptions can do better than that.

8: ANNE

What do you think we should do with them?

ADAM & CHARNE glance up at IAN then down again.

7: IAN

I think they should show my people how silly they've been.

CLASS POV. IAN hands the sheets to CHARNE & ADAM and ushers them towards his section of the classroom. They move reluctantly. CHARNE glances at ANNE then down again.

CUT TO

4	IAN'S CLASS FRONT.	DAY

IAN, CHARNE ADAM & ANNE - CLASS 2 EXTRAS

AFX : MUTE

CHARNE and ADAM's POV they stand with their heads down humiliated and distraught, their sheets displayed towards the class. IAN and ANNE stand at the side watching. The children point and laugh say 'yuk' and make faces depicting 'disgust.'

FREEZE FRAME - CLASS POV.   CU CHARNE & ADAM

VIGNETTE 3 SECTION A, B & C 13+

This vignette takes place in a High School environment.
The female Teacher - KAREN works with a class of Yr 9
students in a library. There is a second group, Yr. 8, with their
teacher, ANDREW, visible in a nearby space.
They work in books, with research texts nearby. The two
featured students GABRIELLA and KARL are working on
diagrams beneath written work. They, like their classmates sit
at tables of mixed male and female students.

VIGNETTE 3 SECTION A, B & C 13+

VIGNETTE #3   SECTION A   13+

| 1 | INT LIBRARY KAREN'S GROUP | DAY |
KAREN, GABRIELLA, KARL. CLASS EXTRAS.

KAREN, GABRIELLA & KARL with classmates working in the
library. ANDREW and his group present but not necessarily in
shot.

KAREN moves among the students glancing at work
here and there, the atmosphere is busy but calm.
KAREN'S POV
GABRIELLA & KARL heads down working. KARL peers at
GABRIELLA's work then displays his to her. She suppresses a
chuckle and they both carry on with their diagrams.
KARL glances again at GABRIELLA then at KAREN then returns to
his work.
KAREN, THEIR POV

1: KAREN
Karl, Gabriella, bring your work here please!

KAREN'S POV.
KARL & GABRIELLA exchange a glance and move with their
books to stand near KAREN.
Class POV.
KAREN holds out her hand and they place their books open on
it. She turns them right way round and looks at them slowly.
GABRIELLA looks down. KARL glances away
Several nearby students take a cursory look at what is
happening.

KAREN sits on a nearby chair, continues looking at, reading
their work. She looks up at them, enquiringly.

C.U KAREN - FREEZE FRAME - DIRECT LOOK.

VIGNETTE #3   SECTION B   13+

2   INT LIBRARY KAREN'S GROUP   DAY
              KAREN, GABRIELLA, KARL. CLASS EXTRAS.

CLASS POV. GABRIELLA & KARL stand near KAREN, seated,
books on lap. She looks from them to the books again.

> 1: KAREN
> [laughs] You don't seriously expect me to accept
> this kind of work?

KARL & GABRIELLA shuffle and look down.
A BEAT

> 2: BOTH
> [KARL] No, Miss. [GABRIELLA] It's OK

KAREN'S POV

> 3: KAREN
> [more loudly] If this's OK then kindly explain what
> you're doing in a Year 9 class!

CLASS POV
KAREN taps their books. Other students look up. GABRIELLA &
KARL squirm with embarrassment.

GABRIELLA & KARL's POV
KAREN looks up sternly.

> 4: KAREN
> I'm waiting!

FREEZE FRAME KAREN eyebrows raised.

VIGNETTE #3   SECTION C   13+

| 3 | INT LIBRARY | DAY |

KAREN, GABRIELLA, KARL. ANDREW CLASS EXTRAS.

CLASS POV
KAREN stands places books on table and rips out the offending page from each book. Hands the books back to them. KAREN looks then moves towards ANDREW's group. Some kids stop staring and go on working.
GABRIELLA & KARL move aside.

1: KAREN
[calling loudly]Andrew, come and look at this!

ANDREW joins KAREN, she hands him the two pages.

2. KAREN
What do you suggest I do with these two clowns?

ANDREW looks at the work. Glances at GABRIELLA & KARL, looks back to KAREN.

3. ANDREW
My Year 8's wouldn't even dream of doing work like this. Let's see what they think of it.

He thrusts the pages at GABRIELLA & KARL, they swap pages then they look at KAREN

4: KAREN
[motioning for them to follow ANDREW] Go on.

GABRIELLA & KARL take their books and follow ANDREW

CUT TO

4   INT LIBRARY- ANDREW'S GROUP   DAY
          KAREN, GABRIELLA, KARL. ANDREW CLASS EXTRAS.
AFX: MUTE

GABRIELLA & KAREN POV.

They stand before the Yr 8s looking down, displaying their pages. ANDREW & KAREN stand to one side.

Some of the Year 8s do not join in the taunting but most of the students jeer and hoot - a few 'finger sign' indicating 'vomit'!

FREEZE FRAME - CLASS FACES.

STUDENT RESPONSE RECORD

Background Information

ID No: ☐☐☐☐ 1-4   Gender: ☐ 5   Year Level: ☐☐ 6-7   Age: ☐☐ 8-9

Interview Protocol

Hello. My name is .... am working for the University of South Australia on an important research project.

I am interested in finding out what kids, like you, think about how to stay safe, and not get hurt. So, your ideas are important to me.

I am going to show you a video and ask you a few questions about some of the people in the video. The people in the video are actors, so what you will see isn't "real life" - it's just acting. O.K.? If you don't like the video and want to stop, just tell me and I will turn it off.

I've got a couple of pieces of paper here that I will write a few things down on when you tell me your ideas. I've also got a little tape recorder going. This is so that I don't forget what you tell me.

Shall we start? OK, look at the screen while I play the video.

Vignette #1: Pushing Scenario

Scene 1: 'Broken Cup'

1. How do you think the boy/girl is feeling?

Possible Responses: (record max of 3)

1st suggestion ☐☐ 10-11

2nd suggestion ☐☐ 12-13

3rd suggestion ☐☐ 14-15

1. I don't know	5. Upset	9. Unsafe
2. I'm not sure	6. Sad	10. Worried
3. Nothing	7. Unsure	11. Scared
4. OK.	8. Confused	12. Unhappy
		13. Other

2. *What makes you think that?*

Possible Responses: (record max of 3)

	1st suggestion	□ 16
	2nd suggestion	□ 17
	3rd suggestion	□ 18

1. Don't know/not sure	5. Child thinks he/she will get into trouble
2. Child done no wrong	6. Adult looks angry
3. Cup smashed - bad	7. Adult may punish child
4. Child let cat in	8. Adult may blame child
	9. Other

RE-START VIDEO

Scene 2: 'Messy Room'

3. *How do you think the boy/girl is feeling now?*

Possible Responses: (record max. of 3)

	1st suggestion	□□ 19-20
	2nd suggestion	□□ 21-22
	3rd suggestion	□□ 23-24

1. I don't know	5. Bad	9. Unsafe/in danger
2. I'm not sure	6. Sad/upset	10. Frustrated
3. Nothing	7. Unsure/confused	11. Scared/frightened
4. OK.	8. Unwanted	12. Angry/annoyed
		13. Other

4. What makes you think that?

Possible Responses: (record max. of 3)

1st suggestion	☐	25
2nd suggestion	☐	26
3rd suggestion	☐	27

1. Don't know/not sure	5. Adult is angry
2. Child done no wrong	6. Adult shouts at child
3. Child has done wrong - should have asked to go in room	7. Adult grabs child
4. Child has done wrong - should not have added to mess in room	8. Adult blames child unjustly
	9. Other

5. What do you think the child could say or do NOW?
(Probe once: *Anything else?*)

	SUGGESTIONS (in order - max. of 5)	HARD OR EASY
1st suggestion	☐☐ 28-29	☐ 30
2nd suggestion	☐☐ 31-32	☐ 33
3rd suggestion	☐☐ 34-35	☐ 36
4th suggestion	☐☐ 37-38	☐ 39
5th suggestion	☐☐ 40-41	☐ 42

Did the child make suggestions as a plan of linked actions?

eg, 'First, I'd say it wasn't my fault, then I'd tell mum to stop shouting. If that didn't work I'd pull away from her.....'

(No = 1   Yes = 2) ☐ 43

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	Possible Suggestions
Neutral	1. Don't know
	2. Nothing different
Say	3. Say want to talk it over
	4. Ask adult to stop yelling
	5. Explain to adult not your fault
	6. Shout back at adult/abuse
	7. Call-out for help from some else in house
	8. Apologise/sorry added to mess
	9. Explain why in room
	10. Volunteer to clean-up mess
Do	11. Cry
	12. Get free and leave room
	13. Hit out at adult (punch, slap)
	14. Hit out at things in room
Think	15. 'Tune-out' - Ignore
	16. Affirm self ('I'm O.K. - she's got the problem')
	17. Other

6. How hard or easy would it be to say or do that?

(Show child scale on card. Repeat question for each suggestion given in Q.5. Record in box on right of suggestion.)

Very Easy	Easy	Not too hard or too easy	Hard	Very Hard
❏	❏	❏	❏	❏
5	4	3	2	1

7. *What would YOU do or say if that was you?*

        Possible Responses: (record max. of 5)   1st suggestion   ☐☐ 44-45

                                                     2nd suggestion ☐☐ 46-47

                                                     3rd suggestion ☐☐ 48-49

                                                     4th suggestion ☐☐ 50-51

                                                     5th suggestion ☐☐ 52-53

8. *What would be the BEST thing to do or say?*   ☐☐ 54-55

RE-START VIDEO

Scene 3: 'Yell, Shake and Push'

9. *How do you think the boy/girl is feeling now?*

        Possible Responses: (record max. of 3)   1st suggestion   ☐☐ 56-57

                                                       2nd suggestion ☐☐ 58-59

                                                     3rd suggestion ☐☐ 60-61

1. I don't know	5. Silly	9. Unsafe/in danger
2. I'm not sure	6. Sad/upset	10. Apprehensive
3. Nothing	7. Hurt/sore/	11. Scared/frightened
4. OK.	8. Unsure/confused	12. Angry/annoyed
		13. Other

10. *What makes you think that?*

        Possible Responses: (record max. of 3)   1st suggestion   ☐☐ 62-63

                                                       2nd suggestion ☐☐ 64-65

                                                     3rd suggestion ☐☐ 66-67

1. Don't know/not sure	5. Child is hurt/injured
2. Child done no wrong	6. Adult pushed child
3. Child has done wrong	7. Adult blamed child unjustly
4. Adult is angry	8. Other

11. What do you think the child could have said or done differently?
(Probe once: *Anything else?*)

	SUGGESTIONS (in order - max. of 5)	HARD OR EASY
1st suggestion	☐☐ 68-69	☐ 70
2nd suggestion	☐☐ 71-72	☐ 73
3rd suggestion	☐☐ 74-75	☐ 76
4th suggestion	☐☐ 77-78	☐ 79
5th suggestion	☐☐ 1-2	☐ 3 (Record 2)

Did the child make suggestions as a plan of linked actions?

(No = 1   Yes = 2)   ☐ 4

	Possible Responses (select as many as given)
Neutral	1. Don't know
	2. Nothing different
Say	3. Say want to talk it over
	4. Tell adult to stop yelling
	5. Tell adult not child's fault
	6. Shout back at adult/abuse
	7. Blame someone else for mess
	8. Apologise/sorry added to mess
	9. Try to explain why in room
Do	10. Cry
	11. Get free and leave room
	12. Hit out at adult (punch, slap)
	13. Hit out at things in room
Think	14. 'Tune-out' - Ignore
	15. Affirm self ('I'm O.K. - she's got the problem')
	16. Other

12. *How hard or easy would it be to say or do that?*

(Show child scale on card. Repeat question for each suggestion given in Q.11. Record in box on right.)

Very Easy	Easy	Not too hard or too easy	Hard	Very Hard
☐	☐	☐	☐	☐
5	4	3	2	1

13. *What would YOU have done or said if that was you?*

Possible Responses: (record max. of 5)

1st suggestion	☐☐	5-6
2nd suggestion	☐☐	7-8
3rd suggestion	☐☐	9-10
4th suggestion	☐☐	11-12
5th suggestion	☐☐	13-14

14. *What would YOU do or say NOW if that was you?*
(Probe once: *Anything else?*)

	SUGGESTIONS (in order - max. of 5)		HARD OR EASY	
1st suggestion	☐☐	15-16	☐	17
2nd suggestion	☐☐	18-19	☐	20
3rd suggestion	☐☐	21-22	☐	23
4th suggestion	☐☐	24-25	☐	26
5th suggestion	☐☐	27-28	☐	29

Did the child make suggestions as a plan of linked actions?

(No = 1   Yes = 2)   ☐ 30

	Possible Responses (select as many as given)
Neutral	1. Don't know
	2. Nothing
Say	3. Say want to talk it over
	4. Try to explain
	5. Threaten adult
	6. Shout at adult/abuse
	7. Offer to pick up mess
	8. Apologise/sorry added to mess
Do	9. Cry
	10. Leave - no reference to place
	11. Leave - go to own room
	12. Leave - go outside/go next door
	13. Tell another adult - eg, Dad
	14. Tell another adult - eg, Friend
	15. Tell another adult - official eg, teacher, police
	16. Hit out at things in room
Think	17. 'Tune-out' - Ignore
	18. Affirm self ('I'm O.K. - she's got the problem')
	19. Other

15. What would be the BEST thing to do or say? ☐☐ 31

Scene 1: 'Let me see your work'

1. *How do you think the boy/girl is feeling?*

Possible Responses: (record max of 3)   1st suggestion   ☐☐ 38-39

2nd suggestion   ☐☐ 40-41

3rd suggestion   ☐☐ 42-43

1. I don't know	6. Upset	11. Unsafe
2. I'm not sure	7. Sad	12. Worried
3. Nothing	8. Unsure	13. Scared
4. OK.	9. Confused	14. Unhappy
5. Embarassed	10. Stupid	15. Other

2. *What makes you think that?*

Possible Responses: (record max of 3)   1st suggestion   ☐☐ 44-45

2nd suggestion   ☐☐ 46-47

3rd suggestion   ☐☐ 48-49

1. Don't know/not sure	6. Children think they will get into trouble
2. Children done no wrong	7. Adult looks angry
3. Something bad has happened	8. Adult may punish children
4. Children didn't do work	9. Adult may blame children
5. Other children are watching	10. Other

RE-START VIDEO

Scene 2: 'Look at me when I'm speaking to you'

3. How do you think the boy/girl is feeling now?

Possible Responses: (record max. of 3) 1st suggestion ⬜⬜ 50-51

2nd suggestion ⬜⬜ 52-53

3rd suggestion ⬜⬜ 54-55

1. I don't know	5. Bad/awful	9. Unsafe/in danger
2. I'm not sure	6. Sad/upset	10. Frustrated
3. Nothing	7. Unsure/confused	11. Scared/frightened
4. OK.	8. Embarassed	12. Angry/annoyed
		13. Other

4. What makes you think that?

Possible Responses: (record max. of 3) 1st suggestion ⬜ 56

2nd suggestion ⬜ 57

3rd suggestion ⬜ 58

1. Don't know/not sure	5. Children are standing in front of the class
2. Children haven't done anything wrong	6. Teacher is angry
3. Children did their best	7. Teacher shouts at children
4. Children haven't done their work properly	8. Teacher treats children unfairly
	9. Other

5. What do you think the child could say or do NOW?
   (Probe once: *Anything else?*)

	SUGGESTIONS (in order - max. of 5)	HARD OR EASY
1st suggestion	⬜⬜ 59-60	⬜ 61
2nd suggestion	⬜⬜ 62-63	⬜ 64
3rd suggestion	⬜⬜ 65-66	⬜ 67
4th suggestion	⬜⬜ 68-69	⬜ 70
5th suggestion	⬜⬜ 71-72	⬜ 73

Did the child make suggestions as a plan of linked actions?

<div align="center">(No = 1   Yes = 2)</div>

	Possible Responses (select as many as given)
Neutral	1. Don't know
	2. Say nothing
Say	3. Explain that they tried their best
	4. Ask teacher to stop yelling
	5. Blame someone else
	6. Shout back at teacher/abuse
	7. Call-out for help from someone else (eg, other teacher)
	8. Apologise/say sorry
	9. Say will do work better
	10. Say will do more work
Do	11. Cry
	12. Leave room (eg, go to toilet)
	13. Hit out at teacher (punch, slap)
	14. Hit out at things in room
Think	15. 'Tune-out' - Ignore
	16. Affirm self ('I'm O.K. - she's got the problem')
	17. Other

6. How hard or easy would it be to say or do that?

(Show child scale on card. Repeat question for each suggestion given in Q.5. Record in box on right.)

Very Easy	Easy	Not too hard or too easy	Hard	Very Hard
□	□	□	□	□
5	4	3	2	1

7. *What would YOU do or say if that was you?*

Possible Responses: (record max. of 5)

1st suggestion	☐☐ 75-76
2nd suggestion	☐☐ 77-78 (Record 3)
3rd suggestion	☐☐ 1-2
4th suggestion	☐☐ 3-4
5th suggestion	☐☐ 5-6

8. *What would be the BEST thing to do or say?*

☐☐ 7-8

RE-START VIDEO

Scene 3: 'RRRip'

9. *How do you think the boy/girl is feeling now?*

Possible Responses: (record max. of 3)

1st suggestion	☐☐ 9-10
2nd suggestion	☐☐ 11-12
3rd suggestion	☐☐ 13-14

1. I don't know	5. Silly/studid	9. Unsafe
2. I'm not sure	6. Sad/upset	10. Worried
3. Nothing	7. Hurt/humiliated	11. Scared/frightened
4. OK.	8. Unsure/confused	12. Angry/annoyed
		13. Other

10. *What makes you think that?*

Possible Responses: (record max. of 3)

1st suggestion	☐ 15-16
2nd suggestion	☐ 17-18
3rd suggestion	☐ 19-20

1. Don't know/not sure	4. Teacher is angry
2. Children haven't done anything wrong	5. Children are laughing at them
3. The children deserve it	6. Other

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11. What do you think the child could have said or done differently?
    (Probe once: *Anything else?*)

	SUGGESTIONS (in order - max. of 5)	HARD OR EASY
1st suggestion	☐☐ 21-22	☐ 23
2nd suggestion	☐☐ 24-25	☐ 26
3rd suggestion	☐☐ 27-28	☐ 29
4th suggestion	☐☐ 30-31	☐ 32
5th suggestion	☐☐ 33-34	☐ 35

Did the child make suggestions as a plan of linked actions?

(No = 1   Yes = 2)   ☐ 36

	Possible Responses (select as many as given)
Neutral	1. Don't know
	2. Say nothing
Say	3. Explain that they tried their best
	4. Ask teacher to stop yelling
	5. Blame someone else
	6. Shout back at teacher/abuse
	7. Call-out for help from someone else (eg, other teacher)
	8. Apologise/say sorry
	9. Say will do work better
	10. Say will do more work
Do	11. Cry
	12. Leave room (eg, go to toilet)
	13. Hit out at teacher (punch, slap)
	14. Hit out at things in room
Think	15. 'Tune-out' - Ignore
	16. Affirm self ('I'm O.K. - she's got the problem')
	17. Other

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12. How hard or easy would it be to say or do that?
(Show child scale on card. Repeat question for each suggestion
given in Q.11. Record in box on right.)

Very Easy	Easy	Not too hard or too easy	Hard	Very Hard
☐ 5	☐ 4	☐ 3	☐ 2	☐ 1

13. What would YOU have done or said if that was you?

Possible Responses: (record max. of 5)

1st suggestion	☐☐	37-38
2nd suggestion	☐☐	39-40
3rd suggestion	☐☐	41-42
4th suggestion	☐☐	43-44
5th suggestion	☐☐	45-46

14. What would YOU do or say NOW if that was you?
(Probe once: *Anything else?*)

	SUGGESTIONS (in order - max. of 5)		HARD OR EASY	
1st suggestion	☐☐	47-48	☐	49
2nd suggestion	☐☐	50-51	☐	52
3rd suggestion	☐☐	53-54	☐	55
4th suggestion	☐☐	56-57	☐	58
5th suggestion	☐☐	59-60	☐	61

Did the child make suggestions as a plan of linked actions?

(No = 1   Yes = 2)   ☐ 62

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	Possible Responses (select as many as given)
Neutral	1. Don't know
	2. Nothing
Say	3. Say want to talk it over
	4. Try to explain
	5. Threaten teacher
	6. Shout at teacher/abuse
	7. Promise to be good
	8. Apologise for bad work
Do	9. Cry
	10. Run away - leave classroom without permission
	11. Leave classroom with permission - eg, go to toilet
	12. Tell another adult - eg, Parent
	13. Tell another adult - eg, Friend
	14. Tell another adult - official eg, teacher, principal
	15. Hit out at things in room
Think	16. Make plan to deal with problem later
	17. 'Tune-out' - Ignore
	18. Affirm self ('I'm O.K. - she's got the problem')

15. *What would be the BEST thing to do or say?*

▢▢ 63

Vignette #3: Unwanted Touching Scenario

Scene 1: 'Nice to see you'

1. How do you think the boy/girl is feeling?

Possible Responses: (record max of 3)   1st suggestion   ⬜⬜ 70-71

2nd suggestion   ⬜⬜ 72-73

3rd suggestion   ⬜⬜ 74-75

1. I don't know	6. Uncomfortable	11. Unsafe
2. I'm not sure	7. Annoyed	12. Worried
3. Nothing	8. Unsure	13. Scared
4. OK.	9. Confused	14. Unhappy
5. Embarassed	10. Stupid	15. Other

2. What makes you think that?

Possible Responses: (record max of 3)   1st suggestion   ⬜ 76

2nd suggestion   ⬜ 77

3rd suggestion   ⬜ 78

1. Don't know/not sure	3. Adult touched child
2. Child wants to watch T.V.	4. Child doesn't know adult
	5. Other

RE-START VIDEO

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Scene 2: 'The first move'

3. How do you think the boy/girl is feeling now?   (Record 4)

Possible Responses: (record max. of 3)   1st suggestion ☐☐ 1-2

2nd suggestion ☐☐ 3-4

3rd suggestion ☐☐ 5-6

1. I don't know	5. Bad/awful	9. Unsafe/in danger
2. I'm not sure	6. Sad/upset	10. Uncomfortable
3. Nothing	7. Unsure/confused	11. Scared/frightened
4. OK.	8. Embarassed	12. Angry/annoyed
		13. Other

4.What makes you think that?

Possible Responses: (record max. of 3)   1st suggestion ☐ 7

2nd suggestion ☐ 8

3rd suggestion ☐ 9

1. Don't know/not sure	5. Adult says personal things
2. Adult sits too close	6. Adult behaves in 'weird' way
3. Child doesn't know adult	7. Adult touches child in personal way
4. Child doesn't want adult near	8. Other

5. What do you think the child could say or do NOW?
   (Probe once: *Anything else?*)

	SUGGESTIONS (in order - max. of 5)	HARD OR EASY
1st suggestion	☐☐ 10-11	☐ 12
2nd suggestion	☐☐ 13-14	☐ 15
3rd suggestion	☐☐ 16-17	☐ 18
4th suggestion	☐☐ 19-20	☐ 21
5th suggestion	☐☐ 22-23	☐ 24

Did the child make suggestions as a plan of linked actions?

(No = 1   Yes = 2)   ☐ 25

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	Possible Responses (select as many as given)
Neutral	1. Don't know
	2. Say nothing
Say	3. Say 'leave me alone' or 'don't do that' or 'stop it, I don't like it'
	4. Say 'mum says no one should do that....'
	5. Threaten adult eg, 'If you don't stop that I'll tell....'
	6. Say baby sitter is coming back
	7. Abuse adult - say 'piss off' etc
	8. Call-out for help from someone (eg, baby sitter)
Do	9. Move to other seat
	10. Leave room (eg, go to toilet)
	11. Leave room - go to baby sitter
	12. Hit out at adult (punch, slap)
	13. Be gross (burp, fart, etc.)
Think	14. 'Tune-out' - Ignore
	15. Affirm self ('I'm O.K. - he's got the problem')
	16. Other

6. How hard or easy would it be to say or do that?

(Show child scale on card. Repeat question for each suggestion given in Q.5. Record in box on right.)

Very Easy	Easy	Not too hard or too easy	Hard	Very Hard
☐	☐	☐	☐	☐
5	4	3	2	1

7. *What would YOU do or say if that was you?*

<table>
<tr><td></td><td>Possible Responses: (record max. of 5)</td><td>1st suggestion</td><td>☐☐ 26-27</td></tr>
<tr><td></td><td></td><td>2nd suggestion</td><td>☐☐ 28-29</td></tr>
<tr><td></td><td></td><td>3rd suggestion</td><td>☐☐ 30-31</td></tr>
<tr><td></td><td></td><td>4th suggestion</td><td>☐☐ 32-33</td></tr>
<tr><td></td><td></td><td>5th suggestion</td><td>☐☐ 34-35</td></tr>
</table>

8. *What would be the BEST thing to do or say?*   ☐☐ 36-37

RE-START VIDEO

Scene 3: 'That will be our little secret'

9. *What do you think happened?*

(Probe: *What did he do just then?*)   ☐ 38

1. Don't know/not sure	5. Adult touched child in sexually personal way (or slang equivalent 'touched-up' 'groped', etc)
2. Adult sat too close	6. Adult touched 'private parts' (or more explicit naming)
3. Adult behaved in 'weird' way	7. Adult sexually abused/ assaulted child (ie, actually names behaviour)
4. Adult touched child's hair, leg and face (ie, on parts of body actually shown in video - no more)	8. Other

10. *How do you think the boy/girl is feeling now?*

Possible Responses: (record max. of 3)   1st suggestion   ▢▢ 39-40

2nd suggestion   ▢▢ 41-42

3rd suggestion   ▢▢ 43-44

1. I don't know	5. Embarassed	9. Unsafe
2. I'm not sure	6. Upset	10. Worried
3. Nothing	7. Humiliated	11. Scared/frightened
4. OK.	8. Unsure/confused	12. Angry/annoyed
		13. Other

11. *What makes you think that?*

Possible Responses: (record max. of 3)   1st suggestion   ▢ 45-46

2nd suggestion   ▢ 47-48

3rd suggestion   ▢ 49-50

1. Don't know/not sure	5. Adult says personal things
2. Adult sits too close	6. Adult behaves in 'weird' way
3. Child doesn't know adult	7. Adult touches child in personal way
4. Child doesn't want adult near	8. Adult sexually assaults child

12. *What do you think the child could have said or done differently?*
(Probe once: *Anything else?*)

SUGGESTIONS (in order - max. of 5)   HARD OR EASY

1st suggestion   ▢▢ 51-52   ▢ 53

2nd suggestion   ▢▢ 54-55   ▢ 56

3rd suggestion   ▢▢ 57-58   ▢ 59

4th suggestion   ▢▢ 60-61   ▢ 62

5th suggestion   ▢▢ 63-64   ▢ 65

Did the child make suggestions as a plan of linked actions?

(No = 1   Yes = 2)   ▢ 66

	Possible Responses (select as many as given)
Neutral	1. Don't know
	2. Say nothing
Say	3. Say 'leave me alone' or 'don't do that' or 'stop it, I don't like it'
	4. Say 'mum says no one should do that....'
	5. Threaten adult eg, 'If you don't stop that I'll tell....'
	6. Say baby sitter is coming back
	7. Abuse adult - say 'piss off' etc
	8. Call-out for help from someone (eg, baby sitter)
Do	9. Move to other seat
	10. Leave room (eg, go to toilet)
	11. Leave room - go to baby sitter
	12. Hit out at adult (punch, slap)
	13. Be gross (burp, fart, etc.)
Think	14. 'Tune-out' - Ignore
	15. Affirm self ('I'm O.K. - he's got the problem')
	16. Other

13. How hard or easy would it be to say or do that?

(Show child scale on card. Repeat question for each suggestion given in Q.12. Record in box on right.)

Very Easy	Easy	Not too hard or too easy	Hard	Very Hard
❑ 5	❑ 4	❑ 3	❑ 2	❑ 1

14. What would YOU have done or said if that was you?

Possible Responses: (record max. of 5)

1st suggestion	▢▢	67-68
2nd suggestion	▢▢	69-70
3rd suggestion	▢▢	71-72
4th suggestion	▢▢	73-74
5th suggestion	▢▢	75-76

15. What would YOU do or say NOW if that was you?
(Probe once: Anything else?)

SUGGESTIONS (in order - max. of 5)   HARD OR EASY

1st suggestion	▢▢	77-78	▢	79 (Record 5)
2nd suggestion	▢▢	1-2	▢	3
3rd suggestion	▢▢	4-5	▢	6
4th suggestion	▢▢	7-8	▢	9
5th suggestion	▢▢	10-11	▢	12

Did the child make suggestions as a plan of linked actions?

(No = 1   Yes = 2)   ▢ 13

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	Possible Responses (select as many as given)
Neutral	1. Don't know
	2. Nothing
Say	3. Say want to talk it over
	4. Try to explain
	5. Threaten adult
	6. Shout at adult/abuse
Do	7. Cry
	8. Hit, punch, kick adult
	9. Leave - go to baby sitter
	10. Leave - go to own room
	11. Leave - no reference to place
	12. Leave - go outside
	13. Tell an adult - eg, Baby sitter
	14. Tell an adult - eg, Parents
	15. Tell another adult - official eg, teacher, police
	16. Ring parents
Think	17. 'Tune-out' - Ignore
	18. Affirm self ('I'm O.K. - he's got the problem')
	19. Other

16. *What would be the BEST thing to do or say?*   ☐☐ 14-15

ANXIETY RATING

- HOW WOULD RATE THE CHILD'S LEVEL OF ANXIETY OR EMOTIONAL AROUSAL   ☐ 16
  DURING THE INTERVIEW?

    1. VERY ANXIOUS
    2. ANXIOUS
    3. ALERT BUT NOT OVERLY ANXIOUS
    4. CALM
    5. VERY CALM - RELAXED - AT EASE

UNIVERSITY OF SOUTH AUSTRALIA

INFORMATION ABOUT
A STUDY OF CHILDREN'S PERSONAL SAFETY KNOWLEDGE

Introduction
Your child's school has agreed to participate in an important study of children's personal safety knowledge. This letter is to explain what the research is about so that you can decide whether or not to allow your child to be involved in the study.

What we want to find out
We are trying to find out what children know about how to handle situations in which their safety may be threatened.

Why we want to know
The safety and well-being of our children is a community concern. It is important that we know what personal safety knowledge and skills our children have so that school programs can help develop them more effectively.

Who is interested in the research
Many teachers and community groups are interested in the outcomes of the research. In particular, the following organisations are supporting the research:
> Department for Education and Children's Services
> Catholic Education Office
> Independent Schools Board
> Department of Family and Community Services
> Criminology Research Council, Canberra

How the research will be done
A skilled female research assistant (who is also a trained teacher) will talk individually to your child about her/his personal safety knowledge. This will be done at school in a room where your child feels safe and secure. The research assistant will show a short video in which child actors (about the same age and gender as your child) are seen in safe and unsafe situations. After your child has watched sections of the video, the research assistant will ask questions about how the child in the video might have felt, and also what he or she could have done in those situations. At the end of the video, the research assistant will refer back to one of your child's suggestions to reinforce it as an appropriate action to take to keep safe. If your child suggests inappropriate actions, the research assistant will suggest different actions to keep safe.

To add to the information gained during the video, your child will be asked several more general questions about personal safety, and also about her/his self esteem. Other information about your child (age, gender, etc) will be gleaned from school records or from your child directly. Finally, you will be asked to complete a simple and short questionnaire about what you teach your child about personal safety.

What situations are shown on the video

The video shows a mixture of safe and unsafe situations. We want to check to see whether children can tell the difference between these situations, and if they can, how they do it. We also want to check what children think are good ways of avoiding being hurt when faced with threats to their safety. We are particularly interested in how children might handle situations involving more powerful adults. Because of this, the video contains situations in which some children are humiliated by several teachers, another child is yelled at and shaken by an adult at home, and another child is inappropriately touched by a young adult. None of the situations is particularly graphic, but enough of each incident is shown to convey a clear message of 'unsafeness'. Should a child be upset by watching the video, in-school counselling will be provided.

Parents are strongly encouraged to view the video. If this is not possible, please read carefully the accompanying notes that provide a fuller description of the content of the video.

Our legal obligation

While our prime aim in this research project is to find out what personal safety knowledge and skills children have, we may find reasonable grounds to suspect that a child has been maltreated or neglected. If this occurs, I will consult with the Principal of your school. We are obliged by law to notify the Department of Family and Community Services if we have any well grounded suspicions. This obligation is no different from the obligation on all registered teachers and other professions who are identified in the Children's Protection Act (1993) as 'mandated notifiers'.

Want to find out more?

We are holding an information session on
.... at your child's school. We will explain in more detail what the research is about, why we would like your child to be involved, and also what we will do when we work with your child. We will also show the video we plan to use in our research. We will be pleased to discuss any aspect of the research with you.

Your expression of interest

Please complete the tear-off slip below and return it to your child's teacher as soon as possible. You are quite free to decide whether or not your child participates in the research.

BRUCE JOHNSON B. Ed. (Hons.), M.Ed.
Senior Lecturer
Faculty of Education
University of South Australia

A STUDY OF CHILDREN'S PERSONAL SAFETY KNOWLEDGE

Child's Name: ....

Class: ....

I am/am not interested in my child taking part in the proposed study.

I intend/do not intend to attend the Parent Information Session.

Signature of Parent/Guardian: ....

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A STUDY OF CHILDREN'S PERSONAL SAFETY KNOWLEDGE

VIDEO NOTES

The video to be shown as part of the research into children's personal safety knowledge depicts children in three unsafe situations. Details of each situation are given below.

Situation #1 - 'How many times have I told you ... '
Scene 1: A child enters a brother's messy bedroom to look for a ball. While looking for the ball he/she hears the crash of a broken plate in the kitchen. A caregiver is heard to complain that the mishap happened because someone 'let the cat in'. The child leaves the bedroom to investigate. He/she then sees an exasperated caregiver picking up the pieces of a broken saucer from the kitchen floor.

Freeze Frame: Questions

Scene 2: Child returns to the bedroom to look for the ball. He/she picks up a pile of clothes from the floor in a corner of the room and puts them by the bed. The caregiver sees this from the corridor and wrongly accuses the child of making a mess in the room. The caregiver shouts at the child ('How many times have I told you not to come in here and mess up your brother's room? How many times?'). She grabs the child by the shoulders as she shouts.

Freeze Frame: Questions

Scene 3: The caregiver continues to question the child over the messy room. The child quietly denies making the mess. In a moment of exasperation, she pushes the child away from her. While still focussing on the caregiver, a muffled bang is heard. It is implied that the child hits his/her cheek on something as he/she falls after being pushed away. The caregiver looks concerned as the child is shown holding his/her face.

Freeze Frame: Questions

Situation #2: 'What sort of work do you call that?'
Scene 1: Two students (one male and one female) are shown working in a classroom. Their teacher asks them to bring their work out for her to see. The children leave their desks and hand their work to the teacher who routinely looks over it.

Freeze Frame: Questions

Scene 2: The teacher becomes angry after looking at the work. She asks, 'What sort of work do you call that?' but answers her own question by saying that she does not tolerate 'rubbish' in her room. The children look hurt and humiliated by the teacher's comments, but say nothing.

Freeze Frame: Questions

Scene 3: The teacher rips the children's work from their books and calls over another teacher from an adjacent area. He examines the work, agrees with the first teacher's comments, and suggests that his younger students might like to give their opinions of the quality of the work. The two children are paraded before the younger class and asked to 'show' their work. The class laughs at the children's efforts. The final scene shows both children looking sad and hurt.

Freeze Frame: Questions

Situation #3: 'That'll be our little secret, remember ... '
Scene 1: A child is shown watching T.V. with a female baby sitter. The doorbell rings and a young adult male enters the room. He greets his friend (the baby sitter) and sits on the same double lounge chair as the child watching T.V. He smiles and asks after the well-being of the child.

Freeze Frame: Questions

Scene 2: The phone rings and is answered by the baby sitter. She returns to get a magazine and says that she will be talking on the phone for about ten minutes. She leaves the room. The visitor asks the child about the T.V. program but appears more interested in looking at the child. He compliments the child on his/her haircut and the smoothness and softness of his/her skin. The child looks puzzled and moves slightly away from the visitor.

Freeze Frame: Questions

Scene 3: The visitor touches the child's face and hair and says that he would like to touch him/her 'all over'. He reassures the child that 'you will like it too'. The next frame is taken from behind the lounge with both the child and visitor sitting together with their backs to the camera. The visitor appears to be moving his hand to touch the child inappropriately, although this is not shown explicitly. The final scene focuses on the visitor moving slightly away from the child as he reminds the child that what happened was '... our little secret, remember ... '.

Freeze Frame: Questions

De-brief

UNIVERSITY OF SOUTH AUSTRALIA

A STUDY OF CHILDREN'S PERSONAL SAFETY KNOWLEDGE

RESEARCH CONSENT FORM

1. I have read and understood the Information Sheet which outlines the nature and purposes of the research project.

2. I have been given the opportunity to attend an Information Session to view and discuss the video to be used in the research.

3. I have read and understood the Video Notes sheet which oulines, in detail, what is depicted on the video to be used in the research.

4. I have had the opportunity to discuss my child's participation in this research project with a family member or friend.

5. I understand that my child may not directly benefit from taking part in the research project.

6. I understand that, while general or aggregated information gained during the study will be published, my child will not be identified in any published material. However, I understand that the Principal Researcher and School Principal are bound by the requirements of the Children's Protection Act (1993) regarding the notification of suspected child abuse or neglect.

7. I give permission to the Principal Researcher to access my child's school records.

8. I confirm that I am over 18 years of age.

9. I agree to my child taking part in the research project.

Name of Child: ....

Signature(s) of Parent(s)/Guardian(s):

....

Date: ....

I certify that I have supplied information about the research project to the parent(s)/guardian(s) and provided opportunities for the parent(s)/guardian(s) to discuss aspects of the project. I consider that she/he/they understand(s) what is involved.

Signature of Principal Researcher: ....   Date: ....

UNIVERSITY OF SOUTH AUSTRALIA

TEACHER CONSENT FORM

PROJECT: PROTECTIVE BEHAVIOURS REVIEW

PRINCIPAL RESEARCHER: **Bruce Johnson B.Ed. (Hons), M.Ed.**
Senior Lecturer
Faculty of Education
University of South Australia

1. I understand the nature and purposes of the research project.

2. I have been given the opportunity to view and discuss the video to be used in the research.

3. I understand that I may not directly benefit from taking part in the research project.

4. I understand that, while general or aggregated information gained during the study will be published, I will not be identified in any published material.

5. I understand that I may withdraw from the research at any time.

6. I agree to take part in the research project.

7. I agree not to publically speculate on parents' reasons for with-holding permission for their child to participate in the research.

Name: ....

School: ....

Signature: ....

Date: ....

I certify that I have supplied information about the research project to the above named teacher, and have provided opportunities for her/him to discuss aspects of the project with me. I consider that she/he understands what is involved.

Signature of Principal Researcher: .... Date: ....

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ERRATA

Appendices

p. 19, Appendix P:

replace '(on videotape - special attachment)' with '(on videotape - available from author at University of South Australia, Faculty of Education, Holbrooks Rd, Underdale 5032, S.A.)'

Chapter 1

p. 23, paragraph 2, line 8:   replace 'Sarason, 1982' with 'Sarason, 1971'

p. 44, paragraph 3, line 1:   replace 'contigent' with 'contingent'

Chapter 2

p. 48, paragraph 1, line 4:   omit duplication of 'being'

p. 59, paragraph 2, line 2:   replace 'Protyective' with 'Protective'

p. 60, last paragraph, line 5:   replace 'program' with 'programs'

p. 70, paragraph 2, line 5:   replace 'breeched' with 'breached'

p. 71, paragraph 1, line 3:   replace 'Afterall' with 'After all'

Chapter 4

p. 96, second quote, line 4:   replace 'chid' with 'child'

Chapter 6

p. 144, last paragraph, line 1:   replace 'Significant differences' with 'Statistically significant differences'

p. 150, last paragraph, line 1:   replace 'Lickert' with 'Likert'

p. 151, line 2:   replace 'Lickert' with 'Likert'

Chapter 7

p. 163, paragraph 2, line 8:   replace 'superceded' with 'superseded'

p. 167, paragraph 2, line 3:   replace 'Disavowal' with 'Disavowel'

p. 168, line 2:   replace 'existance' with 'existence'

Chapter 8

p. 188, last line: replace 'Lickert' with 'Likert'

p. 190, paragraph 2, line 3:   replace 'Saslawski' with 'Saslawsky'

p. 191, paragraph 2, line 3:   replace 'Saslawski' with 'Saslawsky'

p. 193, line 1:   replace 'Saslawski' with 'Saslawsky'

p. 202, line 2:   replace 'practice' with 'practise'

p. 208, paragraph 3, line 5:   replace 'interview' with 'interviews'

Chapter 9

p. 221, line 8:   replace 'thing' with 'think'

Chapter 10

p. 241, paragraph 2, line 7:   replace 'breeched' with 'breached'

p. 241, paragraph 2, line 10:   replace 'breech' with 'breach'

Appendix E

p. 278, paragraph 3, line 7:   replace 'T.R.T.'s' with 'T.R.T.s'

Appendix F

p. 283, paragraph 2, line 7:   replace 'T.R.T.'s' with 'T.R.T.s'

Appendix G

p. 303, line 1:   replace 'conscious' with 'conscience'

p. 303, line 18:   replace 'pscho-therapy' with 'psychotherapy'

Appendix V

p. 436, paper 9:   replace 'paperpresented' with 'paper presented'

References

p. 453, after reference 11, insert: Common, D. L. (1988). Power: The Missing Concept in the Dominant Model of School Change. *Theory Into Practice*, 16(Special Issue), 338-345.

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p. 457, after reference 5, insert: Gordon, S. (1995). Personal Communication. Adelaide: Mission SA.

p. 457, after reference 10, insert: Hargreaves, A. (1994). *Changing Teachers, Changing Times: Teachers' Work and Culture in the Postmodern Age*. London: Cassell.

p. 458, after reference 4, insert: Hord, S., & Hall, G. (1987). Three Images: What Principals Do In Curriculum Implementation. *Curriculum Inquiry*, 17(1), 55-89.

p. 458, after reference 4, insert: Holt, M. (1987). *Judgement, Planning and Education Change*. London: Harper Educational Series, Harper & Row.

p. 459, reference 6:   replace 'Journel' with 'Journal'

p. 461, after reference 1, insert: Leithwood, K., & Jantzi, P. (1990). *Transformational Leadership: How Principals can Help Reform School Culture*. Paper presented at the American Educational Research Association Annual Meeting.

p. 461, after reference 6, insert: Marsh, C. (1986). Curriculum Implementation: An Analysis of Australian Research Studies - 1973-83. *Curriculum Perspectives*, 6(1), 11-21.

p. 461, after reference 3, insert: Lieberman, A., & Griffen, G. (1977). Educational Change: Inquiring into Problems of Implementation. *Teachers College Record*, 77(3), 416-423.

p. 462, reference 2:   replace 'chidren's' with 'children's'

p. 463, reference 13:   delete duplication of Plum (1994)

p. 464, after reference 6, insert: Sarason, S. (1971). *The Culture of the School and the Problem of Change*. Boston: Allyn and Bacon.

p. 465, insert reference 14 (Umberson & Henderson, 1992) following reference 12 (Tutty, 1994).

ADDENDUM

The following replaces pages 136 and 137.

ANALYSIS OF DATA

Numeric data from the questionnaire were analysed using the statistics package, SPSS for the Macintosh. The responses of teachers at different schooling levels (pre-school, junior primary, primary, and secondary) were compared using the cross tabulations procedure. This produced contingency tables containing frequency counts for responses to various items in the questionnaire by teachers at these levels. As teachers' responses were in the form of categorical data, a simple non-parametric test of significance - the chi-square test - was selected to determine whether responses by different groups of teachers were a function of sampling error (ie, non significant), or unlikely to be a function of sampling error (ie, significant). The chi-square was calculated using the raw frequencies in each cell, rather than the percentage figures in each cell. As the sample used in the study was so large, even small differences between teachers' responses were statistically significant. In most cases, the results of these cross tabulations are presented in the following chapter in modified contingency tables showing the percentage of teachers who responded to each category.

In some instances, summated scales were calculated and *t* tests performed on differences in means for particular groups of teachers. Finally, correlation coefficients (Pearson's r for the summated scales, and Spearman's r_s for categorical items) were calculated between certain variables to test for relationships.

Multiple Regression analyses were also carried out to determine the relative contribution of a range of factors (aggregated measures of Training Satisfaction, School Level Support, Denial Beliefs, and Prevention Beliefs) to the prediction of Program Use. However, as these factors accounted for less than 13% of the variability in Program Use (largest Beta = .23, Multiple R = .36, R^2 = .13), the results of these analyses were deemed to reveal insufficient useful information to justify their inclusion in the following chapter.

The data generated by the cross tabulations procedure, comparisons of means, and simple correlations, were adequate to accept or reject the hypotheses generated by the pilot study

There was also a concern to use data analysis procedures that were meaningful to the participants and to educational decision makers (unlike some other studies of program use - see Johnson, 1983), due to the interest shown in the evaluation by education providers in South Australia. Issues of reporting and utilisation in educational evaluations have become more salient in the nineties. As Parsons (1990) reflects,

> the huge benefit that emerges for evaluation exercises ... is
> that decision-makers *want to know* and decisions may
> *actually be directly influenced* by evaluation findings. It
> urges greater responsibility on the researcher. ... The new
> situation also urges greater attention to the individual
> groups which constitute the different audiences (original
> emphasis).
> (Parsons, 1990: 148)

The procedures used to satisfy this emerging imperative to report the findings of evaluation research are outlined in Chapter 11 of this thesis.