

**CHILD PROTECTION ACCOUNTABILITY COMMISSION**  
**Education Committee**  
**Non-Academic Training Workgroup**  
***Child Abuse & Child Safety Awareness Working Group***  
Tuesday, January 23, 2018

**MINUTES**

Present: Albert Volpe, Karen DeRasmo, Kellie Turner, Colleen Woodall, Patricia Dailey Lewis, Esq., Michelle Yingling, Tania Culley, Esq., Patricia Ayers, Jennifer Nauman, Tammy Croce, Rosalie Morales

I. Welcome and Introductions

Rosalie Morales opened the meeting and welcomed the attendees. Ms. Morales and a representative from the Division of Family Services will be co-chairing the working group.

II. Charge of Working Group

The working group will be responsible for determining the educational programming or training required by Senate Bill 102, which relates to child abuse and child safety awareness.

III. Review of Personal Body Safety/Child Abuse Programs for Students

a. Review of Research

Karen DeRasmo from Prevent Child Abuse Delaware (PCAD) was asked by the working group to present research on personal body safety education programs. Ms. DeRasmo presented her findings from the research conducted by the National Center for Missing and Exploited Children ([A Resource for Communities when Choosing a Program to Teach Personal body safety to Children](#)) and Dr. David Finkelhor ([The Future of Children: The Prevention of Childhood Sexual Abuse](#)).

Ms. DeRasmo stated the goals of these programs are as follows: to teach children to recognize child abuse; to model and practice the skills to help avoid abuse; to encourage children to report abuse; to reduce feelings of guilt or blame associated with victimization; and to enhance communication between parents and children.

Next, Ms. DeRasmo identified the characteristics that make personal body safety education programs effective. First, children must be included as active participants in activities, such as role-playing and group discussion. Second, a combination of techniques, including modeling, group discussion and role-

playing/rehearsal, should be utilized. Next, the program must be repeated often and broken into multiple sessions. Finally, parents should be included in prevention efforts (i.e., bring home materials to have conversation with child). The programs should also be age appropriate and based on accepted educational theories, and use qualified presenters and activities to build self-confidence.

Ms. DeRasmo distributed the Curriculum Scorecard and Program Evaluation Checklist developed by NCMEC. The working group plans to use the Curriculum Scorecard to evaluate the available personal body safety education programs.

b. B.E. S.M.A.R.T. Overview & Evaluation Results

Kellie Turner from PCAD prepared a review of available personal body safety education programs. PCAD is currently providing the B.E. S.M.A.R.T. program in Delaware, and this group is responsible for determining whether B.E. S.M.A.R.T. or another national training program will be the state approved educational programming for students in grades pre-kindergarten through 6. This takes effect on August 1, 2019.

PCAD has been providing a personal body safety education program for 23 years, and its program goals are as follows: to teach children skills to help identify dangerous situations; to teach children how to refuse approaches and invitations; to teach children how to get help; to give children who have been victims of abuse the tools to disclose; to help reduce blame, shame and guilt; and to encourage others to tell if someone is getting hurt.

PCAD started with the PA Bear program for pre-k and kindergarten, which is a single session program. Over the years, multisession programs were developed for the remaining grades. In 1998, PCAD updated its programs to include information supported by research. All programs are age appropriate, involve role play, activities and take home for parents. The most recent updates were completed in 2017. Videos were excluded and activities were added to make the trainings more interactive. The updated programs were piloted with students in grades 1 and 2 this year and reviews were very favorable. PCAD will be revising its programs for students in grades 3 through 5. A program for grade 6 will need to be developed and interpersonal relationships should be discussed.

Currently, the multisession programs are 2 sessions each and 45 minutes in length. The program for students in grades 3 and 4 used to be 3 sessions; however, the time commitment was a barrier for teachers. A pre and post-test is also administered to students in grades 2 through 5, and on average, the results show a 95% increase in knowledge. In addition, PCAD conducts staff evaluations, immediately after the program and 6 weeks later, and the results were very favorable.

During the program, teachers are permitted to be present in the room; however, teachers, who have participated in the program previously, have the option of leaving the room. Jennifer Nauman, Principal at Shields Elementary School, shared that her students have participated in the program and the teachers stay in the room. She explained the importance of staff following through with the information provided. Staff should also be in the room since a parent may call with concern about what a child heard, and the staff will need to know how to respond and to reinforce the conversation that actually occurred.

Parents receive notification of the program via letter, and they have the opportunity to call ahead of time to talk with the presenter. SB102 describes the information that must be provided to parents, and the law does not allow for students to opt out. The working group will need to swiftly draft and approve this document as this part of the law is already in effect.

The program is inexpensive for schools. It costs schools \$50 per day for PCAD to deliver the training. In addition, the activity books are only \$.87 to produce, and this cost is often funded through grants. For instance, the Beebe Medical Center committed \$5,000 a year, over 5 years, for PCAD to provide personal body safety education in schools.

The concern is that PCAD has limited staff to deliver the program to the 60,000 students enrolled in public schools. If the B.E. S.M.A.R.T. program was selected, PCAD would need to hire additional staff to deliver the program across the state. In January, CPAC submitted its funding priorities letter to the Governor requesting funding for PCAD to hire an additional staff person. Patty Dailey Lewis added that the Beau Biden Foundation and PCAD plan to apply for a Longwood Foundation Grant to train all students on personal body safety and teachers on Students of Children. The foundation is also providing Stewards of Children training to the Cape Henlopen School District over the next 2 months.

Ms. Nauman said her district received a Cape Henlopen Educational Foundation (CHEF) Grant to fund the training on personal body safety education, and her school was the first in the district to participate in the B.E. S.M.A.R.T. program. Ms. Nauman shared positive feedback about the training with the group.

The group discussed whether the program counts towards the Health Curriculum; however, it does not. Since students in middle school have many requirements, the group should consider how this program fits with the health curriculum. There was also discussion about this programming being included in the DOE Regulations.

a. Other Programs Available Nationally – PCAD/DOE (30 minutes)

Ms. Turner reviewed all of the prevention education programs listed on the Erin's Law website and distributed a table to the group comparing the programs.

Following a discussion, the working group agreed to further evaluate the following programs: B.E. S.M.A.R.T., Health Smart, Kids in the Know (depends on information available), Child Safety Matters, The Keeping Kids Safe Program, Kidpower (depends on information available), Second Step (depends on information available), and Lauren's Kids. It was noted that DOE already uses Second Step for its Anti-Bullying Curriculum. Pat Ayers mentioned that DOE is also trying to develop a health curriculum, and Health Smart for K-12 was reviewed. She was not sure how much of the curriculum discussed personal body safety, but the group included it in the list of programs to be evaluated.

The above programs will be evaluated using the NCMEC's Curriculum Scorecard. Kellie Turner agreed to take the lead in evaluating the programs since Ms. Turner is the only group member who has developed and delivered a personal body safety program.

#### IV. Next Steps

- a. Evaluate the Personal Body Safety Programs
- b. Explore grant funding
- c. Provide update on training/child safety for Appoquinimink, Cape Henlopen and Capitol School districts

#### V. Next Meeting Dates

- a. 3/29/18 from 1:00 pm to 3:00 pm