

Background Information

From 2011-2017, the *Think First & Stay Safe™* curriculum was taught to 38,000 students in 1,800 classrooms (K-6) throughout five SW Indiana counties. Pre- and Post-tests were conducted to document the program's efficacy, with control groups.

Six years of pre and post-test evaluations document that **K-6 students who learn *Think First & Stay Safe™* consistently improve their knowledge and skills acquisition (K, 33%; Grades 1-2, 37%; Grades 3-4, 27% and Grades 5-6, 28%), with post-test outcomes of 80% or higher correct responses.**

(All data is analyzed by a professional statistician and is considered statistically significant. Evaluation summary follows; full Pre/Post data available upon request from info@childluresprevention.com)

Think First & Stay Safe continues to be taught and evaluated each year; data from 2017-18 and 2018-19 school years available soon.

Data Summary

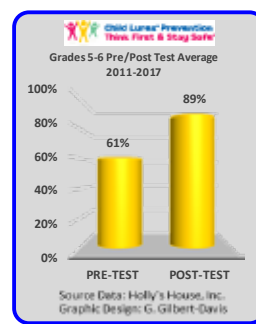
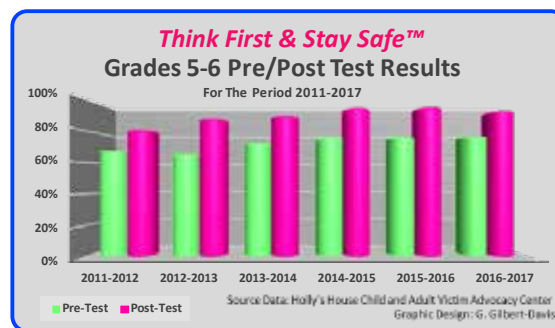
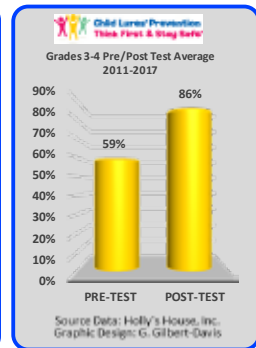
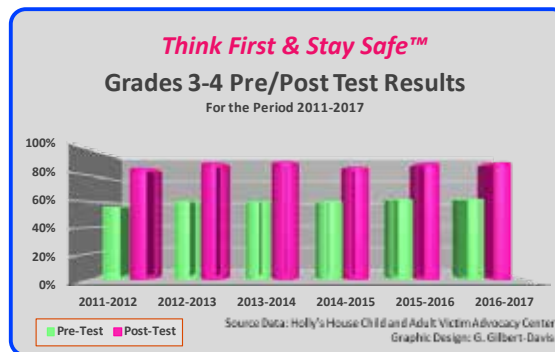
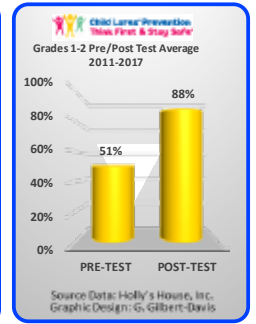
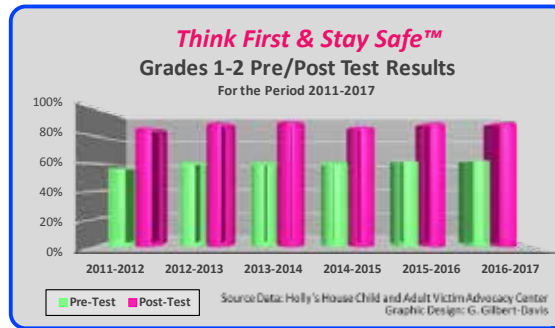
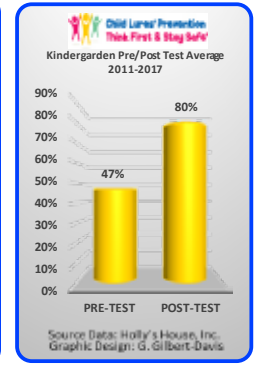
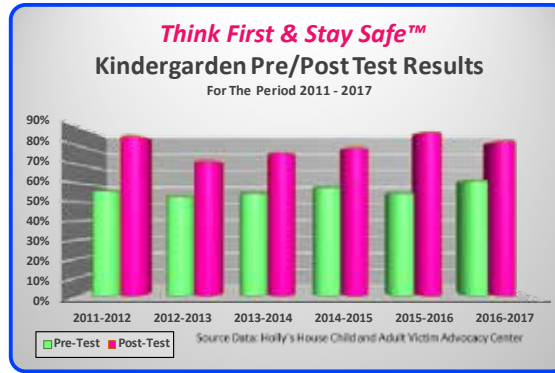
Kindergarten and Grades 1-2 students demonstrated the highest level of overall improvement between the pre-/post-test. This is not surprising as this is guaranteed to be the first time these students have been exposed to the program. At the other grade levels, some students have had the program in prior school years, which increases their pre-test score, lowering the margin for improvement.

Between grade levels (from the previous post-test to the next pre-test), the number of students' correct answers often drop by half. Then, after experiencing *Think First & Stay Safe™* again, in their post-test responses, they show a regaining of the previously lost knowledge, as well as a 30-50% increase in knowledge. With each new year of *Think First & Stay Safe*, while dropping in accuracy at the start, students are starting with a higher base of knowledge and showing greater mastery of the concepts post-test with each refresher of the core concepts and skills. **This speaks to the importance of teaching *Think First & Stay Safe™* child sexual abuse awareness and prevention education to every student in every grade, every year.**

Value for Insight Gained from Pre- and Post-Test Data

For this study, *Think First & Stay Safe™* was taught by trained Prevention Educators from *Holly's House Child and Adult Victim Advocacy Center* in Evansville, Indiana. Ahead of classroom presentations, teachers are asked to administer the Pre-Test as a form of collaboration. Doing so allows teachers to introduce the upcoming program, gives students a preview of what they'll experience soon and allows for more classroom time for the actual curriculum to be taught.

For schools that hosted *Think First & Stay Safe™* presentations annually for every grade level, schools were asked to complete their Pre-Test at least a week prior to their program week. This request is typically made for 2nd through 6th grades, as it gives the Prevention Educators an opportunity to score the tests and determine what core concepts and lure-recognition skills the students have retained from their previous exposures to the program. That insight guides the educators in planning the lessons for the time they are in those classrooms. When students have retained many of the core concepts, the Prevention Educators are able to present brief reviews of the core concepts and then use more time for extra skills practice activities to help students delve deeper in their understanding and grow their confidence.



Research and Evidence-Based Think First & Stay Safe™ Curriculum for Grades K-6

Think First & Stay Safe™

GRADE LEVELS	SCHOOL YEAR						
	2011-2012	2012-2013	Fall 2013	Spr 2014	2014-2015	2015-2016	2016-2017
Kindergarten		19.1%	16.0%	21.0%	29.0%	32.0%	21.1%
K-2nd grades	28.8%	28.3%					
1st-2nd grades			30.6%	30.0%	31.0%	27.4%	27.5%
3rd-4th grades	6.1%	20.3%	20.4%	19.3%	20.0%	16.2%	15.6%
5th-6th grades	12.4%	21.2%	20.6%	16.9%	19.1%	19.0%	15.9%

% Improvement in knowledge and skills

(Note: Pre/Post Test updated in 2014 & 2016)

All data is analyzed by a professional statistician
and is considered statistically significant.

Taking a Closer Look at Sample Data

Summary of Test Results 2015-2016: Pre- and Post-test comparative data shows...

All students showed improvement on all questions, with a higher percentage of correct answers on the Post-tests.

Students in Kindergarten demonstrated a 32% improvement; Grades 1-2 students improved by 27.4%;

Grades 3-4 students improved by 16.2% and Grades 5-6 students improved by 19%.

Data Analysis Area	Kindergarten	1st-2nd	3rd-4th	5th-6th
Pre-test	55.0%	61.5%	74.5%	75.4%
Post-test	87.0%	88.9%	90.7%	94.4%
% Improvement	32.0%	27.4%	16.2%	19.0%

Approximately 3/4 of 3rd-6th graders provided correct answers on the pre-test assessment. None of the grade levels, however, started with an over 80% correct knowledge base, which is the goal of Holly's House for the post-test. All grade levels achieved overall correct answers of 80% or higher on the post-test. Thus, Holly's House's outcome goal for 80% correct responses on the post-test was not only achieved, but surpassed at all grade levels (87%, 88.9%, 90.7% and 94.4%).

Data Presentation at National and International Conferences

Jennifer Mitchell (Co-President of CLP/TLP) and Crystal Sisson (Lead Prevention Educator at Holly's House Child and Adult Victim Advocacy Center) co-presented "*School-Based Prevention Education Partnerships: An Innovative Community Approach to Effectively Help Safeguard Children*" at the **35th International Symposium on Child Abuse** in Huntsville, AL on March 19, 2019.

Their seminar focuses on the model of Child Advocacy Centers using Think First & Stay Safe™ to provide child sexual abuse awareness and prevention education in local schools, while simultaneously providing each participating student's parent/guardian with a Think First & Stay Safe PARENT GUIDE for home awareness and reinforcement of the program concepts. Jennifer and Crystal also presented this seminar at the **2018 National Children's Alliance Leadership Conference** in Washington, DC. on June 11, 2018.

Community Impact of teaching *Think First & Stay Safe** in Indiana

Sidney Hardgrave, Executive Director of Holly's House, reviewed statewide data from Indiana Department of Child Services. She noticed there have been lower rates of substantiated physical and sexual abuse in the five counties (Gibson, Pike, Posey, Vanderburgh and Warrick) that receive *Think First & Stay Safe** (TF&SS) compared to counties that do not.

In the Spring of 2018, the University of Evansville began a research study looking at ten years of Holly's House forensic interviews to ascertain if there is a correlation between report rates and the implementation of the *Think First & Stay Safe* program presentations in the 5 counties served by Holly's House presentations. As of April, 2019, one of the key findings of the study states, "Children exposed to the Think First & Stay Safe program were more likely to disclose abuse during the forensic interview." Holly's House forensic interviewer Molly Elfreich confirmed "The kids who did receive TF&SS and did disclose had more detailed stories and were more likely to be substantiated. Their outcry was more definitive. Once they did make the decision to disclose abuse, it made the disclosure more likely to be followed through." This research validates the value of *Think First & Stay Safe* prevention education.