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CHILD ABUSE AND THE IMPLEMENTATION OF PREVENTATIVE SERVICES

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CHILD ABUSE AND THE IMPLEMENTATION OF PREVENTATIVE SERVICES

A Project
Presented to the
Faculty of
California State University,
San Bernardino

In Partial Fulfillment
of the Requirements for the Degree
Master of Social Work

by
Kayla Graves
Kimberly Macias
May 2021

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ABSTRACT

Parental attitudes towards child protection have proven to be essential to engagement in safety seeking measures. Studies indicate when parents feel motivated about participating in child abuse prevention services that the effects of child abuse prevention programs can be beneficial for both parents and children. Previous research suggests that parents are the change agent for their children and gauging parents' ideas about child abuse prevention programs (CAP). This is essential because parents are a pivotal partner in lowering the rate of child abuse. This research aims to identify when parents feel positively about the benefits of CAP, parents will feel positively about having the opportunity to engage in CAP. Researchers also highlight that parents who feel positively about engaging in CAP will display positive parenting techniques. There is limited research that analyzes parents' perception of child abuse prevention services before their engagement in the program. Systems theory is the guiding theory for child abuse prevention programs as it seeks to connect all systems that a child engages in. This research combines the ecological perspective in analyzing the thoughts of key stakeholders in children's life to determine if CAP programs are desired amongst parents. This study analyzes parents' belief of child safety and if the services CAP offers are beneficial or necessary. Results showed that parents overwhelmingly acknowledged the importance of such programs. Future research should focus on the implementation of these programs and their benefit to those who utilize them.

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Kayla Graves

I would like to acknowledge Dr. McAllister for your support throughout this process. Your flexibility, guidance, and willingness to help is greatly appreciated. To my research partner Kayla. I am entirely grateful to have had such a wonderful partner throughout this process. We had our struggles, but we put in hard work and succeeded which I know we will continue to do in our personal and professional lives. To my mother and family who have always pushed me to achieve my goals, thank you. Para mi abuela quien siempre me ha dado apoyo

sin fin y tanto amor. La quiero mucho. Finally, I would like to acknowledge my son who will forever be my motivation to do better and my husband whose selflessness and unconditional love drive me to be the best I can be.

Kimberly Macias

DEDICATION

I dedicate this work to parents who want to ensure their children are living healthy and safe lives. This work is to all the children who are fighting abuse and do not know where to turn. Hopefully, this research will bring enlightenment and awareness.

Kayla Graves

This work is dedicated to those who have faced adversity and continue to fight for their rights to live a fulfilling life. We hope that this research contributes to the importance of child abuse prevention and highlights the need for related programs. Esto es para la gente que ha madrugado, sufrido, y todavía salido adelante. Siguen luchando.

Kimberly Macias

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CHAPTER ONE: PROBLEM FORMULATION

The prevalence of child abuse is an unyielding dilemma in the world. Child abuse inflicts traumatic, life-altering conditions. The primary mission of social work is based on its core values and promotes enhancing the well-being of all individuals (NASW, 2020). Child welfare is a sector within social work designed for the protection and improvement of children and families. Reactionary services are beneficial for the development and strengthening of families. The services that are offered in response to reported child maltreatment are essential to the mission of child welfare. Although reactionary services are beneficial, possible benefits of child abuse prevention services are to be carefully considered. Research has shown that although child abuse prevention services are not as prevalent as reactionary services, participants gain substantial knowledge and tools that guide parents and children to a higher level of competency about child abuse (Al-Rasheed, 2017). Prevention services are useful tools to help educate and lower anxiety for both parents and children (Al-Rasheed, 2017). High rates of child abuse are associated with sociodemographic factors such as poverty and parental attitudes. Although there is evidence to link these factors to high rates of child abuse, interventions must respond to the sociodemographic elements that are present to help implement change in high-risk communities (Lawson, et al. 2012). Taking into consideration the research related to reactionary services and

prevention services, it is imperative to gain an understanding of parent perspectives related to these programs. Providing parents with educational services and resources can provide both direct and indirect methods of child abuse prevention (Lawson, Alameda-Lawson, & Byrnes, 2012).

Purpose of the Study

Child abuse is an issue that has continuously plagued the world. According to the Centers for Disease Control and Prevention (CDC, 2020) child abuse can lead to a series of long-term health complications or early death. In 2018 alone, more than 1,770 children in the United States died from child abuse and neglect (CDC, 2020). The issue of child abuse and neglect is especially critical for families living in low-income communities (CDC, 2020). Parents and caregivers are often the perpetrators of child abuse victims whom child abuse prevention programs often target. The aim of this study is to analyze parents' perceptions of child abuse prevention programs. The success of child abuse prevention (CAP) programs are only beneficial if parents deem the education as needed and necessary (Deblinger et al. 2010). Prevention programs are useful in providing education and tools for participants, such programs assist in lowering incidence rates. CAP programs targeted audiences are parents or caregivers of children. The goal is to produce safer environments for children through lower the chance of maltreatment or abuse (Deblinger et al. 2010). Understanding parents' or caregivers' beliefs about such programs will allow social work professionals an understanding of whether a sample of the population would be motivated to

engage in CAP programs. The success of prevention programs relies on the participants, meaning the way to measure success is to analyze the behaviors of the participants before their engagement in child abuse prevention program. This study will focus on parents' understanding, desire, and need in regard to CAP.

Problems/Ramifications Created by Child Abuse

Micro Level

To address instances of child abuse in high-risk communities, research must focus on destigmatizing the need for services (Prinz, 2016).

Destigmatization and education are efforts that can be provided on a micro level.

This can be accomplished through connecting clients with resources and prevention programs.

Macro Level.

Researchers argue that more emphasis and funding provide assistance in eradicating the issues of child abuse in high-risk communities (McCroskey et al, 2012). Funding issues are highlighted by the unequal distribution of resources in these communities and the risk factors faced by those living in these high-risk areas (Putnam-Hornstein, Needell, King, & Johnson-Motoyama, 2013). On a macro level, there must also be a clear understanding of what these services include and how they will benefit the community. Although funding for prevention programs is a general concern for governments and the rate of return is not clearly identified, economic researchers Peterson and colleagues (2017) identified that the rate and cost of child abuse cause significant issues for local

governments. Policy decision making relies heavily on the cost and return of services. Generalizing studies on the success rate, cost-effectiveness, and the need for child abuse prevention programs can be difficult (Peterson et al., 2017). The body of literature surrounding the concerns for child abuse prevention programs focus on primary locations. Many child abuse prevention programs lack evidence base qualitative analysis as opposed to other prevention programs such as Drug Abuse Resistance Education (DARE) (Gorman & Huber 2009). DARE is an example of a systematic prevention program that uses a generalizable structure and data backing the success of the program (Gorman & Huber 2009). Over time research proved how DARE and other child drug prevention programs were unsuccessful, but the fact that drug prevention programs had data allowed for insight related to this particular research.

Policy Level.

One particular study further explored these policies and provided tools for child abuse prevention including: access to childcare, access to healthcare, reducing poverty, and assistance for needy families (Klevens, Barnett, Florence, and Moore, 2015). The aforementioned policies are designed to help those in high-risk communities, but there are still many barriers to access (Putnam-Hornstein et al., 2013). Sanders, Higgins, and Prinz (2018) address preventative services by taking a population approach to have a broader implementation and prevalence reduction. These examples highlight that prevention services can be broadened to embody larger populations.

Contributions to Social Work Practice

Continuous education is a valuable asset for social work since it broadens commitment to social justice and cultural competence (NASW, 2020). An ongoing exploration of policies created to improve lives and serve as protective factors is relevant and necessary in social work. If having access to healthcare and childcare programs serve as protective factors to lower the risk of child abuse, then implementation and access to these programs should be a priority that social workers provide to parents (Klevens et al., 2015). Reviewing and assessing parent perspectives on which (or if) preventative programs are beneficial overall can allow researchers to have a better understanding for future program implementation.

Research Question

This study explored parent beliefs about these prevention programs. The research question was: Do parents find child abuse prevention programs to be necessary and beneficial?

CHAPTER TWO: LITERATURE REVIEW

Introduction

Research that encompasses child abuse prevention programs has multiple facets on what these programs include. Examples of relevant programs include home visiting programs, community-based programs, and school-based programs (Duffy et al., 2015; Lawson et al., 2012; Pulido, Dauber, Tully, Hamilton, Smith, and Freeman, 2015). Lawson and colleagues (2012) as well as Knox, Burkhart, and Cromly (2013) focused on parent education and support which resulted in more positive parenting behaviors and less aggression. Due to various types of child abuse prevention (CAP) programs, there must be a connection on which focus on parent support. Community based support programs will be examined since parent perspectives can be measured to show program effectiveness.

Parent Perceptions

For the purpose of this review on literature concerning child abuse prevention programs, researchers defined child abuse prevention services as the efforts to educate or inform the general public about issues concerning child abuse and ways to slow the incidence of recidivism rate of child abuse (Harder, 2005). The literature covers parent's response to primary prevention services, which are services that are offered in communities that do not depend on the risk

or occurrence of child abuse, but rather highlights educational and interactive parent and guardian resources (Willis et al., 1992; Harder, 2005). Harder defined secondary prevention services as services that targeted parents who are in relation with CPS, whereas tertiary services are offered to those who have required by the court or CPS to participate in such programs (2005).

Researchers have proven that prevention services are useful and provide support in parenting for single mothers (Dumka et al., 2010; Harder 2005). For prevention programs to be effective, it is critical for programs to be inclusive of the many different systems that are a part of a child's life. Systems such as home, schools, medical, community and religious centers are all essential to the development of a child and have the most influence in the process of learning about and preventing child abuse (Rudolph, 2017). Studies have argued that when parents participate in child abuse prevention programs, whether it is on the primary, secondary or tertiary level, parental attitudes towards healthy parenting increase as opposed to the attitudes of parents who do not participate in prevention program (Lawson et al, 2012; Rudolph, 2017).

Prevention programs provide support in connecting parents, especially new mother's and single mothers to resources and tools that will benefit them in the process of motherhood. After taking a questionnaire, researchers in Kuwait discovered that more than 36% of parents did not understand the importance of child abuse prevention programs and more than 20% of parents did not encompass the knowledge to help prevent the spread of child abuse or

maltreatment (Al-Rasheed, 2017). In a comprehensive study which analyzed parenting child abuse programs it was proven that more than 95 percent of parents involved stated that they learned better parenting skills or techniques through the program and were able to implement what was learned while at home (Barlow et al., 2006). The data proves that there is a relationship between parents' participation and positive attitudes about child abuse prevention (CAP) programs (Barlow et al., 2006; Harder, 2005; Prinz, 2016).

The literature indicates the need for educational support on halting the spread of child abuse, however implications of parents' ideas on level of importance renders unequal determinants (Al-Rasheed, 2017; Rudolph, 2017; Harder, 2005). The review on literature highlights parents' belief of effectiveness, necessity and change ability, however the responses from parents are following involvement in prevention programs. The belief of efficacy and necessity prior to inclusion in prevention programs is missing in the literature. The inclusivity of parents' beliefs implies that research has not accurately addressed the ideas of parents, especially parents who are at high risk for child maltreatment. Literature highlights the importance of parental involvement with prevention programs and the importance of parents innate beliefs regarding the programs, which is stated that although involvement is essential within child abuse prevention programs, parents beliefs about the program is a strong determinant of parents willingness to engage in CAP programs, effort and success with implementing what was

learned during the program (Bugental et al., 2002; Harder, 2005; Kolko, 1996; Prinz, 2016).

Funding in Child Abuse Prevention Programs

One major factor regarding the implementation of preventative services is funding. A challenge related to prevention services, as opposed to reactionary services, is being able to predict outcomes and measure effectiveness (McCroskey et al., 2012). This inevitably leads to a lack of funding in prevention programs and can have detrimental effects on at-risk communities and populations. Kairys, Ricci, and Finkel (2006) highlighted that expansion of the range of services can be accomplished through increased fiscal support and collaboration between resource agencies. Although the estimated cost of the abuse of children is over a hundred billion dollars yearly, there is limited access to interventions that are empirically supported (Toth & Manly, 2011). More research is needed to connect cost effectiveness of CAP programs to community-based program efforts. Evidence based practice models prove to be effective, but funding to support training for perspective facilitators is complex and difficult (Toth & Mantly, 2011).

McCroskey and colleagues (2012) analyzed The Prevention Initiative Demonstration Project (PIDP) that was funded by LA County's Department of Child and Family Services (DCFS). This community-based program affirms the need for strengthening families by providing more services. PIDP suggested that family support and successful parenting showed promising results in decreasing

involvement with DCFS, but eventually positive outcomes stabilized after 6 months (McCroskey et al., 2012). This presents evidence of perpetuity and presents a time frame for possible duration for related programs. If there is a lack of funding for prevention programs, evidence of cost effectiveness can persuade legislation on adopting such initiatives (Peterson, Florence, Thomas, & Klevins, 2018).

The research presented highlights the need for sufficient funding and introduces some of the associated challenges. Strategies related to prevention are connected to theoretical models that include factors that can affect parenting. As previously mentioned, although funding and further research needs to be presented, a common approach related to CAP is connected to ecological factors. These strategies will be further discussed and applied in the subsequent section. Funding affects the overall parent perceptions on child abuse programs in that a lack thereof equates to less data related to the issue.

Theories Guiding Conceptualization

Using the Ecological Systems Model as a guiding principle for the maltreatment of children gives in depth insight into the issue as a whole (Bartlett, Raskin, Kotake, Nearing, & Easterbrooks, 2014). Systemic issues and environmental factors should be considered when examining risk and protective factors. Applying evidence-based models related to the Ecological Systems Model can include family assessment, social skills, parent training, and other educational factors related to a parent's environment (Toth & Manly, 2011). This

model also examines risk factors such as social support, parent roles, and child functioning as determinants of child abuse and maltreatment (Makenzie, Kotch, & Lee, 2011).

Theories related to connected systems further investigate factors on the macro, mezzo, and micro levels. The Ecological Risk Model when applied to child abuse and prevention services does not focus on a single factor related to the issue but focuses on the combination of overall contributing factors (Molnar, Beatriz, & Beardslee, 2016). Research presented highlights the interconnectedness of macro, mezzo, and micro level issues related to CAP programs and the need to understand ecological systems for future consideration. Attention to this issue and its application to parent perspectives allows researchers to gain insight on approaches to program implementation. Cognitive Behavioral Theory is a common theory used within prevention programs. This theory is relevant to the literature regarding prevention programs. The goal of prevention programs is to change or hinder undesirable behaviors from taking place. Previous studies account the maltreatment or abuse parents engage into the misinterpretation of their role as a caregiver (Dix & Lochman, 1990; Dix, Ruble, & Zambarano, 1989 as mentioned by Ellerson et al, 2002). In prevention programs, Cognitive Theories focus on changing the automatic negative response of parents to assist in creating healthy responses. Cognitive behavioral treatment plans helped to improve the way parents communicated, disciplined their child while also helping parents to cope and self-regulate more

effectively (Kolko, 1996; Ellerson et al., 2002). Through CBT parents are offered essential tools to remain productive in the quest to parent health and also become the teachers who model responsive and effective behavior for the children and other systems that contribute to the development of the child, such as educators, doctors and extended family. CBT connects the parent to the process of change with their children. Understanding the usefulness of prevention programs and behavior change is the purpose of CBT. Researchers highlight that parents who have experienced child abuse or have been involved with CPS for allegations regarding abuse, report more hostile cognitions towards CAP programs (Bugental, 2002; Kolko, 1996; Nix et al., 1999). Parental cognitions are critical to their beliefs on whether prevention services are needed and essential.

Summary

Existing literature provides information related to existing parent perceptions, funding in CAP programs (or a lack thereof), and defines theories guiding conceptualization. Of the information provided, Al-Rasheed (2017), Barlow and colleagues (2006) were able to highlight parent perspectives regarding support received and how it affected their ability to prevent child abuse and neglect. Related research gives a general understanding of parent perspectives but emphasizes the need for more direct perspectives on program effectiveness. Plummer and Eastin (2007) used a qualitative study where mothers reported a lack of support from system services and viewed them

negatively. An emphasis on specific perspectives should be a focus of future research, which this proposal had sought to accomplish.

CHAPTER THREE: PRELIMINARY THOUGHTS ON DESIGN

Introduction

This section includes the standard and procedures the researchers followed to test their hypothesis of whether parents' implicit beliefs affect their willingness to participate in CAP programs. It also discusses whether CAP programs are necessary to influence their willingness to participate in child abuse prevention programs and if these services offered to affect willingness to participate. The researchers will conduct a qualitative study to test the hypotheses. A sample of the Likert scale questionnaire will be presented in this section, and the development of each scale used will be discussed.

Study Design

This study evaluated the relationship between parents' implicit beliefs about the necessity of child abuse prevention programs and their willingness to participate in such programs. Aforementioned for this study, child abuse prevention programs were defined on the primary level of prevention, meaning the services were not limited to the community based on whether the parent or caregiver had abused or not and are available to all parents or caregivers (Harder, 2005). The study used a quantitative research design, utilizing social media as a means to distribute questionnaires. The independent variable is child abuse prevention programs, and the dependent variable is parental or caregiver

belief about the necessity and benefit of programs. The targeted population included parents of high-risk communities within Southern California. There is a demand for prevention of child abuse amongst high-risk populations because data proves that children living in high-risk areas experience abuse at a higher rate (Bugental et al., 2002; Kolko, 1996; McCroskey et al., 2012).

Data Collection and Instruments

Participants of this study were given a family demographic survey (Martinez et al., 2013). Questions consisted of identifying the number of children and ages of the children in the household, gender, ethnicity, and parents' educational level. Participants also completed a scale to determine whether parents, caregivers, or children were exposed to any form of abuse or maltreatment (Martinez et al., 2013). The purpose of assessing exposure to maltreatment was to determine whether there will be a relationship between exposure to abuse and abuse. It evaluated the strength or weakness of parents' beliefs. Al-Rasheed's (2017) program attitude and belief scale was used to measure parents' opinions about the necessity and benefit of prevention programs. Al-Rasheed's (2017) questionnaire was initially developed as an interview guide. However, for this study's purposes, the questionnaire was input into Qualtrics on a five-point Likert scale. The questionnaire was developed to determine how parents would report their beliefs about the need for child abuse prevention programs, how parents interpret child abuse prevention programs, and implicit assumptions about prevention programs' potential success. The

questions asked during the surveys were developed from the literature examples given. An example of sample questions are listed in Al-Rasheed's program attitude and belief scale (2017).

Q1: Do what are the reasons for a child abuse prevention program?

Q2: Do you agree with the purpose of CAP programs?

Q3: What are your beliefs about the impacts of such programs?

Q4: What impact do you feel such programs have on your children?

Q5: Do you believe CAP programs can help stop the spread of child abuse?

Participants also completed a program needs assessment, which was used to determine whether the willingness to participate correlated to the needs of parents being met. In this study's objective, the needs assessment was based on what parents believe prevention programs must offer. Although the questions mentioned above are derived from Al-Rasheed's (2017) qualitative study, the concepts were used to form questions for this quantitative study. This provides researchers with a better understanding of what qualities they find most beneficial in child abuse prevention programs. Using the Likert scale also gave a range of responses for measuring program characteristics from not likely to very likely influence program participation.

Sampling

The survey was administered randomly through a link developed by Qualtrics. A QR Code and the survey link were also be made available for

participants via the researchers' social media pages and contacts. The researchers encouraged participants to share the link or QR Code within their social groups and social media. For this study, the targeted population was parents with children under the age of eighteen, who reside in the United States. The data focused on the participants who live in Southern California; however, data was collected from the participants who live in other states for correlational analysis between states. All participants were made aware that participation and sharing the link to the survey was optional, and all information collected was done so confidentially.

Protection of Human Subjects

The researchers ensured adherence to the ethical and safeguarding principles that are detailed by the Institutional Research Board (IRB). Informed consent was given and agreed upon via a question in the Qualtrics survey by each participant. Informed consent detailed that each participant received access to a secured link that can only be accessed by the researchers and the research supervisor. Each response was be tracked anonymously through a survey collecting system called Qualtrics. No names or addresses were obtained to respect the privacy of participants. Informed consent provided details related to the purpose of the study and possible risks that could occur from questions related to child abuse. The end of the questionnaire also included a debriefing which encompassed the reasons for the data and that the data collected would be used to enhance the field of social work, specifically child abuse prevention

programs. The debriefing statement encouraged participants who have experienced child physical or sexual abuse or neglect and are reexperiencing traumatic events due to the questions asked, to reach out to numerous service providers listed. Researchers ensured that participation was voluntary and that no participants were endangered throughout the questionnaire.

Data Analysis

For the purpose of this study, the researchers used a quantitative research design to determine if there is a relationship between parents' who feel positively about child abuse prevention education and their belief that child abuse prevention programs are both necessary and beneficial. The parents program belief scale (Al-Rasheed, 2017) surveyed the independent variable, parents' attitudes toward child abuse prevention education. Each score has been analyzed through statistical tests on SPSS. The dependent variable, parents' beliefs of whether child abuse prevention programs are necessary and beneficial were measured through the parent program satisfaction scale (Al-Rasheed, 2017). Each scale asked specific questions capturing parents' attitudes about child abuse education and parents' beliefs of the necessity and benefit of child abuse prevention programs. Participants were also be asked demographic questions such as their age, education status, ethnicity, income and whether or not they have children. Demographic statistics were used to analyze correlations between diverse populations represented in the study.

CHAPTER FOUR: RESULTS

This section focuses on the demographics of the study participants. Qualifications for this research included parents or guardians with one or more children. The initial response included 96 participants but ultimately totaled 77 after removing incomplete data. The subsequent sections will provide data based on demographics as well as participant responses.

Demographics

Participants were given age ranges including under 18, 18-24 years, 25-34 years, 35-44 years, 45-63 years, and 64 years and older. Of the 77 participants, 27 fell within the 45–63-year age range which had the largest representation at 35.1%. Males and females were the only two genders of respondents in this study, accounting for 17 and 60 participants, respectively. One notable statistic in the research is that 40.3% of participants identified as Black or African American and 28.6% identified as Hispanic or Latino. Also, of importance to note was that 63.6% of participants marked 'married' for marital status, completed some college (26%), and all but one participant had children of their own.

Table 1: Participants' Age Ranges

Age Range	N	Percentage
Under 18	1	1.3%
18-24	9	11.7%
25-34	17	22.1%
35-44	15	19.5%
45-63	27	35.1%
64 and up	6	7.8%
Missing	2	2.6%
Total:	77	100%

Survey Responses: Personal Parenting Techniques

The first set of survey questions intended to have parents identify their own abilities to cope with parenting. They also evaluated their own techniques and reflected on their own thoughts about physical and sexual child abuse. When asked if “the problems of taking care of a child are easy to solve once you know your actions affect your child”, 49% of participants agreed, while 10% of participants disagreed. 32.5% of participants agreed they “would make a fine model for a new mother/father to follow to learn what she/he would need to know

to be a good parent” while 42% of participants somewhat agreed they would be a good model to a new parent. When asked if “being a parent is manageable, and any problems are easily solved without help”, 23% of parents strongly disagreed and 27% of participants somewhat disagreed. 35% of participants agreed they met their “own personal expectations in caring for my child” and 33% of participants somewhat agreed. Participants were asked “if anyone can find the answer to what is troubling my child, I am the one”, 20% of participants agreed while 44% of participants somewhat agreed. When asked if participants feel thoroughly familiar with their role as a mother or father, 45% of participants strongly agreed and 37% somewhat agreed. An overview of these responses will be represented in tables below.

Table 2: Multiple Descriptive Analysis

	Strongly agree	Somewhat agree	Neither agree nor disagree	Somewhat disagree	Strongly disagree
The problems of taking care of a child are easy to solve once you know how your actions affect your child	49.4%	28.6%	9.1%	10.4%	2.6%
I would make a fine model for a new mother/father to follow to learn what she/he would need to know to be a good parent.	32.5%	42.9%	23.4%		1.3%

Being a parent is manageable, and any problems are easily solved without help.	5.2%	13.0%	16.9%	35.1%	29.9%
I meet my own personal expectations in caring for my child	35.1%	42.9%	14.3%	5.2%	2.6%
If anyone can find the answer to what is troubling my child, I am the one	20.8%	44.2%	14.3%	15.6%	5.2%

Table 3: Considering how Long I've Been a Mother/Father, I feel Thoroughly Familiar with this Role.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Extremely satisfied	35	45.5	45.5	45.5
	Somewhat satisfied	29	37.7	37.7	83.1
	Neither satisfied nor dissatisfied	11	14.3	14.3	97.4
	Somewhat dissatisfied	2	2.6	2.6	100.0
	Total	77	100.0	100.0	

Parent Responses for Discussing Abuse

The survey also included an open-ended question that asked parents about their perspectives of discussing abuse with their children. More specifically

the question asked: “*What are reasons that you would choose not to discuss physical or sexual abuse with your child?*” Most parents answered their openness as being deterred by their child’s age or the age appropriateness of the topic (n=43). The second most recorded response was parents’ openness to discussing these forms of abuse. They stated that they are open to discussing, already discuss, or recognize the need to discuss this issue with their child or children. A representative chart is highlighted below.

Table 4: Parent Responses: What are Reasons that you would Choose NOT to Discuss Physical/Sexual Abuse with your Child?

Response	N	Percentage
Age Appropriateness	43	55.8%
Fear for Child/Self	3	3.9%
Triggering Topic	3	3.9%
No Need to Discuss	6	7.8%
Discomfort with Topic	6	7.8%
N/A: Open to Discuss	16	20.8%

Risk and Benefits of Child Abuse Prevention Programs

The risk and benefits of child abuse prevention programs scale was derived from Al-Rasheed's Program Attitude and Belief Scale. This particular set of questions will highlight parent's belief of potential dangers and potential benefits of child abuse prevention programs and education. This questionnaire derived from 24 Likert-scale questions that ranged on a five-point radius (Strongly agree - Strongly disagree, Definitely yes- Definitely not, Definitely true - Definitely False). Descriptive analysis was conducted, and the data of each question is indicated.

The first question asked participants "Do you believe child abuse prevention programs can help people deal more effectively with children?". All 77 participants responded to the question. Majority of the participants, 54.5% answered "Definitely Yes" and 27.3% answered "Probably Yes". Data showed that 18.2% of the participants answered, "Might or Might not, Probably Not, or Definitely Not". The next question stated, "If a friend were dealing with child abuse and in need of help, would you recommend a child sexual or physical abuse prevention program to him or her?" All 77 participants responded to this question as well. Fifty-one participants answered, "Definitely Yes", 17 participants answered, "Probably Yes", 6 participants answered, "Might or Might Not", 2 participants answered, "Probably Not", and 1 participant answered, "Definitely Not". To measure participants willingness to participate in child abuse prevention programs the next question asked was "If you were to seek help would you

participate in a child abuse prevention program?" All participants responded to the question. Forty-one participants answered, "Definitely Yes". 20 participants answered, "Probably Yes". Eight participants answered, "Might or Might Not". 7 participants answered, "Probably Not" and 1 participant answered, "Definitely Not". The data graphs and tables can be seen below. Risk and benefits of child abuse prevention programs scale was derived from Al-Rasheed's Program Attitude and Belief Scale. This particular set of questions will highlight parent's belief of potential dangers and potential benefits of child abuse prevention programs and education. This questionnaire derived from 24 Likert-scale questions that ranged on a five-point radius (Strongly agree - Strongly disagree, Definitely yes- Definitely not, Definitely true - Definitely False). Descriptive analysis was conducted, and the data of each question is indicated.

The first question asked participants "Do you believe child abuse prevention programs can help people deal more effectively with children?". All 77 participants responded to the question. Majority of the participants, 54.5% answered "Definitely Yes" and 27.3% answered "Probably Yes". 18.2% of the participants answered, "Might or Might not, Probably Not, or Definitely Not". The next question stated, "If a friend were dealing with child abuse and in need of help, would you recommend a child sexual or physical abuse prevention program to him or her?" All 77 participants responded to the question. Of those, 51 participants answered, "Definitely Yes", 17 participants answered, "Probably Yes", 6 participants answered, "Might or Might Not", 2 participants answered,

“Probably Not”, and 1 participant answered, “Definitely Not”. To measure participants willingness to participate in child abuse prevention programs the next question asked was “If you were to seek help would you participate in a child abuse prevention program?” All 77 participants responded to the question. Of those, 41 participants answered, “Definitely Yes”. Twenty participants answered, “Probably Yes”. Eight participants answered, “Might or Might Not”. Seven participants answered, “Probably Not” and 1 participant answered, “Definitely Not”. The data graphs and tables can be seen below.

Table 5: Do you Believe Child Abuse Prevention Programs Can Help People Deal More Effectively with Children?

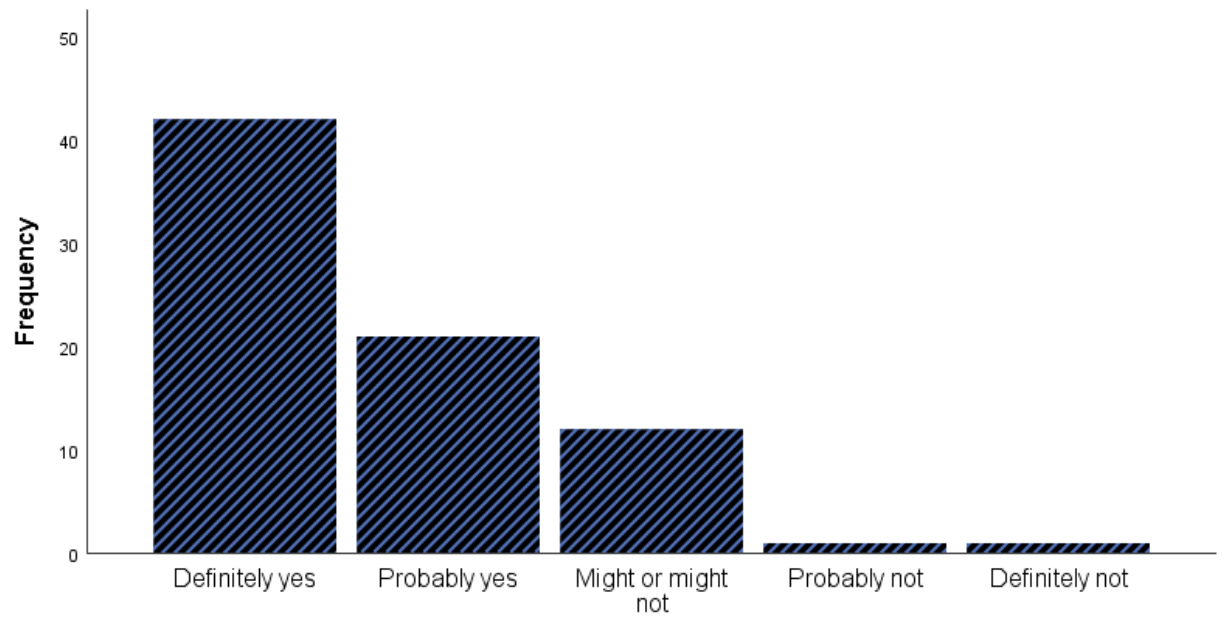


Table 6: If a Friend were Dealing with Child Abuse and in Need of Help, would you Recommend a Child Sexual/Physical Abuse Prevention Program to Him or Her?

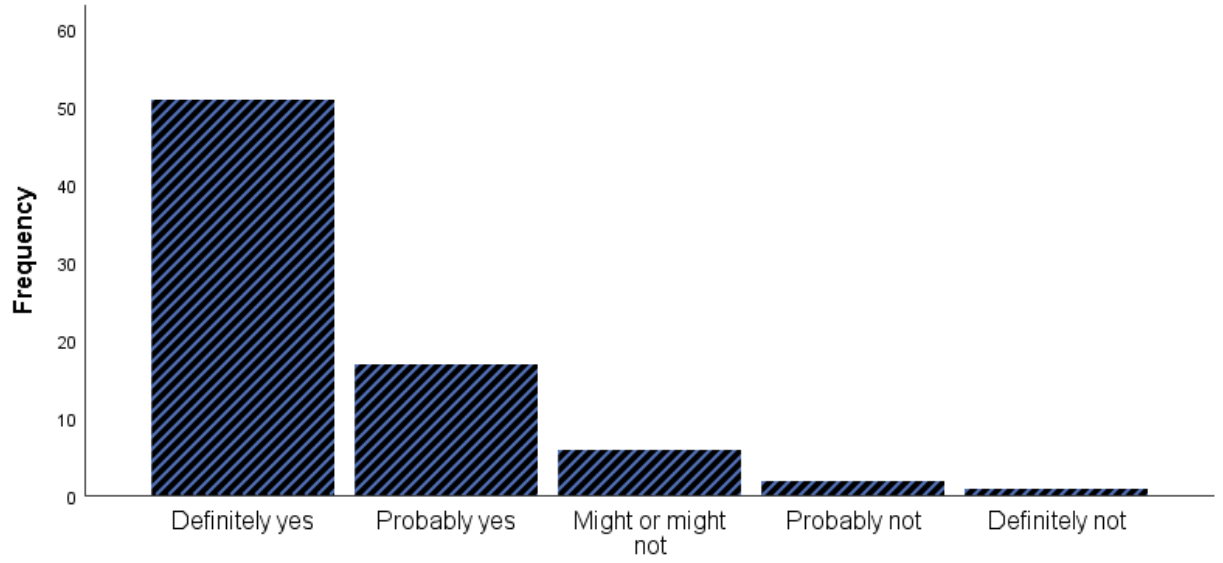
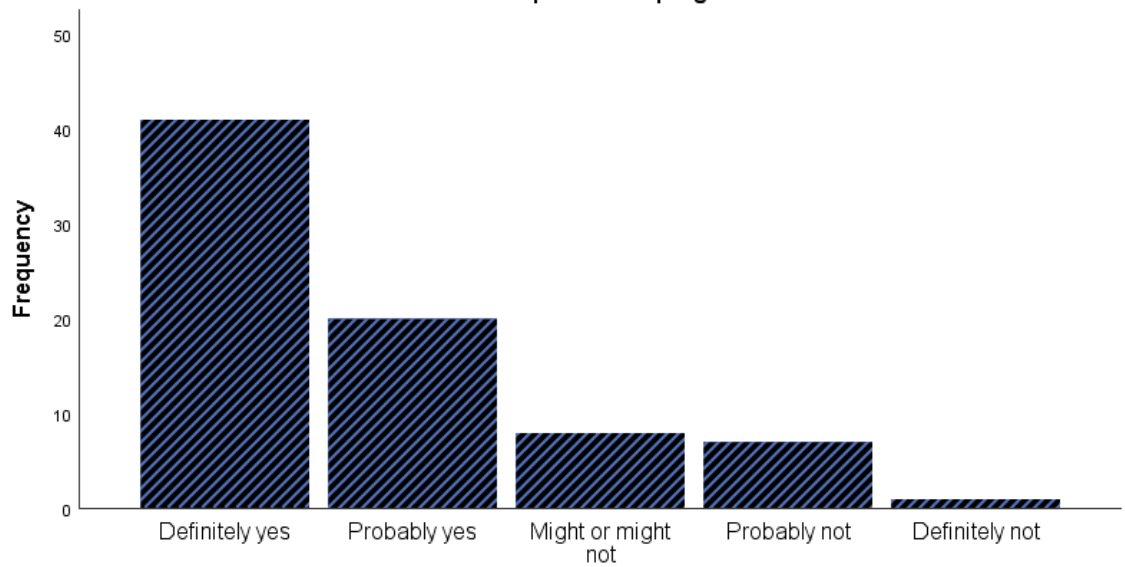


Table 7: If you were to Seek Help would you Participate in a Child Abuse Prevention Program?



Al-Rasheed Program Risk and Benefits Scale

This scale is built of 24 items that are created to ask about participants implicit beliefs of child abuse prevention programs. Al-Rasheed (2017) developed a program attitudes and beliefs scale, and for the purpose of this study 23 questions were weighed on a five-point Likert scale varying in response choices (Always - Never, Definitely Yes - Definitely Not and Strongly Agree - Strongly Disagree) and one question was free response. The questions were input and analyzed through a data analysis program called SPSS.

Implicit Beliefs of Child Abuse Programs

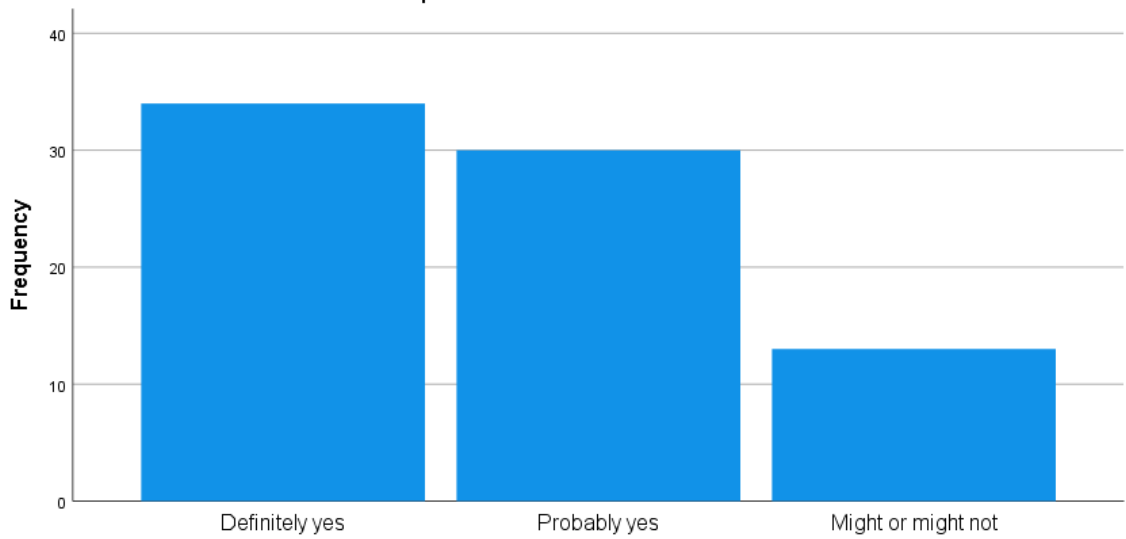
The first question asked participants “How often do you discuss sexual and physical abuse with your children?” All 77 participants responded to the question. Of those, 7 participants responded “Always”, 13 participants responded, “Most of the Time”, 4 participants responded, “About Half the Time”, 38 participants responded, “Sometimes” and 15 participants responded “Never”.

The next question asked participants, “Do you believe that child abuse prevention programs could have a negative impact on children?” All 77 participants answered the question. Four participants answered, “Definitely Yes”, two participants answered, “Probably Yes”, 26 participants answered, “Might or Might Not”, 32 participants answered, “Probably Not”, 13 participants answered, “Definitely Not.” The following questions asked participants, “Can child abuse prevention programs have a positive effect on children?”, 77 participants responded to the question. Of those, 34 participants responded, “Definitely Yes”, 30 participants answered, “Probably Yes”, 13 participants answered, “Might or Might Not”.

Table 8: How Often do you Discuss Sexual and Physical Abuse with your Children?

	N	%
Always	7	9.1%
Most of the time	13	16.9%
About half the time	4	5.2%
Sometimes	38	49.4%
Never	15	19.5%

Table 9: Can Child Abuse Prevention Programs have a Positive Effect on Children?



Benefits and Attitudes About Child Abuse Prevention

The following questions asked participants their opinions of what children should be taught regarding child sexual or physical abuse prevention. These questions are directed to determine how parents feel about having difficult conversations regarding child sexual and physical abuse prevention. The following question asked participant's opinions on whether "Children should be taught that if they are sexually or physically abused, they should tell someone what happened", 97% of participants strongly agreed, 1% of participants neither agreed nor disagreed. The next question asked participants whether "children should be taught to say no to anyone who tries to act inappropriately with them". For this question, 97% of the participants determined that children should be taught to say no to inappropriate actions and 1% of participants believed it may or may not be necessary to teach children to say no to inappropriate actions or behaviors. When participants were asked if child abuse prevention programs should teach children "to never keep secrets about anyone harassing them in anyway", 94% of participants determined that children should be taught not to keep secrets about harassment. When questioned on whether a student should be taught "that they have the right not to be touched in ways they feel are uncomfortable", 95% of participants determined that child abuse prevention programs should teach children that others should not touch them in ways they feel uncomfortable. The programs' belief scale queried if child abuse programs should include education that "teach children it is never their fault if they have

been abused”, 92% agreed that such material should be included in child abuse prevention programs. Additionally, 90% of participants determined that child abuse prevention programs should teach children that “they have the right to be safe, strong and free”. When parents were asked if children should be taught that “strangers are not the only people who abuse children”, 48% of participants determined that information should not be included in child abuse prevention education. In contrast 46% of participants determined that it is necessary for child abuse prevention to teach children that strangers are not the only potential abusers. Parents’ were also questioned on whether “children should be taught that older children and adolescents can sexually or physically abuse younger children”. Parents’ were also asked whether children should be taught that loved ones could try to abuse them sexually or physically, even a nanny, a driver or teacher”. This includes that 89% of participants determined that child abuse prevention programs should teach children that older family members or adults could be perpetrators. Also, 83% of participants believed that children should be taught that other loved ones are capable of abusing them. Additionally, 97% of participants believed “children should be taught that if they are being abused, they should tell their parents or a trusted adult like a teacher or a social worker”. Only 57% of participants believed child abuse prevention programs should teach children that adults may not always believe reports of sexual or physical abuse.

In the following questions participants were required to answer based on their opinion of the possible benefits and shortcomings of child abuse prevention

programs. The data indicates that 40.3% of participants believe that child abuse prevention programs will help to prevent child sexual and physical abuse. A possible determinate of parents' not allowing their children to engage in child abuse prevention is that child abuse prevention programs could cause children to be afraid of strangers, 22% of participants agreed, while 14% of participants disagreed. Responses included 42% of participants believed that child abuse prevention programs could assist in making children more confident to deal with issues related with physical or sexual abuse and 42% of participants believed it to be important for children 18 and under to participate in child abuse prevention programs.

Table 10: Beliefs Toward Child Abuse Education Frequencies

		Responses		Strongly Agree
		N	Percent	
Attitudes towards Child Abuse Prevention	Children should be taught that if they are sexually or physically abused, they should tell someone what happened	75	8.2%	98.7%
	Children should be taught that they can say no to anyone who tries to act inappropriately with them	75	8.2%	98.7%
	Children should be taught never to keep secrets about anyone harassing them in any way	73	8.0%	96.1%
	Children should be taught that they have the right not to be touched in ways they feel are uncomfortable	73	8.0%	96.1%
	Child abuse programs should teach children that it is never their fault if they have been abused	71	7.8%	93.4%
	Children should be taught that if someone tries to abuse them they should try to get away immediately	67	7.3%	88.2%
	Children should be taught that they have the right to be Safe, Strong, and Free	70	7.7%	92.1%

Children should be taught that strangers are not the only people who abuse children	37	4.0%	48.7%
Children should be taught how to report if they have been sexually or physically abused	38	4.2%	50.0%
Children should be taught that sometimes older children and adolescents can sexually or physically abuse younger children	69	7.5%	90.8%
Children should be taught that someone a child loves could try to abuse them sexually or physically, even a nanny, a driver, or a teacher	64	7.0%	84.2%
Children should be taught that if they are being abused, they should tell their parents or a trusted adult like a teacher or a social worker	75	8.2%	98.7%
Children should be taught that sometimes adults don't believe a child who reports being abused	44	4.8%	57.9%
Child abuse prevention programs will help prevent child sexual and physical abuse	31	3.4%	40.8%

Children will become afraid of all strangers after being part of a child abuse prevention programs	11	1.2%	14.5%
Children are more likely to make up stories about being sexual abuse or physical abuse if they take part in child abuse prevention programs	25	2.7%	32.9%
Child abuse prevention programs could make children afraid	16	1.8%	21.1%
Total	914	100.0%	1202.6%

Dichotomy group tabulated at value 1.

Program Responsibility

When asked where child abuse prevention education should be taught, 84% believed child abuse prevention education should be taught in schools. There was a rate of 68% of participants that believed child abuse prevention should be taught in religious organizations. Also, 64% believed that social clubs such as boy and girl scouts should teach about child abuse prevention, while 90% believe child abuse prevention education should be taught at home and 61% believed child abuse prevention should be taught in various community organizations.

Participants were asked who they would want to educate their child/children on abuse prevention; 71% identified teachers as subtle child abuse prevention educators, 87% indicated other parents would be subtle child abuse

prevention educators, 82% identified mental health service providers to be child abuse prevention educators, 72% participants stated that social workers should be responsible for educated children of sexual or physical abuse prevention. The graphs below demonstrate the data that is stated above.

Table 11: Places Child Abuse Prevention Education should be Taught

		Responses		Percent of Cases
		N	Percent	
Places that can offer abuse prevention education	Schools	65	22.9%	85.5%
	Religious organizations	53	18.7%	69.7%
	Social clubs (e.g., Boy and Girl Scout, Big brother big sister)	49	17.3%	64.5%
	At home	70	24.6%	92.1%
	Community organizations	47	16.5%	61.8%
Total		284	100.0%	373.7%

a. Dichotomy group tabulated at value 1.

Table 12: Who would you want to Educate your Child/Children on Abuse Prevention

Choices of who should educate		Responses		Percent of Cases
		N	Percent	
Choices of who should educate	Teachers	55	17.0%	72.4%
	Parents	67	20.7%	88.2%
	Mental health service providers (e.g., counselors, therapists)	63	19.5%	82.9%
	Social workers	55	17.0%	72.4%
	Pastors, Priest, or other religious leaders	40	12.4%	52.6%
	Community leaders	31	9.6%	40.8%
	Other	12	3.7%	15.8%
Total		323	100.0%	425.0%

Dichotomy group tabulated at value 1.

Correlational Analysis

A correlational statistical analysis was conducted on participants belief that all children ages 18 and under should partake in child abuse prevention programs and parents' belief in their parenting skills. The data indicated that there was a significant positive relationship, $P = .225$, $S = .049$, $N = 77$, between

participants who indicated need for child to engage in child abuse prevention programs and parents' who scored high on beliefs that the problems of taking care of a child are easy to solve once knowing how their actions affect their child. There was also a strong positive relationship between parents' who scored high on meeting their own personal expectations in caring for their children between parents who felt like parenting is manageable and any problems could be easily solved with help. There was no significant relationship between parents who believed they met their own expectations and participants who believed children should take part in child abuse prevention programs. No significance was found for participants who believed that children should take part in child abuse prevention programs and parents who believe parenting is manageable and any problems are easily solved without help. The data is indicated in Table 13.

Correlation analysis was conducted on demographic data and participants belief of whether children should take part in child abuse prevention programs. Correlational data indicated that there was no significant relationship between participants believe that children should engage in child abuse prevention programs, age, gender, marital status, and education level. However, there is a positive significant relationship between ethnicity and participants belief that children should engage in child abuse prevention programs. The correlation coefficient indicates a negative relationship $P = -.253$ $S = .026$ $N = 77$ between participants belief that children should engage in child abuse prevention

programs and ethnicity. The data is indicated in table 14 and table 15.

Correlation analysis was conducted to determine the relationship between whether parents believed child abuse prevention programs could help people deal more effectively with children and if parents believed children under 18 should take part in child abuse prevention programs. The data indicated that there was a strong correlation between parents who believed child abuse prevention could help people deal more effectively with children and parents who believed it was important for children to participate in child abuse prevention programs $P = .375$ $N = 77$. The data can be found in Table 15. The data is congruent to the argument Al-Rasheed makes, when parents have a positive attitude towards abuse prevention education their desire for participation will be high.

Table 13: Correlations

			It is important for children 18 and under to take part in child abuse prevention programs	I meet my own personal expectations in caring for my child	Being a parent is manageable, and any problems are easily solved without help.	The problems of taking care of a child are easy to solve once you know how your actions affect your child
Spearman's rho	It is important for children 18 and under to take part in child abuse prevention programs	Correlation Coefficient	1.000	.012	.067	.225*
		Sig. (2-tailed)	.	.916	.561	.049
		N	77	77	77	77
	I meet my own personal expectations in caring for my child	Correlation Coefficient	.012	1.000	.376**	.137
		Sig. (2-tailed)	.916	.	.001	.234
		N	77	77	77	77
	Being a parent is manageable, and any problems are easily solved without help.	Correlation Coefficient	.067	.376**	1.000	.491**
		Sig. (2-tailed)	.561	.001	.	.000
		N	77	77	77	77
	The problems of taking care of a child are easy to solve once you know how your actions affect your child	Correlation Coefficient	.225*	.137	.491**	1.000
		Sig. (2-tailed)	.049	.234	.000	.
		N	77	77	77	77

*. Correlation is significant at the 0.05 level (2-tailed).

** . Correlation is significant at the 0.01 level (2-tailed).

Table 14: Correlations

		It is important for children 18 and under to take part in child abuse prevention programs	Select your age	Select your gender	Select your ethnicity	What is Your Marital Status	What is your highest level of education completed	
Spearman's rho	It is important for children 18 and under to take part in child abuse prevention programs	Correlation Coefficient	1.000	.199	-.038	-.253*	.136	.054
		Sig. (2-tailed)	.	.087	.741	.026	.237	.638
		N	77	75	77	77	77	77
	Select your age	Correlation Coefficient	.199	1.000	-.084	-.104	.248*	.000
		Sig. (2-tailed)	.087	.	.473	.373	.032	.999
		N	75	75	75	75	75	75
	Select your gender	Correlation Coefficient	-.038	-.084	1.000	.169	-.066	-.028
		Sig. (2-tailed)	.741	.473	.	.141	.566	.809
		N	77	75	77	77	77	77
	Select your ethnicity	Correlation Coefficient	-.253*	-.104	.169	1.000	-.044	-.365**
		Sig. (2-tailed)	.026	.373	.141	.	.702	.001
		N	77	75	77	77	77	77
	What is Your Marital Status	Correlation Coefficient	.136	.248*	-.066	-.044	1.000	.130
		Sig. (2-tailed)	.237	.032	.566	.702	.	.260
		N	77	75	77	77	77	77
	What is your highest level of education completed	Correlation Coefficient	.054	.000	-.028	-.365**	.130	1.000
		Sig. (2-tailed)	.638	.999	.809	.001	.260	.
		N	77	75	77	77	77	77

*. Correlation is significant at the 0.05 level (2-tailed).

** . Correlation is significant at the 0.01 level (2-tailed).

Table 15: Correlations

		Do you believe child abuse prevention programs can help people deal more effectively with children?	It is important for children 18 and under to take part in child abuse prevention programs
Do you believe child abuse prevention programs can help people deal more effectively with children?	Pearson Correlation	1	.375**
	Sig. (2-tailed)		.001
	N	77	77
It is important for children 18 and under to take part in child abuse prevention programs	Pearson Correlation	.375**	1
	Sig. (2-tailed)	.001	
	N	77	77

** . Correlation is significant at the 0.01 level (2-tailed).

CHAPTER FIVE:

DISCUSSION

Al-Rasheed (2017) determined during a qualitative study that parents who had strong beliefs in their parenting skills also had a strong belief that child abuse prevention services could have a positive effect on children and teach children how to protect themselves against abuse. The data indicated that parents who scored high on beliefs in their parenting skills also scored high in their belief that children, ages 18 and older should engage in child abuse prevention program. The data indicates that there is a correlation between participants' parents' belief in parenting and participants desire for their children to engage in child abuse prevention education. Child abuse prevention education has historically been limited to educating only children about ways to avoid physical and sexual abuse, and how to determine what abuse is and who to talk to if abuse does occur (Rudolph, et al., 2018). Researchers determined that parents are integral in educating their children about abuse prevention, but many parent's, even those with a strong belief in their parenting skills do not have conversations with their children about abuse prevention (Al-Rasheed, 2017; Rudolph, et al., 2018; Rostad, et al., 2018). When asked "how often do you discuss sexual and physical abuse with your children", 49% of participants indicated they had the conversation with their child/children "sometimes". This indicates that parents are not consistently having conversations concerning abuse with their children. However, when asked if they were to seek help would they participate in a child

abuse prevention program, 53% of participants indicated that they definitely would seek a child abuse prevention program, and 26% indicated they probably would seek help from a child abuse prevention program. According to the data although there is a low rate of parents who discuss child abuse prevention with their children often, parents are willing to seek help from child abuse prevention programs. The data shows that parents do desire the assistance of child abuse prevention services.

A correlation analysis was conducted to measure the relationship between participants belief of whether child abuse prevention programs could help people deal more effectively with children, and if it were important for children 18 and under to take part in child abuse prevention programs. There was a strong positive connection between parents' belief that child abuse prevention programs could help people deal with children and participants belief that children should take part in child abuse prevention programs. The connection indicates that there is a desire for child abuse prevention education and that participants believe children should be involved in child abuse prevention services.

Participants indicated specific reasoning regarding why child abuse prevention services, the reasonings being age and age appropriateness, fear for child or self, the topic of child sexual or physical abuse can be triggering, no need or unaware of how to discuss, discomfort with the topic. According to researcher Rudolph et al. (2018) educating parents on how to discuss child abuse prevention education increases child abuse prevention (CAP) effectiveness,

children's capacity of understanding and lowers limitations of access to CAP information. The data implicates parent's desire to engage in prevention education and the benefits of prevention education. Al-Rasheed (2017) highlights that parents' attitudes towards CAP determines the possible effectiveness or longevity of a program. The data indicates that parents' who had a positive attitude towards CAP program also scored high in the belief that all children ages 18 and younger should engage in CAP programs. This data can be used to assist CAP programs in engaging parents and assist in the longevity of such programs that create safety for children.

Implications

Results of the research study can be directly applied to social work practice, education, and policy. Since social work is an applied science that incorporates helping vulnerable populations while strengthening them at the same time, the Person in Environment (PIE) theory can be examined (Beydili & Yildirim, 2013) because according to researcher's social workers must work to create services that meet the clients where they are (Toth & Manly, 2011). This theory considers the factors that contribute to overall health of an individual, group, or community. As examined participants of this study determined that other community leaders, such as teachers, mental health service providers and social workers should be included in the efforts to educate children on abuse prevention. Rudolph and colleagues (2018) believed that child abuse prevention education is an inclusive initiative, the work to ensure children are competent in

protective skills and knowledgeable of what abuse is and how to report abuse, must include parents. The field of social work benefits from the data because prevention programs can be inclusive of the needs and desire of parents. This data expands on child abuse prevention research and adds to the body of data that implies the need and importance of including parents in the efforts to limit child abuse.

Strengths and Limitations

Participants represented different age ranges, genders, and demographic backgrounds. The data collected was inclusive of many of the communities often overrepresented in the child welfare system. As previously noted, 40.3% of the 77 participants identified as Black or African American. This shows that the data reflects the populations represented a marginalized population. The demographic statistic is crucial to include in social research that strives to create culturally competent child abuse prevention programs, however the limited diversity represented in the data hinders the study of being fully representative of the entire population. The same factor of representation must be considered when think about geographical locations. The data lacks knowledge of participants geographical location meaning there is no data to determine where participants who engaged in the study reside. This prevalent information could assist social work research in examining if there is a statistical difference between states, regions or countries. The population size of the study was initially N=99, however, most of the retrieved data was incomplete and the final population size

was N=77, unfortunately this population size is not a suitable representation of the population. This can also be considered a limitation since it is not fully representative of the population as a whole. Al-Rasheed (2017) created the program belief and satisfaction scale that derived of three subscales; however, the reliability and validity of the scales were not discussed in his research. This is a limitation because no data is available to determine if the measurement used is a true measurement of parent's belief and satisfaction of child abuse prevention programs.

In terms of applicability and generalizability, this study showed important parent beliefs related to child abuse prevention. The sample of participants varied in age, gender, and ethnicity, which provided a diverse body. Although the overwhelming majority of subjects were from marginalized populations, it does not reflect the respective percentages of these groups. Despite having a diverse sample, the sample size of 77 participants is relatively small, as previously mentioned. This means the applicability of responses cannot be generalized. Thus, external validity suggests that this data may not be fully representative of the overall population.

Conclusion

This study was meaningful in providing insight of parent perspectives of child abuse. Since parents play a pivotal role in addressing and preventing child abuse both physically and sexually, research must reflect their beliefs about

programs designed to combat these issues (Al-Rasheed, 2017). Further research should connect the types of child abuse prevention programs with parent beliefs to better address which programs would be most beneficial to implement.

The referenced literature highlighted the need for educational and resource programs provided to parents. There was also an emphasis on funding and the importance of expanding CAP programs to provide services to parents in marginalized communities (Kairys, Ricci, and Finkel, 2006). Through advocacy, outreach, and funding in these programs, parents and children are inevitably provided with vital resources to establish a higher sense of well-being while ensuring healthy relationships.

APPENDIX A:
DATA COLLECTION INSTRUMENT

DATA COLLECTION INSTRUMENT

Demographic Questions

1. Select your age
2. Select your ethnicity
3. What is your marital status?
4. What is your highest level of education completed?
5. Do you have children?

Parents' attitude towards child abuse safety scale (Al-Rasheed, 2017)

6. The problems of taking care of a child are easy to solve once you know how your actions affect your child.
7. I would make a fine model for a new mother/father to follow to learn what she/he would need to know to be a good parent.
8. Being a parent is manageable, and any problems are easily solved without help.
9. I meet my own personal expectations in caring for my child.
10. If anyone can find the answer to what is troubling my child, I am the one.
11. Considering how long I've been a mother/father, I feel thoroughly familiar with this role.
12. I honestly believe I have all the skills necessary to be a good mother/father to my child.
13. Being a good mother/father is a reward within itself.

14. If a friend were in need of similar help, would you recommend the program to him or her?
15. How satisfied are you with the amount of help you have received?
16. Have the services you received help you deal more effectively with your problems?
17. In an overall general sense, how satisfied are you with the services you have received?
18. If you were to seek help again, would you come back to the service?
19. If a friend were dealing with child abuse and in need of help, would you recommend a child sexual or physical abuse program to him or her?
20. Do you believe child abuse prevention programs can help people deal more effectively with children?
21. If you were to seek help would you participate in a child abuse prevention program?
22. How often do you discuss sexual and physical abuse with your children?
23. What are some reasons that you may choose not to discuss sexual abuse or physical abuse with you children?
24. Do you believe that child abuse prevention programs could have a negative impact on children?
25. Can child abuse prevention programs have a positive effect on children?

26. Children should be taught that if they are sexually or physically abused, they should tell someone what happened

27. Children should be taught that they can say no to anyone who tries to act inappropriately with them

28. Children should be taught never to keep secrets about anyone harassing them in any way

29. Children should be taught that they have the right not to be touched in ways they feel are uncomfortable

30. Child abuse programs should teach children that it is never their fault if they have been abused

31. Children should be taught that if someone tries to abuse them they should try to get away immediately

32. Children should be taught that they have the right to be Safe, Strong, and Free

33. Children should be taught that strangers are not the only people who abuse children

34. Children should be taught how to report if they have been sexually or physically abused

35. Children should be taught that sometimes older children and adolescents can sexually or physically abuse younger children

36. Children should be taught that someone a child loves could try to abuse them sexually or physically, even a nanny, a driver, or a teacher

37. Children should be taught that if they are being abused, they should tell their parents or a trusted adult like a teacher or a social worker

38. Children should be taught that sometimes adults don't believe a child who reports being abused

Al-Rasheed Belief about Prevention Program Scale (Al-Rasheed, 2017)

39. Child abuse prevention programs will help prevent child sexual and physical abuse

40. Children will become afraid of all strangers after being part of a child abuse prevention programs

41. Children are more likely to make up stories about being sexual abuse or physical abuse if they take part in child abuse prevention programs

42. Child abuse prevention programs could make children afraid

43. Child abuse prevention programs could make it hard for children to trust anyone

44. Child abuse prevention programs can strengthen children and make them more confident to deal with any sexual or physical abuse incident

45. It is important for children 18 and under to take part in child abuse prevention programs

APPENDIX B:
INFORMED CONSENT FORM

INFORMED CONSENT FORM

DEAR STUDY PARTICIPANT:

You are invited to participate in a research study of parents' perceptions of whether prevention programs are beneficial and effective. You were selected as a possible participant because you are part of the desired population for this study. We ask that you read this form and ask any questions you may have before agreeing to be in the study. This study is being conducted by Kayla Graves and Kimberly Macias, Under the supervision of Dr. Carolyn McAllister at California State University San Bernardino, master's in social work Department.

Background Information. The purpose of this study is to help people understand parents' and caregivers' beliefs on whether child abuse prevention programs could be beneficial and necessary for children and families. **Procedures:** If you agree to participate in this study, we will ask you to do the following things: Participants will answer a series of questions and respond based on their individual beliefs. **Risks and Benefits of participating in the Study:** Questions will be based on child protection from physical and sexual abuse; participants who are sensitive to such topics should proceed with caution. The data collected in this study will enhance child welfare through gauging parents/caregivers' beliefs about child abuse prevention services. **Confidentiality:** The records of this study will be kept private. In all reports resulting from this study, we will not include any information that will make it possible to identify you as a participant. Research records will be stored securely, and only researchers will have access to the

records. If you wish to participate in this study, please indicate by clicking "I agree" if you do not wish to participate, please indicate by clicking "I do not agree."

APPENDIX C:
INSTITUTIONAL REVIEW BOARD APPROVAL



January 5, 2021

CSUSB INSTITUTIONAL REVIEW BOARD

Expedited Review

IRB-FY2021-99

Status: Approved

Carolyn McAllisterKimberly Macias, Kayla Graves

CSBS - Social Work

California State University, San Bernardino

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San Bernardino, California 92407

Dear Carolyn McAllisterKimberly Macias, Kayla Graves:

Your application to use human subjects, titled "Parents' Attitudes and Belief about the necessity and Possible benefits of Child Abuse Prevention Programs" has been reviewed and reviewed and approved by the Institutional Review Board (IRB) of CSU, San Bernardino. The CSUSB IRB has not evaluated your proposal for scientific merit, except to weigh the risk and benefits of the study except to ensure the protection of human participants. Important Note: This approval notice does not replace any departmental or additional campus approvals which may be required including access to CSUSB campus facilities and affiliate campuses due to the COVID-19 pandemic. Visit the Office of Academic Research website for more information at <https://www.csusb.edu/academic-research>.

The study is approved as of January 5, 2021. The study will require an annual administrative check-in (annual report) on the current status of the study on --. Please use the renewal form to complete the annual report.

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