



NORTH DAKOTA **CHILD SEXUAL ABUSE PREVENTION RESOURCE GUIDE**

Guidance for schools, child care programs,
and youth-serving organizations
to prevent child sexual abuse.

ACKNOWLEDGMENTS

A special thank you goes to the members of the North Dakota Child Sexual Abuse Prevention Task Force Primary Prevention Subcommittee and their respective agencies.

North Dakota Child Sexual Abuse Prevention Task Force Primary Prevention Subcommittee Members

John Alstad, Minot Public Elementary School

Lindsey Burkhardt, Prevent Child Abuse North Dakota

Anna Frissell, Clay County Attorney's Office

Brad Hawk, North Dakota Indian Affairs Commission

Carolyn Kueber, North Dakota Department of Health & Human Services

Sarah Myers, Child Care Aware of North Dakota

Mallory Sattler, North Dakota Department of Health & Human Services

The North Dakota Child Sexual Abuse Prevention Task Force is committed to supporting child sexual abuse awareness efforts and prevention strategies throughout the state. The Task Force encourages public, private, and tribal schools, child care programs, and youth-serving organizations to utilize this guide. The Task Force encourages the implementation of a comprehensive child sexual abuse prevention curriculum for children served and training for adults. Additionally, entities are encouraged to adopt child sexual abuse prevention policies and procedures.

**Child sexual abuse is a hidden but substantial problem in every community.
Education is key to reducing victimization in our communities.**

Please contact the North Dakota Child Sexual Abuse Prevention Task Force director with questions at lburkhardt@pcand.org.

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OVERVIEW

CHILD SEXUAL ABUSE DEFINITION, FACTS, AND IMPACTS

The World Health Organization (WHO) has declared child sexual abuse a major global public health problem and a violation of human rights that leads to adverse health outcomes. (Child Sexual Abuse Declared an Epidemic, 2017) The Centers for Disease Control & Prevention (CDC) estimates that nearly one in four girls and one in 13 boys will be the victim of child sexual abuse. (Child Sexual Abuse, 2022)

Child Sexual Abuse (CSA) is any interaction between a child and an adult (or another child) in which the child is used for the sexual stimulation of the perpetrator or an observer. Sexual abuse can include both touching and non-touching behaviors. Non-touching behaviors can include voyeurism (trying to look at a child's naked body), exhibitionism (exposing oneself to a child), or exposing the child to pornography. (Child Sexual Abuse, 2022) Child sexual abuse can happen to boys or girls, to children of all ages, races, ethnicities, and economic backgrounds. Child sexual abuse occurs in all kinds of neighborhoods and communities. To learn additional information about risk factors associated with child sexual abuse, turn to **Appendix F**.

The Government Accountability Office (GAO) estimates that almost one in 10 students are subjected to adult sexual misconduct (ASM), which encompasses a wide-ranging set of behaviors that take place in school settings, ranging from those that are inappropriate to those that are illegal, by school personnel during the course of their academic careers.

The Centers for Disease Control and Prevention (CDC) indicate that child sexual abuse can lead to long-lasting, even life-long consequences, and is a serious problem on an individual, familial and societal level. Physical health consequences for victims of child sexual abuse include sexually transmitted infections (STIs), physical injuries, and chronic conditions later in life, such as heart disease, obesity, and cancer. Mental health consequences include depression and posttraumatic stress disorder (PTSD) symptoms. Examples of behavioral consequences include substance use/misuse, including opioid misuse; risky sexual behaviors, meaning sex with multiple partners or behaviors that could result in pregnancy or STIs; increased risk for perpetration of sexual violence; and increased risk for suicide or suicide attempts. Experiencing child sexual abuse can also increase a person's risk for future victimization. For example, recent studies have found: Females exposed to child sexual abuse are at 2-13 times increased risk of sexual violence victimization in adulthood, and people who experienced child sexual abuse are at twice the risk for non-sexual intimate partner violence. (Child Sexual Abuse, 2022)

One way organizations can help diminish child sexual abuse, both inside and outside of institutions, is to implement child- and adult-focused prevention education programming. Another proactive way organizations can keep children safe is to ensure policies and procedures aim to keep children safe and enforce safe environments for the children served.



ND CHILD SEXUAL ABUSE PREVENTION TASK FORCE

The North Dakota Child Sexual Abuse Prevention Task Force was established in 2017. During the 2019 legislative session, the Task Force was reestablished through 2024. In 2021, funds were appropriated to the North Dakota Department of Health in efforts to hire a director for the Task Force. Prevent Child Abuse North Dakota (PCAND) employs the Task Force director. The Task Force has four strategic goals, and each strategic goal has an operating subcommittee. The strategic goals are listed below:

1. The Child Sexual Abuse Prevention Task Force will seek to end child sexual abuse by developing and implementing a primary prevention strategy for the state of North Dakota.
2. The Child Sexual Abuse Prevention Task Force will strengthen the support provided to children and families participating in the interview, investigation, and prosecution processes.

3. The Child Sexual Abuse Prevention Task Force will strengthen the network of trauma-informed services for children, adult survivors, and family members impacted by child sexual abuse.
4. The Child Sexual Abuse Prevention Task Force will strengthen the network of providers who support the needs and behavioral changes of offenders.

The Task Force is dedicated to developing a comprehensive statewide approach to ending child sexual abuse in North Dakota. The Task Force is composed of various individuals across the state who are committed and experienced professionals, all of whom work tirelessly in efforts to prevent child sexual abuse. To learn more about the Task Force, please visit ndstopcsa.com.



CHILD SEXUAL ABUSE PREVENTION PROGRAMS



ENVIRONMENTAL SCAN DATA

In April of 2022, the North Dakota Child Sexual Abuse Prevention Task Force's Primary Prevention subcommittee conducted an environmental scan regarding the processes and perspectives of the prevention of child sexual abuse in the state of North Dakota. The survey was distributed to public, private, and tribal schools. The survey was also shared with youth-serving organizations, child care programs, and Head Start programs.

We found that over half of respondents indicated that they provide no child sexual abuse (CSA) education to children. Over half of respondents indicated that they provide no CSA education to employees/volunteers. And over 80% of respondents indicated that they provide no CSA education to parents and caregivers.

Sixty-four to ninety-five percent (depending on child age group) of respondents believed that providing CSA education to children is "very important." Ninety-three percent of respondents believed that providing CSA education to teachers/coaches is "very important."

Ninety percent of respondents indicated that they believed providing CSA education to parents/caregivers is "very important." The greatest noted barrier to providing child sexual abuse prevention education was a lack of an established curriculum. This resource guide was developed to assist with overcoming that barrier by providing information on various child sexual abuse prevention education programs for adults and children.

According to the U.S. National Blueprint to End Sexual Violence Against Children and Adolescents, training is vital; however, it is not enough on its own to address this very complex and critical public health program. Prevention policies, when paired with training, hold the absolute best promise of reducing child sexual abuse and the heartbreaking impacts it has on victims, their families, and our communities. (Keep Kids Safe, 2021) This guide also contains recommendations and considerations for policies and procedures to keep children safe from child sexual abuse.

RESOURCE GUIDE PURPOSE

The purpose of the North Dakota Child Sexual Abuse Prevention Resource Guide is to provide information on child sexual abuse prevention education and resources available to prevent child sexual abuse. Child sexual abuse prevention education can easily be integrated into North Dakota Health Education Content Standards (found on page 22). **The North Dakota Child Sexual Abuse Prevention Task Force does not endorse any specific child sexual abuse prevention education programs/curriculums.** This resource guide serves as a source of child sexual abuse prevention programs/curriculums that are widely used, and some are considered evidence-based. The summaries provided were written by the program/curriculum developers.

The North Dakota Child Sexual Abuse Prevention Task Force offers these as information for further investigation by child care centers, school districts, youth-serving organizations, and/or individual schools. The list provided within this guide is not exhaustive. The Task Force welcomes suggestions/additions of programs to this list as they become available. When an entity is selecting a program to implement, many factors should be considered, such as the capacity to implement services and train facilitators to implement with fidelity to the program model, appropriateness for the population served, and individual community needs. This guide is updated annually.

Child sexual abuse prevention must assist educators in identifying signs of abuse and predatory behavior and promote disclosure with appropriate response and reporting; and assist children in setting boundaries, learning about safe/unsafe touch, consent, grooming behaviors of predators, safe modes of disclosure, and other related topics.

Programs designed to prevent child sexual abuse, may also implement social-emotional learning, safeguard behavioral health, and address general safety, substance abuse, family conflict, and bullying/cyberbullying. Programs containing these elements may effectively prevent child sexual abuse. There are shared risk factors for all types of violence, including child sexual abuse. To learn more about prevention, turn to Appendix A (page 19).

ADULT-FOCUSED PREVENTION EDUCATION



This list is not exhaustive. Inclusion in this guide does not imply endorsement by the North Dakota Child Sexual Abuse Prevention Task Force.

ADULT RESPONSIBILITY PROJECT – PREVENT CHILD ABUSE VERMONT

Target Audience: Adults

Cost: Trainings are \$25/each.

Content/Materials: Virtual, two-hour, interactive, discussion-based trainings

Summary: The Adult Responsibility Project is a series of eight child sexual abuse prevention trainings for adult audiences on the prevalence, risk factors, and protective factors. Participants of these virtual, two-hour, interactive, discussion-based trainings show an increase in knowledge and skills known to prevent child sexual abuse from happening in the first place. Topics include Nurturing Healthy Sexual Development, Everything Everyone Needs To Know To Prevent Child Sexual Abuse, TECHNICOOL: Keeping Kids Safe on the Internet, and more.

More Information:

pcavt.org/upcoming-adult-responsibility-project-trainings

Phone: 800-975-7147

Email: mhambrick@pcavt.org



CHILD SEXUAL ABUSE PREVENTION TRAINING – DAKOTA MEDICAL FOUNDATION

Target Audience: Any adult

Cost: Free

Content/Materials: Training available in-person or online. The online training includes a “Pledge to Protect” for participants to sign and a Child Sexual Abuse Prevention Handbook. In-person training is approximately 90 minutes with materials provided.

Summary: The Dakota Medical Foundation Child Sexual Abuse Prevention initiative teaches a set of preventative strategies to help protect children from sexual abuse. This program was developed and authored locally by regional health, education, and child safety experts from organizations represented on the Child Sexual Abuse Prevention Steering Committee. Volunteer trainers come from these agencies and many others. The Child Sexual Abuse Prevention Handbook includes *Warning Signs of Grooming*, *Normal Sexual Development by Age*, *10 Steps To Protect*, *How To Prevent Online Sexual Abuse and Exploitation*, *Sample Safety Plan*, and more.

More Information:

dakmed.org/child-sexual-abuse-prevention

To request in-person training contact the DMF team.

Phone: 701-271-0263

Email: Info@dakmed.org



ENOUGH! PREVENTING CHILD SEXUAL ABUSE IN MY SCHOOL – MASSKIDS

Target Audience: The program is designed for school employees, including teachers, administrators, counselors, coaches, office personnel, and support staff who work with children in grades K-12.

Cost: The course is made available to public and private schools on a \$20 per learner cost. Administrators may preview the course at no cost. Discounts are available for multiyear agreements.

Content/Materials: The course uses an interactive format to inform and engage participants. Teacher avatars guide participants through two scenarios of educator sexual misconduct. To reinforce knowledge gains and support ongoing learning, a robust Resource Bank is included with downloadable booklets, handouts, videos, etc. Policy resources are included and serve as the basis for post-course follow-up discussions among school personnel and administrators.

Summary: This interactive one-hour online training course teaches school personnel about child sex abuse (CSA) and the steps they can take to prevent it. The course is specifically designed to address the fears and biases that hinder school personnel from identifying, reporting, and preventing CSA. Participants learn about the behaviors associated with grooming and the increased importance of reporting responsibilities. Evaluations consistently show that over 98% of participants would recommend the course to a colleague, and that the highly interactive format with realistic examples is engaging and easy to understand. Results of a randomized-controlled study of teachers in three states published in the *Journal of Child Sexual Abuse* found, at the highest level of statistical significance, increases in learner knowledge, ability to identify boundary-violating behaviors early, and willingness/confidence in reporting disclosed or suspected cases. The course is accredited for one social work continuing education hour by NASW-MA.

More Information:

enoughabuse.org

Phone: (617) 742-8555

Email: info@enoughabuse.org



STEWARDS OF CHILDREN® – DARKNESS TO LIGHT

Target Audience: Any adult

Cost: 1 – 99	\$10.00/each
100 – 499	\$9.00/each
500 – 999	\$8.00/each
1000 – 4999	\$7.00/each
5000 and more	\$6.00/each

Content/Materials: Available both online and in-person

Summary: An evidence-informed, two-hour training that teaches adults to prevent, recognize, and react responsibly to child sexual abuse. Through interviews with child sexual abuse survivors, experts, and treatment providers, Stewards of Children® teaches adults practical actions they can take to reduce instances of child sexual abuse in their organizations, families, and communities.

More Information:

portal.drummond.com

Phone: 843.965.5444

Email: Stewards@D2L.org



STEWARDS PLUS – DARKNESS TO LIGHT

Target Audience: Any adult

Cost: \$25/each

Content/Materials: Available both online and in-person

Summary: Stewards Plus includes both Stewards of Children®, Darkness to Light’s flagship training that teaches adults to prevent, recognize, and react responsibly to child sexual abuse, as well as five additional trainings that build off Stewards of Children®: Recognizing & Reporting Physical Abuse and Neglect; Commercial Sexual Exploitation of Children; Bystanders Protecting Children from Boundary Violations & Sexual Abuse; Healthy Touch for Children and Youth; and Talking with Children about Safety from Sexual Abuse.

More Information:

portal.drummond.com

Phone: 843.965.5444

Email: Stewards@D2L.org



CHILD-FOCUSED PREVENTION EDUCATION

WALKING IN BALANCE – VISIONING B.E.A.R. CIRCLE INTERTRIBAL COALITION

Target Audience: Everyone

Cost: Facilitator training \$5,200 (facilitator fee)

Content/Materials: Content/Materials: Walking in Balance with All Our Relations curriculum is composed of 13 three-hour modules taught in Circle Practice:

1. How the Circle Works;
2. Peace & Justice;
3. Respect;
4. Balance;
5. Courage;
6. Humility;
7. Compassion;
8. Empathy;
9. Wisdom;
10. Connection to the Land;
11. Sacredness/Vision;
12. Generosity;
13. Gratitude

The curriculum is taught in small groups of eight. Once the participants attend all the sessions, they are then offered an opportunity to be a part of a teaching team. After a successful teaching experience, trainers are certified to teach in their communities.

Summary: A primary prevention curriculum based on indigenous values prior to colonization to promote the safety of youth, adults, and elders in our communities from a racial justice and gender equity lens.

More Information:

visioningbear.org/walking-in-balance-training

Phone: 413-961-9167

Email: visioningb.e.a.r@gmail.com



This list is not exhaustive. Inclusion in this guide does not imply endorsement by the North Dakota Child Sexual Abuse Prevention Task Force.

AFTER-SCHOOL SAFETY MATTERS® | ATHLETE SAFETY MATTERS™ | CHILD SAFETY MATTERS® | TEEN SAFETY MATTERS® – MONIQUE BURR FOUNDATION (MBF) FOR CHILDREN

Target Audience:

MBF After-School Safety Matters® – for children in after-school programs and youth-serving organizations in multi-grade-level groups (K-2, 3-5, and 6-8) – six 35-45-minute topic-specific lessons.

MBF Athlete Safety Matters® – for youth athletes (from beginner to elite) in multi-grade-level groups (K-2, 3-5, 6-8, and 9-12) – two 35-55-minute lessons per grade-level group annually.

MBF Child Safety Matters® – for students in grades K-5 – two 35-55-minute lessons per grade level annually.

MBF Teen Safety Matters – Middle School – for students in grades 6-8 – two 55-minute lessons per grade level annually.

MBF Teen Safety Matters – High School – for students in grades 9-12 – two 55-minute lessons per grade-level group (9-12) annually. School-based programs can be presented in four shorter lessons and have lesson options available for remote presentation for distance learners.

Cost: All programs are available to districts, schools, and organizations via a three-year digital subscription and include training for multiple facilitators.

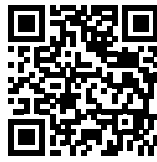
MBF After-School Matters –	\$750
MBF Athlete Safety Matters –	\$750
MBF Child Safety Matters –	\$1,500
MBF Teen Safety Matters-Middle School –	\$750
MBF Teen Safety Matters-High School –	\$750

Content/Materials: All MBF Prevention Education Program lessons are provided to youth by trained facilitators using turnkey scripts and PowerPoints. All programs cover the four types of child abuse (physical, emotional, sexual, and neglect), bullying, cyberbullying, and digital dangers. The upper grade levels also include relationship abuse, sexual assault, and exploitation/trafficking. School-based programs have additional modules covering mental health and substance use/abuse awareness and prevention. Reinforcement materials for students, parents/guardians, and staff/volunteers are an added component of the program. Facilitators have access to online facilitator training, and all adults have access to online professional development courses and other resources. *Parents have access to a website and free mobile app with additional information and resources.*

Summary: MBF Prevention Education Programs are comprehensive, evidence-based/evidence-informed primary prevention education programs for youth. These programs are developmentally appropriate, based on polyvictimization research, and teach five universal safety rules kids can use to help them and their Safe Adults prevent, recognize, and respond appropriately to all types of victimization, including abuse (physical, emotional, sexual, and neglect), bullying, cyberbullying, sexual assault, exploitation/trafficking, online/digital abuse, and other digital dangers.

More Information:

mbfpreventioneducation.org
Phone: (904) 642-0210
Email: julie@mbfpreventioneducation.org



BODY SAFETY TRAINING (BST) SERIES – SANDY WURTELE, PH.D.

Target Audience: Pre-K – 3rd Grade (children ages 3-8 years old)

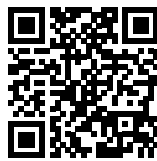
Cost: \$20.00 for parent workbook, \$40.00 for curriculum for teachers

Content/Materials: Workbook. There are two versions of the *BST Workbook*; one for parents to use at home and one for teachers to use in a classroom setting. The two versions can be used separately or in combination. The only requirement is to be able to read the script included in the workbook.

Summary: This is a 10-lesson course designed to teach students about general safety issues (fires, guns, poison, pedestrian, and home alone concerns), as well as body safety (identifying private parts, safe vs. unsafe touching, and reporting). Lessons typically take 15-20 minutes.

More Information:

sandywurtele.com
Phone: (719) 499-4082
Email: swurtele@uccs.edu



CHILD PROTECTION UNIT – SECOND STEP®

Target Audience: Pre-K – 5th Grade

Cost: \$1,129.00

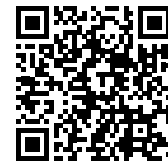
Content/Materials: The *Second Step® Child Protection Unit* classroom kits include all necessary printed lessons, the songs CD for which a CD player is needed, and a videos DVD for which a DVD player is needed. A photocopier is needed for the family letters and Home Links. If the classroom is equipped with internet access and a projector, the lessons, songs, and videos are available online.

Summary: The Second Step® Child Protection Unit program for pre-K and elementary school children is a universal, classroom-based program designed to develop students' knowledge and skills for protecting themselves from unsafe and abusive situations, both in and out of the classroom. The Second Step® Child Protection Unit program aims to provide developmentally appropriate explicit skills instruction, offering content and media that is designed to be age-appropriate and engage students in learning how to recognize, refuse, and report unsafe situations and inappropriate touching.

**Schools can just purchase the Child Protection Unit without using the Second Step® curriculum. Please note that the Child Protection Unit is only six lessons. Typically, schools use both the Child Protection Unit along with the Second Step® SEL to have a full year of lessons.*

More Information:

secondstep.org/child-protection
Phone: (800) 634-4449 x1
Email: support@secondstep.org



EMPOWER ME! – JACOB WETTERLING RESOURCE CENTER

Target Audience: K – 4th Grade

Cost: \$250/kit (additional fees for optional training)

Content/Materials: Script/PowerPoint for presenter, video for parents to watch with an overview of the program, letter to go home that can be adapted for each school or organization, video example for presenter to use as reference. Can be done in one session or ideally can be offered in four modules. The four-module option also offers classroom activities following each module.

Summary: As an agency that has been training parents, professionals, community members, and children for more than 30 years, we know talking about personal safety can be done in a positive and empowering way. This kit is designed to help facilitate those important conversations so kids can walk around smart, not scared. Topics include the buddy system, checking first, secrets vs. surprises, five trusted adults, listening to your “uh-oh” feeling, and body ownership. Never fear-based, this material is covered in a way that empowers children.

More Information:

zeroabuseproject.org/empower-me
Phone: 1-800-325-HOPE
Email: alison@zeroabuseproject.org



HEALTHY RELATIONSHIPS PROJECT – PREVENT CHILD ABUSE VERMONT

Target Audience:

Care for Kids: Pre-K – 2nd Grade
We Care Elementary: 3rd – 6th Grade
SAFE-T: 7th and 8th Grade

Cost:	Care for Kids:	\$550.00
	We Care Elementary:	\$400.00
	SAFE-T:	\$400.00

Content/Materials:

Care for Kids: Kit includes one Care for Kids curriculum, six posters, three dolls, seven children's books, and one thumb drive with handouts for printing.
We Care Elementary: Kit includes one facilitator's guide (including lesson outline and objectives, staff training resources, and take-home materials for students and parents) and one thumb drive with handouts for printing.
SAFE-T: Kit includes one facilitator's guide (including lesson outline and objectives, worksheets, staff training resources, and take-home materials for students and parents), and one thumb drive with handouts for printing as well as two short videos to use in conjunction with lessons.

Summary: All programs are developmentally appropriate, trauma-informed, and focus on both victim and problematic sexual behavior prevention.

Care for Kids (Pre-K to 2nd Grade): An early childhood sexual abuse prevention curriculum used by teachers, child care providers, and parents. Topics include communication skills, nurturing skills (empathy), body parts, developing positive attitudes toward sexuality, and understanding healthy boundaries.

We Care Elementary (3rd to 6th Grade): An elementary school sexual abuse prevention curriculum in which teachers are trained and supported to deliver developmentally appropriate information. We Care Elementary provides school staff training, home sheets for parents to support students learning, and school newsletter articles.

SAFE-T is a developmentally appropriate, trauma-informed, positive health education program. It is designed to decrease the likelihood of youth being sexually abused and/or sexually abusing others. Training for teachers, school staff, and parents is integral to the program.

More Information:

pcavt.org/healthy-relationships-project
Phone: 800-975-7147
Email: mhambrick@pcavt.org



PLAY IT SAFE!®

Target Audience: Pre-K – 6th Grade

Cost:

Online only: Pre-K – 2nd Grade: \$229/grade

3rd Grade – High School: \$179/grade

Online + Hard Copy: Pre-K – 2nd Grade: \$329/grade

3rd Grade – High School: \$229/grade

To purchase all nine elementary programs, the cost for hard copy and online streaming for a year is approximately \$2,172. There is an annual fee of \$30/program to maintain online streaming of the videos.

Content/Materials: It is composed of age-appropriate scripts and corresponding videos for each grade level, pre-K through 6th grade, and topic-specific scripts and videos for secondary schools. There are a total of 14 unique presentations and videos. A Joe and Suzy doll set is utilized in presentations for children in pre-K, kindergarten, and 1st and 2nd grades. The dolls wear bathing suits, so young children can understand the location of private parts of the body. Coloring books for children in pre-K, kindergarten, and 1st and 2nd grades reinforce the 3-part safety rule.

Summary: Play it Safe!® is a personal safety curriculum. It is designed to teach children how to be safe from abuse. Abuse can be physical, sexual, emotional, or neglectful. There is a separate and specific presentation designed for each grade pre-K through 6th grade. The presentation format is classroom-based so that children are in a familiar environment and able to focus and interact freely. Each presentation lasts approximately one hour and includes an age-appropriate script and 10-20-minute video.

More Information:

playitsafe.org/curriculum_gradelevels.php

Phone: 1-888-984-2294

Email: info@PlayitSafe.org



RED FLAG GREEN FLAG® – RAPE AND ABUSE CRISIS CENTER OF FARGO-MOORHEAD

Target Audience: Kindergarten – 3rd Grade

Cost: Contact education@raccfm.com

Content/Materials: In the interactive *Red Flag Green Flag*® program, children learn to recognize safe and healthy boundaries so they can feel empowered to speak up and take action (as they are able) in a variety of uncomfortable or unsafe situations. Through conversation and coloring activities, they distinguish between different types of touches people give and receive and practice the *Red Flag Green Flag*® three-step process for safety: “Say NO—Get Away—Tell a Helper.”

Summary: A program for elementary aged children to promote personal boundaries and body ownership.

More Information:

raccfm.com/services/community-education

Phone: (701) 293-7273

Email: Education@raccfm.com



SAFE TOUCHES® – NEW YORK SOCIETY FOR THE PREVENTION OF CRUELTY TO CHILDREN

Target Audience: Kindergarten – 3rd Grade

Cost: Varies depending on scope and location of implementation. To maintain fidelity to the evidence-informed Safe Touches® model, the program requires facilitator training, including travel expenses.

Content/Materials: Safe Touches® includes a workshop and homework activities with caregivers.

Summary: An evidence-based, age-appropriate child sexual abuse prevention program designed for children in kindergarten through 3rd grade. The classroom-based workshop is 45-minutes long, highly interactive, and fun. Specially trained facilitators use puppets to teach children important body safety concepts that can help keep them safe from child sexual abuse. Children learn the difference between safe and not safe touches, the private parts of the body, and safety tools they can use if they ever receive a not-safe touch or feel unsafe. Following the workshop, each child receives the *Safe Touches My Body Belongs to Me* activity booklet to bring home and complete with a parent or caregiver. The activity booklet reinforces the safety concepts learned in the workshop and facilitates conversations about body safety at home.

More Information:

nyspcc.org/safe-touches

Phone: 212-233-5500

Email: safetouches@nyspcc.org



SAFER, SMARTER SCHOOLS – LAUREN’S KIDS

Target Audience: Pre-K – 12th Grade

Cost: Please contact education@laurenskids.org for pricing for grades Pre-K to 5th.

Middle School Kit: \$300.00 per kit plus shipping

High School Kit: \$300.00 per kit plus shipping

Content/Materials:

K-5 Digital Content: Step-by-step facilitator’s guide, scope, and sequence; scripted group lesson guides with visuals; Emmy Award-winning, engaging videos; and in-class or digital activities for practice and application of concepts enabling all children to effectively learn critical safety strategies, no matter their learning style. Caregiver letters in English, Spanish, and Creole are also components of this program

Middle School and High School: Each unit comes with specific items to include teacher’s guide, parent letters, USB with videos, lesson glossaries and activity sheets.

Summary: The Safer, Smarter Schools curriculum is a kindergarten through 12th grade personal safety and abuse prevention program developed by the Lauren’s Kids Foundation, lifelong educators, sexual violence prevention experts, developmental psychologists, and the University of Florida Lastinger Center with support and oversight from the Florida Department of Education. Throughout the curriculum lessons, students are armed with protective principles and vocabulary to express their feelings of safety and talk to a trusted adult. In Safer, Smarter Kids and Safer, Smarter Teens, students are taught to identify “safe” and “unsafe” situations, people, and secrets based on how each of these makes students feel. (Safe feelings include happiness, confidence, love, security, excitement; unsafe feelings include nervousness, confusion, a sense that something is not quite right, secrecy, hurt, guilt, shame.) In older grades, we address issues adolescents face in relationships with peers and adults, such as balance of power, enforcing boundaries, the grooming process, mental health, and advocating for oneself.

More Information:

laurenskids.org/resources/safer-smarter-schools/

Phone: 888-336-5226

Email: education@laurenskids.org



WALKING IN BALANCE – VISIONING B.E.A.R. CIRCLE INTERTRIBAL COALITION

Target Audience: Everyone

Cost: Facilitator training \$5,200

Content/Materials: Walking in Balance with All Our Relations curriculum: 13 three-hour modules taught in Circle Practice: **1.** How the Circle Works; **2.** Peace & Justice; **3.** Respect; **4.** Balance; **5.** Courage; **6.** Humility; **7.** Compassion; **8.** Empathy; **9.** Wisdom; **10.** Connection to the Land; **11.** Sacredness/Vision; **12.** Generosity; **13.** Gratitude.

The curriculum is taught in small groups of eight. Once the participants attend all the sessions, they are then offered an opportunity to be a part of a teaching team. After a successful teaching experience, trainers are certified to teach in their communities.

Summary: A primary prevention curriculum based on indigenous values prior to colonization to promote the safety of youth, adults, and elders in our communities from a racial justice and gender equity lens.

More Information:

visioningbear.org/walking-in-balance-training/

Phone: 413-961-9167

Email: visioningb.e.a.r@gmail.com



POLICY & PROCEDURE RECOMMENDATIONS TO PREVENT CHILD SEXUAL ABUSE



In addition to programs/curriculums that educate children and adults, an important piece of preventing CSA is developing policies and procedures that safeguard children from child sexual abuse. It is estimated that around 10% of students will report educator sexual abuse at some point during their school career. (Rock, 2019) Every child has the right to be safe. Schools, child care providers, and youth-serving organizations all have been charged with the responsibility to care for children and youth in North Dakota.

The development and implementation of a policy/procedure is best done as a collaborative effort by involving employees, leadership, parents, and potential partners when creating policies/procedures. When developing policies and procedures to help promote child sexual abuse prevention, it is important to consider several points. First, developing policies that are culturally relevant and meaningful for the communities affected will help to encourage community understanding and buy-in. Second, it is important to include methods for evaluating your policies to avoid continuing a policy that may be harmful or ineffective. (Elements of Prevention, 2022)

A list of recommendations compiled from child sexual abuse prevention experts is included below. This list is not exhaustive and will be updated regularly.

1. FOCUS ON CHILD WELL-BEING AND SAFETY ABOVE ALL ELSE.

- a) Develop a statement that confirms your commitment to protecting children and youth from sexual abuse and remind employees, volunteers, and families often of the commitment.
- b) Example statements:
 - i. "Our program is committed to protecting children and providing a safe environment for them to learn, grow, and thrive."
 - ii. "The safety, protection, and well-being of our students is a top priority."

2. THOROUGHLY VETTING EMPLOYEES AND VOLUNTEERS.

- a) This is an opportunity to ensure you are doing everything you can to put safe adults around children.
- b) Below are common elements of a comprehensive screening and hiring process:
 - i. Written application and cover letter
 - ii. Face-to-face interview
 - iii. Internet search – Google, Facebook, Instagram, Twitter
 - iv. Observation of the applicant interacting with children (if possible)
 - v. Reference checks (request professional and personal references)
Questions to consider asking references:
 1. How does the applicant interact with children and youth?
 2. Why would this person be a good candidate for working with children?
 3. Do you know of any reason this person shouldn't work with children?
 4. Does the applicant demonstrate appropriate boundaries with children? If not, please explain.
 5. Would you, or the organization, rehire this individual? If not, why?
 - vi. Criminal history check (North Dakota and previous state(s) of residence)
 - vii. Sex offender registry check
 - viii. Child abuse registry check (CAN)
 - ix. Professional credentials
 - x. Driving record check (if the position includes the responsibility to transport children and youth)

3. DEVELOP A CODE OF CONDUCT FOR EMPLOYEES AND VOLUNTEERS.

- a) A code of conduct is a tool to establish the appropriate types of interactions that take place at a school, child care center, or youth-serving organization. This can include what is expected from anyone (employees/volunteers) in a position of responsibility to care for or supervise children.
- b) Once a code of conduct is in place, it's important to provide training and by disseminating the information widely, in a variety of ways. Employees and volunteers should receive in-person training and sign an acknowledgment that they received the code of conduct; this should be done annually. Signed code of conduct forms should be stored in personnel files. Similarly, it is suggested to integrate the reading and signing of the code of conduct into the hiring process for new employees and volunteers throughout the year.
- c) Items to consider including on a code of conduct:
 - i. Boundaries of physical, sexual, and verbal behavior
 1. Encouraged vs. prohibited behaviors and interactions
 2. Appropriate, inappropriate, harmful
 - ii. Bullying, harassment, and discrimination
 - iii. Employee-to-child ratios to remain in compliance with licensing standards
 - iv. Guidance about being alone with children/youth

- v. *Awareness of power differentials and abuse of power*
- vi. *Technology use: communication with children using electronic devices and social media, photography of children within the organization with personal devices*
- vii. *Compliance with the policies and procedures of your organization and North Dakota's child abuse reporting laws (found on page 21)*

4. IMPLEMENT CHILD SEXUAL ABUSE PREVENTION EDUCATION PROGRAMS FOR EMPLOYEES AND VOLUNTEERS.

- a) Training to develop knowledge around CSA may include material on:
 - i. *What child sexual abuse is*
 - ii. *Child sexual abuse prevalence*
 - iii. *The short- and long-term impacts of child sexual abuse*
 - iv. *Identifying inappropriate behaviors (signs of grooming)*
 - v. *Identifying the signs of child sexual abuse, responding to disclosures, and how to report (see letter d below)*
- b) Incorporate training on this topic annually.
- c) Ensure that new employees and volunteers are trained in a timely manner.
- d) Mandated reporter training is an important piece of keeping children safe. In North Dakota, mandated reporters include those who care for children – health care professionals, schoolteachers, child care providers, etc. See Appendix B to learn more about mandated reporting in North Dakota.

5. EDUCATING STUDENTS ON CSA PREVENTION STRATEGIES.

- a) When selecting a curriculum to utilize with children, it's important to consider if the curriculum is developmentally appropriate.
- b) Consider the community and culture in which the curriculum is being taught. Is the curriculum reflective of the multicultural and specific needs of the community?

6. INCREASE MONITORING OF ADULT-CHILD AND CHILD-CHILD INTERACTIONS AND ENSURE ENVIRONMENTS ARE SAFE. CHILD SEXUAL ABUSE OFTEN TAKES PLACE DURING ISOLATED ONE-ON-ONE SITUATIONS. IT'S IMPORTANT TO ENSURE THAT INTERACTIONS WITH CHILDREN CAN BE OBSERVED AND INTERRUPTED.

- a) Entry and release procedures (check-in/check-out).
- b) Visitor entry policy and expectations.
- c) Unused areas/rooms secured and locked.
- d) All children and youth can be seen.
- e) Safety rules and regulations posted and reviewed with children, parents, and employees.
- f) "No closed-door" policy.

Considerations for younger children:

- a) Keeping nap rooms light enough to see what is going on/no rooms should be completely dark.
- b) Supervising nap rooms for all ages (always having an adult present), keeping a sound and/or video monitor and conducting frequent visual checks (e.g., at least every 10-15 minutes is recommended) in nap rooms for all ages if an adult cannot be present.
- c) Maintaining active supervision always. Keep children in sight and hearing, arranging furniture and play areas so all areas are easily seen, be aware of enclosed spaces such as dramatic playhouses, forts, tents. Also consider outdoor play areas.
 - i. *For times when there is only one child care provider available, it is recommended to keep all children in sight (e.g., such as when making meals) – keep children on same level as kitchen and provide table/floor activities such as drawing, coloring, puzzles, reading, etc.*
- d) Keeping doors open when helping a child in the bathroom, monitoring bathrooms if children can use the bathroom at the same time (such as having multiple toilets/stalls, etc.). Staying outside of the stalls to give children privacy, but always close and within hearing to assist/intervene as needed.
- e) Diapering/bathroom policies should include who can change diapers (employees) or who can help children in bathroom.
- f) Monitoring locker rooms/bathrooms if children are changing clothes for activities (e.g., swimming).
- g) If playing music or sound machine, keep volume low enough so children can be heard at all times.
- h) Space children as far as possible from one another for napping.
- i) If children can use the bathroom interdependently, have the children tell you when they need to use the bathroom so you are aware of where they are. Make a rule that only one child should use the bathroom at a time, unless there are multiple stalls and a staff member is present.
- j) Cell phones should be prohibited from all diapering and toileting areas.

Considerations for older children:

- a) Specific rules about one-on-one meetings.
- b) Procedures for bathroom use and changing and shower facilities (if applicable) – making sure children are always within hearing of an employee.
- c) Maintain active supervision always. Keep children within sight and hearing, arrange furniture and activity areas so all areas are easily seen, and be aware of enclosed spaces. Also, consider outdoor play areas.
- d) Have the children tell you when they need to use the bathroom so you are aware of where they are. Make a rule that only one child can use the bathroom at a time, unless there are multiple stalls and staff member is present.

The importance of creating policies and procedures that hold all employees and volunteers accountable for the prevention of child sexual abuse cannot be stressed enough. Leadership teams are key in leading policy change by implementing and enforcing policies/procedures.

PREVALENCE: NORTH DAKOTA & NATIONAL STATISTICS



According to the 2021 Children's Advocacy Center Annual Report, centers saw 1,165 girls and 563 boys. Of the children that came to the centers, 51% were there due to an allegation of sexual abuse. The reality is that child sexual abuse cases are extremely underreported. Research suggests that only about 38% of child victims disclose the fact that they have been sexually abused. One study found that the average age child sexual abuse victims tell anyone they were abused is 52 years old. (Keep Kids Safe, 2021) And some victims may never disclose their abuse.

Approximately 90% of children who are sexually abused know their abuser. Only 10% of sexually abused children are abused by someone they don't know. To break that 90% down even more: 30% of children who are abused are abused by family members. 60% of children who are sexually abused are abused by individuals that the family trusts. As many as 40% of children who are sexually abused are abused by older or more powerful children. (Child Sexual Abuse Statistics Fact Sheet)

The lifetime economic burden of child sexual abuse is approximately \$9.3 billion, the lifetime cost for victims of fatal child sexual abuse per female and male victim is on average \$1,128,334 and \$1,482,933, respectively, and the average lifetime cost for victims of nonfatal child sexual abuse is \$282,734 per female victim. For male victims of nonfatal child sexual abuse, there was insufficient information on productivity losses, contributing to a lower average estimated lifetime cost of \$74,691 per male victim. (Letourneau, 2018)

Although the statistics are sobering, together we can combat this crime that thrives in silence by spreading awareness, education, and developing policies that will safeguard our children from abuse.

Thank you for your dedication to ending child sexual abuse.

APPENDICES FOR RESOURCES AND HANDOUTS



APPENDIX A – PREVENTION INFORMATION

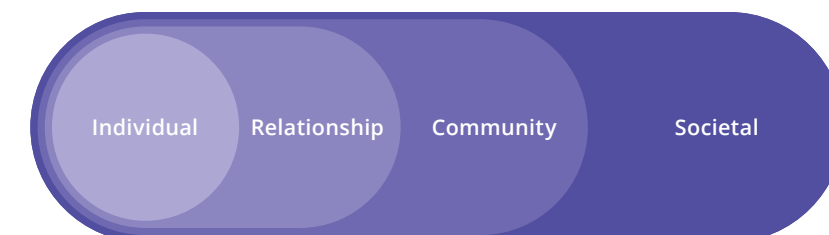
Primary Prevention & the Socio-Ecological Model

Primary Prevention focuses on preventing disease or injury **before** it occurs. This is done by preventing exposures to disease or injury, altering unhealthy or unsafe behaviors that can lead to disease or injury, and increasing resistance to disease or injury should a potential exposure occur. In the context of this guide, we are focusing on the primary prevention of child sexual abuse – preventing sexual abuse before it occurs.

The Socio-Ecological Model is a public health approach that addresses **individual risk and protective factors** and the norms, beliefs, and social and economic systems that create the conditions for the occurrence of child sexual abuse and exploitation. The social-ecological model provides a framework for understanding the complex interaction of individual, relationship, community,

and society. This model considers the complex interplay between individual, relationship, community, and societal factors. It allows us to understand the range of factors that put people at risk for violence or protect them from experiencing or perpetrating violence. The overlapping rings in the model illustrate how factors at one level influence factors at another level. (*The Social-Ecological Model: A Framework for Prevention, 2022*)

Besides helping to clarify these factors, the model also suggests that in order to prevent violence, it is necessary to act across multiple levels of the model at the same time. This approach is more likely to sustain prevention efforts over time and achieve population-level impact. (*The Social-Ecological Model: A Framework for Prevention, 2022*)



APPENDIX B – MANDATED REPORTING

Every state has laws to provide specific mandates for certain professional groups to report any suspected child abuse and neglect to child protection, police, or other authorities.

North Dakota law defines persons required and permitted to report suspected child abuse or neglect. In North Dakota, mandated reporters include dentists, optometrists, dental hygienists, medical examiner or coroner, mental health professionals, as defined under section 25-01-01, any other medical or mental health professional, religious practitioner of the healing arts, schoolteacher or administrator, school counselor, child care worker, foster parent, police or law enforcement officer, juvenile court personnel, probation officer, division of juvenile services employee, licensed social worker, family service specialist, child care licenser, or member of the clergy having knowledge of or reasonable cause to suspect a child is abused or neglected, or has died as a result of abuse or neglect, shall report the circumstances to the department or authorized agent if the knowledge or suspicion is derived from information received by that individual in that individual's official or professional capacity. However, anyone who suspects child abuse and neglect may make a report. It's a Class B misdemeanor when a mandated reporter chooses not to report suspected abuse, neglect, or death resulting from abuse or neglect.

All employees and volunteers should become familiar with and receive regular training on their organization/school's reporting policy so there is no doubt that mandated reporters will be able to properly fulfill their duty to report suspected child abuse or neglect. If an organization/school does not have a policy in place, it is strongly recommended that a mandated reporting policy be developed and reviewed annually.

To report suspected child abuse and neglect, call the statewide toll-free Child Abuse & Neglect Reporting Line at 1-833-958-3500. Reports of suspected child abuse or neglect may be made verbally or in writing. The state's reporting form, [SFN 960](#), is also available at local human service zone offices.

Mandated reporting policies are secondary prevention because they address abuse after it has been perpetrated. It is important to note that professionals often are unsure about what counts as a disclosure, and when and how to make a report about suspected child abuse and neglect. It has been found that teachers were more likely to underreport than to overreport. (Webster, 2005) Understanding the signs of child abuse and knowing how to make a report are crucial for stopping all types of child abuse in North Dakota. Both training and education are key to stopping the cycle of abuse. Please visit mandatedreporter.pcand.org to learn how to spot the signs of abuse and neglect.



SFN 960



Mandated Reporters

APPENDIX C – NORTH DAKOTA STUDENTS & SAFETY LAW

15.1-19-26.

Prohibition on aiding and abetting sexual abuse.

1. The state educational agency, or local educational agency that receives federal funds under section 8546 of the Elementary and Secondary Education Act [20 U.S.C. 7926] shall prohibit any individual who is a school employee, contractor, or agent, or any state educational agency or local educational agency, from assisting a school employee, contractor, or agent in obtaining a new job, apart from the routine transmission of administrative and personnel files, if the individual or agency knows there is confirmation, or there is an investigation underway based on a claim the school employee, contractor, or agent engaged in sexual misconduct regarding a minor or student in violation of law.
2. *Subsection 1 does not apply if:*
 - a. The information has been properly reported to a law enforcement agency with jurisdiction over the alleged misconduct and any other authorities as required by federal, state, or local law; and
 - b. **(1)** The matter has been officially closed or the prosecutor or police with jurisdiction over the alleged misconduct has investigated the allegations and notified school officials that there is insufficient information to establish probable cause that the school employee, contractor, or agent engaged in sexual misconduct regarding a minor or student in violation of the law; **(2)** The school employee, contractor, or agent has been charged with and acquitted or otherwise exonerated of the alleged misconduct; or **(3)** The case or investigation remains open and there have been no charges filed against, or indictment of, the school employee, contractor, or agent within one year of the date on which the information was reported to a law enforcement agency.

15.1-19-27.

Conviction of aiding and abetting sexual abuse – Penalty.

Any individual who is a school district employee, contractor, or agent convicted of aiding and abetting sexual abuse as described in section 15.1-19-26 is guilty of a class B misdemeanor.

Currently, North Dakota has not passed legislation requiring or encouraging child sexual abuse prevention education in schools.

APPENDIX D – NORTH DAKOTA HEALTH EDUCATION CONTENT STANDARDS

The North Dakota Health Education Content Standards give educators, administrators, and parents information they need about what students should know, and be able to do, during each step of their educational journey in the school setting. Health education includes information about physical and mental health, exercise and nutrition, and disease and injury prevention. Comprehensive health education builds students' knowledge, skills, and positive attitudes about health, and motivates our young people to make positive choices that will maintain and improve their health. Below are the eight health standards.

- **Standard 1** Understand concepts related to human growth and development, health promotion, disease prevention.
- **Standard 2** Analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.
- **Standard 3** Demonstrate the ability to access valid health information, products, and services.
- **Standard 4** Demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

- **Standard 5** Demonstrate the ability to use decision-making skills to enhance health and avoid or reduce health risks.
- **Standard 6** Demonstrate the ability to use goal-setting skills to enhance health and avoid or reduce health risks.
- **Standard 7** Demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.
- **Standard 8** Demonstrate the ability to advocate for personal, family, and community health.

To view these standards in detail with specific benchmarks, please visit: nd.gov/dpi



ND Health Standards 2018



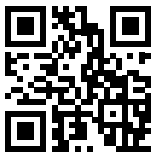
APPENDIX E – NORTH DAKOTA CHILDREN'S ADVOCACY CENTER INFORMATION

A Children's Advocacy Center (CAC) is a victim-focused, community-orientated, safe facility in which members of a multidisciplinary team work together to provide a comprehensive, coordinated, and compassionate investigation and intervention of abuse allegations.

CACs operate on the important belief that the best interests of the child victim should be prioritized and protected as the case proceeds through the investigation and prosecution stages and beyond. CACs offer a child-friendly environment where child victims can feel safe to disclose.

The North Dakota CACs provide forensic interviews, medical evaluations, victim support/advocacy, and trauma counseling. North Dakota's CACs are located in Fargo, Grand Forks, Bismarck, Dickinson, Watford City, Standing Rock, Minot, Williston, and Bottineau. The North Dakota CACs serve all 53 counties and five reservations in the state.

To learn more about North Dakota Children's Advocacy Centers, please visit cacnd.org



Dakota Children's Advocacy Center
Bismarck, Dickinson, Watford City,
Standing Rock, Jamestown
701-323-5626
dakotacac.org



Northern Plains Children's Advocacy Center
Minot, Williston, Bottineau
701-852-0836
northernplainscac.org



Red River Children's Advocacy Center
Fargo, Grand Forks
701-234-4580
rrcac.org



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