



Abuse Prevention Education

Current research suggests that effective abuse prevention education programs should have the following features:

Active participation

It is better for students to participate in active learning experiences, such as role-plays, rather than passive ones such as videos or colouring books.

Explicit training

It is best if students rehearse the specific behaviours they are expected to use in an unsafe situation, such as telling someone that they have been harmed. Lectures, handouts, and other methods where students are taught concepts rather than skills are likely to be less effective.

Group training

Students are likely to feel safer discussing challenging topics in group settings rather than on their own.

Standardised materials

Abuse prevention programs are likely to be more effective when taught by trained instructors, who present materials with standardised content.

Integrated into the school curriculum

Programs should be connected to other learning and teaching rather than 'stand-alone'.

Long rather than short programs

Abuse prevention programs are likely to be more effective if presented over a long period of time, and followed up with 'top up' sessions. 'One-off' presentations or short programs are likely to be less effective.

Parental involvement

Programs are more likely to benefit from abuse prevention training if their parents are involved in the program.

Teacher Education

Abuse prevention programs are likely to be more effective if the teachers delivering them have received training.

Schools wishing to develop their own abuse prevention programs should refer to available research evidence about what works.

Reference:

Sanderson, J. (2004). Child-focused sexual abuse prevention programs: How effective are they in preventing child abuse? *Crime and Misconduct Commission Research and Issues*, 5. Available from www.cmc.qld.gov.au

For further information see

www.education.qld.gov.au/student-services