



Igniting Positive Behavior Change that Lasts: How to Design Self-Directed Behavior Change Curriculums

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IGNITING POSITIVE CHANGE THAT LASTS: HOW TO DESIGN SELF-DIRECTED BEHAVIORAL CHANGE CURRICULUMS

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INTRODUCTION

Leaders are visionaries of human possibility. They see into futures that stretch people. Whatever their field or product, by their very nature they ask people to grow and change - sometimes from absolute necessity, sometimes toward brilliant inspiration. Leaders yield specific, behavioral change that brings their vision into dynamic, living, breathing, results-producing reality.

According to John Kotter, Harvard Business School professor, changing the behavior of people is the most important challenge for businesses navigating a turbulent world. I would add that *changing the behavior of people is also the most important challenge in healing our social, economic, healthcare, environmental and cultural issues as well.* "The central issue is never strategy, structure, culture, or systems," Kotter says. "The core of the matter is always about changing the behavior of people."

But, herein lies the rub: Often, people do not know how to change consciously.

Let's pause. Notice we have not said, "People are reluctant to change," or "People resist change." Not so – at least not inherently. In fact, we change constantly at every level of our being, as does the outside world – rapidly! Rather, **reluctance and resistance to change are byproducts of a missing**

internal skill set. In short, when people are being asked to forgo habitual behavior, and change to new behavior, they must be taught more than simply *what* to change. People must be taught *how* to change consciously. They must be given the inner skills to self motivate and maintain the change, even in “untrained” conditions.

“What” happens outside the person. “What” is the outcome of the change. “How” happens inside the person. “How” is the *experience* inside the person that causes new action.

This paper presents a training design model that facilitates a new experience of personal power, resulting in creative behavioral outcomes.

This white paper will:

- ✓ **Introduce a proven theory in behavior change training, The Vibrational Change Theory™.**
- ✓ **Describe briefly two large-scale, social change curriculums in which the theory has been utilized, so that they can be accessed as examples throughout the paper.**
- ✓ **Identify 5 training components that cause self-motivated, self-determined behavior change in individuals and in large groups.**
- ✓ **Link these components directly to their behavioral benefits.**

THE VIBRATIONAL CHANGE THEORY™

The Vibrational Change Theory™ is an experiential, behavior-change model that causes participants to make self-directed, behavioral changes in alignment with the positive vision of the skills being taught. The model opens creative possibilities in participants that even their leaders cannot foresee, because the model’s impact is inherently multidimensional. The Vibrational Change Theory™ is particularly useful as a large-scale, social change model. The model is derived from how *individuals* consciously change.

The conceptual framework of the Vibrational Change Theory® consists of the following basic understandings:

- The acquisition of new knowledge (facts) does not alone motivate new behavior.
- Top-down mandates in a hierarchical system do not alone motivate new behavior.
- Fear or avoidance of a negative outcome does not motivate new behavior. What's more, participants do not learn well in a condition of fear or external demand. Fear can motivate a short-term, reactive response, but it does not motivate a well-integrated choice response. Thus, fear is not a good emotional motivator.

Instead,

- A person's behavior change is motivated primarily by a **desire** that is personal to him or her.
- The person experiences that personal desire as having a **collective purpose**. A "desire" is defined here as *a feeling of aspiration for a new, positive possibility*. Another definition for desire is *hope that requires action*.
- The experience of desire causes a marked shift in the person's vibration, his energy, her *being*.
- That vibrational shift allows new behavioral possibilities to come into awareness that were not accessible to the person in their previous vibration. These new behaviors may feel like a risk because they are new choices with unknown outcomes; but these constructive risks are supported by the overriding desire for personal and collective benefit, **to be of service**. Thus,
- Behavior change results from a participant's willingness to act on a new possibility that has both personal and collective benefit.
- The experience of being of service shifts a person's felt-motivation, their energetic vibration, from external locus of control (fear/requirement) to an internal locus of control (desire/contribution).

- This vibrational shift, coupled with **action-based skills** and **cooperative community interaction**, makes behavior change measurable and sustainable over time, even in “untrained” conditions. That is, participants are able to generalize their new skill set, moving their feeling of new possibility into action in unforeseeable and multidimensional ways.
- Behavior change feels natural and easy inside the new energetic vibration.

The goal of the Vibrational Change Theory is to provide an energetic shift in the participant toward constructive risk-taking that fulfills a desire to contribute to others. This vibrational shift supports the participant and enables her to uptake the new behaviors that the training prescribes.

TWO LARGE-SCALE SOCIAL CHANGE CURRICULUMS

To serve as examples later in this white paper, two large-scale, social change curriculums will be introduced that utilize the Vibrational Theory of Change™ as the underpinning model.

Stewards of Children® is an international, community-based curriculum that inspires adults to take personal responsibility for protecting children from sexual abuse. Developed in 2004 with Darkness to Light, ***Stewards of Children***® is an uplifting, skills-based curriculum that is comprised of a film and self-directed workbook. ***Stewards of Children***® can be accessed as a live, interactive, facilitator-led experience or as an online training. It is used by organizations that serve children, and by parents and other adults in protecting their own children.

Using **Phoenix Possibilities’ Docutrainig**® methodology consisting of

- An effective film montage of adult survivors of child sexual abuse
- Experts, youth serving professionals and parents
- Hosted teaching
- A self directed workbook

Stewards of Children® causes targeted behavioral change at the individual level, and enables adults to partner in creating healthy and safe communities for children. www.darkness2light.org

A discussion of *Stewards of Children's* reach and third-party evaluation information has been reserved for the end of this paper.

Partnerships in Motion: A Renaissance in Aging is also a Phoenix Possibilities Docutaining®. Developed for VistaLynk Solutions LLC, the program uses both a hosted teaching component and a dynamic range of aging individuals and their partners –be they friends, family, or the organizations for which they work. Partnerships in Motion explores the visionary questions, “What are the basic, inner skills of people who are lit up and fully engaged as they age, come what may?” and “What makes a satisfying, rich, purposeful experience of older age, not only for aging persons but for everybody in relationship to them?”

The curriculum is an exuberant representation of Elders and their Partners, all bringing their desires, purposes and loves into their families and communities in a mutually contributing way. *Partnerships in Motion* targets the Boomer generation as they approach Aging, those who are aging themselves, and caregivers of those who are aging. It shifts the paradigm of Aging from decline and diminishment to inspiration, partnership and contribution. This program has not yet been evaluated.

What follows are training strategies used in both curriculums. These strategies are experienced by the participant as fractals. That is, each strategy contains the whole, and happens simultaneously in an integrated fashion. Each of these strategies, when provided *as an experiential whole*, facilitates behavior change in the individual. These strategies are necessary for virtually any behavioral changes that are sought, be they in the workplace, personal choices, (i.e. health and wellness), or in social/community groups. Trainings that hinge on these strategies allow dynamic, self-motivated behavior change in individuals and in large groups.

TRAINING STRATEGIES

It should be noted that these strategies are presented here in a logical framework, but in actual practice they happen non-linearly, in an integrated fashion.

Catalyze Vibration

The term “vibration” when applied to the human being might be thought of as his resonance, his way of being, the energy that the person emits and creates from in any given moment. *Unless we are very skillful with creating our vibration consciously, it is usually changeable with our circumstances.*

My vibration is very different when I am sitting by a babbling spring, in a wooded grove, on a cool, sun drenched morning, dressed in a warm cotton sweatshirt, than when I am stranded in a traffic jam, on the way to an important business meeting, exhaust fumes billowing, with my air conditioning not working. Brook-side, I might have an inspired conversation with God, easily resolve an impasse at work, or create my next piece of poetry. Traffic-jammed, I blow the horn, curse and sweat, and imagine my financial ruin.

None of these results are a product of my circumstances directly (well, maybe the sweating); but rather of my vibrational state. My vibration and the state of my consciousness are one and the same. My vibration in any given moment is the emanation of my thinking, feeling and energy. *My vibration shapes what seems possible.*

Vibration is primary. Behavior is the result.

Because vibration shapes what seems possible, it directly shapes behavior. It is important that training offer participants a vibration that matches the desired change. For instance, it is necessary that participants of *Stewards of Children*[®] feel empowered to take the risks involved in protecting children

from sexual abuse. Thus, every person represented in the film, be they adult survivors, experts, or the host, carries the vibration of *empowerment, determination, self-responsibility and hope*. No one in the film carries the energy of victimization or blame.

This creates what I call ***vibrational consistency***. The participant experiences a “community” of people, each carrying the same energetic vibration in their own unique way. He receives a consistent, energetic imprint that shapes what seems possible to him. He experiences the same vibrational message, being played out in the varied lives of many different characters. He notices the multidimensional use of that same vibration, and his awareness widens for the behavioral application of that vibration within his own circumstances.

In establishing vibration, it is also essential to use what I call ***language of possibility***. Borrowing another *Stewards of Children*[®] example, we do not establish our vision for children as one of “safety.” “Safety” can imply an external threat. We need only be “safe” if there is something to be “safe from.” The moment “safety” is used as a desired outcome, participants start unconsciously hearing “problem”, and begin assuming their typical response to problems (denial, fear, blaming, searching for solutions). They become oriented around a threat, rather than a possibility, yielding unwanted behavioral results. Using the *language of possibility*, we instead establish our desire as children being “creative, kind, and whole.” This desire throws a grappling hook out into positive possibility for children, rather than tethering participants to a problem that needs to be extinguished.

Offer and demonstrate a vibration that lifts participants
into possibility.

Vibrational consistency and *language of possibility* yield behavior change that is generalize-able and lasting for the participant. The participant can *feel* the state of being that produces the new behavior. There is no energy being spent on that which we do not want to create.

What's more, it is virtually impossible to give a behavioral directive for every potential circumstance. Instead, we must rely on participants' ability to think and "feel on their feet". Participants may not be able to remember all of the behavioral directives, nor will those directives always be applicable from situation to situation. Nevertheless, the vibrational imprint remains as an *inner directive* that is kinesthetically memorable. That inner directive drives new, creative choices.

Illuminate Desire

Recall that for purposes here, desire is defined as *a feeling of aspiration for a new positive possibility*. 'Key word here: *feeling*. Desire is not meant here as an end result, but rather *as an experience of oneself*.

<p>Desires:</p>	<p>Design your training to illuminate desire in a participant for lasting behavioral results. Call forward a new behavioral intention that is personally meaningful to the participant. That behavioral intention must be broad enough for the participant to apply in her life in her own way.</p>
<p><i>e.g. Vitality</i></p>	
<p><i>Wholeness</i></p>	
<p><i>Peace</i></p>	
<p><i>Empowerment</i></p>	

For example, many people can relate to the desire for "vitality." "Vitality" ignites a feeling inside the person. In *Partnerships in Motion*, we declare, "Movement is the key to vitality."

Thus, the behavioral directive is "Keep Moving". People in the film illustrate that "Keep Moving" can be taking Pilates lessons, learning to use a computer, moving to a new home, taking up a hobby, or getting a new dog. The message is, of course, that there are many ways to "Keep Moving," and that the intentional purpose of movement was "vitality". *Vitality* is the desire that the behavioral directive serves.

A benefit of illuminating desire in your participant is that the behavioral application of desire is multidimensional. Your participant will create new behaviors to express the desire that even you have not yet imagined.

Create Dynamic Tension

Dynamic tension can be described as *the palpable gap between the fact of what is and the desire for what could be.*

Design your behavior change training toward the desire for what could be, not from a reaction to what is. The latter is a frequent mistake. Training should *name* what is, but it should not be designed in *reaction* to what is. When the training is designed around “a problem”, the problem itself will dictate what solutions are available. But when the training is designed in resolute relationship to what could be, “the problem” becomes one of many opportunities to apply the desire.

If a problem is to be the source of a new behavior, then the problem must be maintained in order to sustain the new behavior.
And that is going to be a problem.

Here’s an example from *Stewards of Children*®. Child sexual abuse is a problem. This is indisputable. It’s tempting to design prevention training like a war on sexual abuse, or a war on sexual offenders. It’s tempting to focus on damage and fear, and then give behavioral directives to combat it. Instead, the curriculum presents the new possibility of adults becoming *stewards of children* (vibration), as they support children in becoming *creative, kind, and whole* (desire). The training does not ignore the problem, but the problem is simply a new opportunity to get active with the desire. The behavioral directives are such things as “eliminate one-adult/one-child opportunities”, “know the signs of sexual abuse” and “talk about it.” But these directives are supported by the desire for “creative, kind and whole”, not opposed by the intractability of the problem of sexual abuse.

Problems don't motivate. Possibilities motivate.

Using dynamic tension allows the tension itself, between *what is and what could be*, to be fuel for the new behavior. Dynamic tension maintains awareness of the problem, but orients behavior around the desire. Although participants are taking corrective action, the impetus for change is not the problem, but rather the challenge of *who they could be*.

Challenge people to become who they already want to be.

Teach Personal Risk

Personal risk occurs when a participant must take a new action to fulfill the desire, and the outcome of that new action is unknown.

Often the trouble with behavior change training is not getting the person to do something new – it's getting them to do something new in a lasting way. Personal risk is the process by which the dynamic tension is resolved in an ongoing way.

Think of it like this. Behavior change does not occur in a vacuum. Each new behavior, each risk, creates a new set of outcomes that must then be navigated. For example, I take the risk to ask the school principal about whether there is adequate child sexual abuse prevention policy at the school. Simple enough, but because of my assertiveness the principal later asks me to lead a parent group for their input into the formulation of a code of conduct. Leadership – another risk for me! Therefore, it is important to make conscious for the participant that fulfilling their desire (healthy, whole children) is inherently risky. It involves taking actions that one has never taken before, with outcomes that are unknown or unpredictable. Personal risk is framed as constructive, courageous, *and necessary*.

The capacity to risk involves changing something fundamental within the participant. That is, the participant must make a conscious choice that knowing the outcome is less important than fulfilling the desire of *who they want to be*. The curriculum must normalize the experience of risk. It must frame personal risk as inherent to living in a satisfying way.

Teach personal risk not as an action to get from here to there.
Teach it as a way of being that fortifies the experience of living itself.

As another example, participants of *Stewards of Children*® are invited early in the curriculum to identify their desires for the wellbeing of their children. They are trained in what it feels like to take risks to fulfill that desire. Later, in their workbooks, they are asked to identify fears and beliefs that could stop them from talking openly with their children about sexual abuse. Next, they are asked to write a few sentences as if they are telling a child about the value and privacy of her body. Here the risk is made explicit - talking to children about sexual abuse. But it is contextualized in the dynamic tension between *what is* (their fears) and *what could be* (having a conversation that creates wellbeing for their child.)

Using personal risk as a training component prepares the participant for ongoing behavior change that is self directed, moment-by-moment. Teaching personal risk enables the participant to sustain not only the behavior change itself. It enables them to navigate the new circumstances that result from the new behavior.

Mobilize Community

Vibration is magnified in community. Learning that takes place in community is more effective than solo learning because human beings have the capacity entrain with one another. A person's ability to sustain a new vibrational state is much more robust when he is enfolded in a community that also carries that vibration. Since learning a new way of being is "remember, forget, remember, forget", the community "reminds" the individual naturally during moments of "forgetting".

Vibration is contagious.

To mobilize community, have participants experience your training in a group. Enable them to discuss their intended risks together. Use a teaching framework in which people who share traits with participants serve as examples of both vibration and behavior.

For example, in *Partnerships in Motion*, the video portrays everyday elders and their partners fulfilling their chosen purposes, communicating successfully about difficult issues, and partnering to create satisfaction. Participants can see themselves in the people in the video and receive a vibrational imprint for what the new behaviors may feel like.

There is more experiential validity when the “teachers” are experienced as members of the community themselves, rather than a teacher outside the community. A sense of “we-ness” and affinity develops. Participants feel, “if they can do it, I can do it.”

Provide the experience of the community teaching itself.

Learning in community allows the participant to experience her personal desire as having collective benefit. This reinforces a sense of purpose and a feeling of being part of something greater than oneself. The experience of being a contribution raises one’s vibration, is self-reinforcing, and is reinforcing to the group.

The foregoing are 5 primary curriculum design strategies that enable behavior change. There are numerous others that may be employed. You are welcome to call me to discuss your behavior change training ideas and needs.

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www.cliffjumping.net

Participate in Stewards of Children at www.stewardsofchildren.com.

Participate in Partnerships in Motion at www.partnershipsinmotion.com.

The Vibrational Theory of Change™ is originated by Phoenix Possibilities Inc. The theory underpins the premier program, *The Cliff Jumping® Program*, as well as all of its other personal development programs.

STEWARDS OF CHILDREN ACHIEVEMENTS AND EVALUATION DISCUSSION

Facilitators of *Stewards of Children®* are presently training adults to protect children from sexual abuse in the following countries. This diverse cultural application demonstrates the universality of the vibrational skills being taught within the curriculum.

Antigua

England

Japan

Australia

Guatemala

Peru

Barbados

Honduras

Spain

Bermuda

Iceland

St. John, Netherland

Canada

India

Antilles

Cayman Islands

Jamaica

United States

The film and workbook have been translated into Spanish and Hindi.

AWARDS AND ENDORSEMENTS

In 2007, *Darkness to Light* won the McGruiff™ *Crime Prevention Award of Excellence* for its dissemination of *Stewards of Children*.

In 2014, out of 3600 submitted programs worldwide, *Stewards of Children* received the **United Nations Foundation Classy Top 5 Award** in the area of child rights.

Also in 2014, *Stewards of Children* also won a Telly Award for Quality in the area of training.

The *Stewards of Children* curriculum has undergone rigorous review by the US Office of Juvenile Justice and Delinquency Prevention (OJJDP) and the California Evidence-Based Clearinghouse. It is the only OJJDP sexual assault/rape Model Program focusing on adult prevention. It is rated by the California Evidence-Based Clearinghouse as a promising practice and is the only rated program that serves the staff and volunteers of schools and other youth-serving organizations.

In August of 2015, *Stewards of Children*® achieved the milestone of one million participants trained.

STEWARDS OF CHILDREN PROGRAM EFFICACY

Six studies evaluating *Darkness to Light's Stewards of Children* program have been completed.

Evaluation #6: 2015 The Impact of Child Sexual Abuse Training for Educators on Reporting and Victim Outcomes: The Texas Educator Initiative

This survey was conducted by Catherine Townsend with *Darkness to Light* and M. Lyndon Haviland, MPH, DrPH, of the CUNY School of Public Health

Child sexual abuse recognition and intervention training requirements for educators are rapidly being adopted by states and school districts throughout the nation. There are a plethora of home-grown programs being used to meet these requirements, none of which have data to demonstrate an impact on child-protective behaviors or child sexual abuse reports, substantiations, or interventions.

Darkness to Light's Stewards of Children® is the only evidence-informed child sexual abuse prevention, recognition, and intervention educator training available nationally. More than one million people, including 250,000 educators, have completed Stewards of Children®. The training has been shown to change child-protective behaviors but, until now, Darkness to Light has not had the data necessary to demonstrate an impact on child sexual abuse reports, substantiations, or interventions in cases of abuse.

In October 2015, Darkness to Light conducted a one-year follow-up survey of 79,544 Texas educators who had taken the Stewards of Children® training, alone or in tandem with Texas Mandated Reporter training, during the fall of 2014. The purpose of this survey was to determine if educators increased their reports of previously unrecognized child sexual abuse to authorities in the year after training.

In the year following training, educators increased their reports of child sexual abuse to authorities by 283% as compared with career averaged reports in the year prior to training. Texas Department of Family and Protective Services (DFPS) data was obtained to corroborate the results. An analysis of 2011 – 2015 data from DFPS allow for the possibility of increased reporting of cases of previously unrecognized abuse by educators from 2014 to 2015. More children were also substantiated as sexually abused during this time period.

The effectiveness of a training program such as Stewards of Children® can be evaluated by whether more children receive intervention services as a result of that program. Intervention services have been shown to mitigate many of the negative effects of child sexual abuse.³⁶ The data allow for the possibility that more children received intervention services in 2014 and 2015 as a result

of the Texas Educator Initiative. This implies that the Stewards of Children® program, alone or in tandem with Texas Mandated Reporter training, may be effective in creating positive outcomes for children.

Townsend, C., Haviland, M. (2016). The impact of child sexual abuse training for educators on reporting and victim outcomes: The Texas Initiative. Charleston, S.C., Darkness to Light. Retrieved from http://www.d2l.org/site/c.4dICIJOkgcISE/b.9358399/k.5FEC/Efficacy_of_Stewards.htm.

Evaluation #5: 2014 Initial Assessment of Stewards of Children® Program Effects on Child Sexual Abuse Reporting Rates in Selected South Carolina Counties

This study was conducted by Elizabeth J. Letourneau, Ph.D., Johns Hopkins Bloomberg School of Public Health, Paul J. Nietert, Ph.D., Department of Public Health Sciences, Medical University of South Carolina and Alyssa A. Rheingold, Ph.D., Department of Psychiatry and Behavioral Sciences, Medical University of South Carolina.

Child sexual abuse (CSA) prevention programs often include a focus on increased reporting of suspected abuse, in addition to other prevention components such as helping trainees recognize suspected abusive situations. This study aimed to determine whether the Stewards of Children® prevention program is associated with increased CSA reporting. Analyses examined whether rates of CSA allegations increased over time in three counties in South Carolina (SC) targeted with program dissemination efforts and whether CSA reporting trends differed between the three targeted counties and three comparison counties that did not experience substantial program dissemination. CSA allegation data were obtained by county and year for pre-dissemination and post-dissemination periods from the SC Department of Social Services. Results indicated that, for the targeted counties but not the non-targeted counties, estimated allegation rates increased significantly over time, corresponding with the onset of significant program dissemination efforts. Results also indicated significant between-groups differences in allegation trends for targeted versus non-targeted counties. These findings

suggest that the Stewards of Children® prevention intervention may be associated with increased CSA allegations.

Letourneau, E. J., Nietert, P. J., Rheingold, A. A. (2016). Brief report: Initial assessment of a prevention program effect on child sexual abuse reporting rates in selected South Carolina counties. Child Maltreatment, 21(1), 74-79.

Evaluation #4: 2006 – 2011 A Controlled Experimental Study of the Impact of Darkness to Light’s Stewards of Children® Program on Child Care Professionals’ Primary and Secondary Prevention Efforts, including Changes in Knowledge, Attitudes, and Reports of Behavior Over Time, As Related to the Prevention of Child Sexual Abuse.

This 3-year study was funded by the US Centers for Disease Control and was conducted by Alyssa Rheingold, Ph.D at the National Crime Victim’s Research Center at the Medical University of South Carolina. It evaluated, in a randomized, controlled trial, the impact of Darkness to Light’s Stewards of Children® program on childcare professional’s primary and secondary prevention efforts, including changes in knowledge, attitudes, and reports of behavior over time, in relation to the prevention of child sexual abuse. This evaluation also compared the different modes of presentation (i.e. via web or facilitator-led). The study determined that those receiving the training (both online and facilitator-led) made significant changes in their child-protective behaviors over the long-term. The study was published in Prevention Science in 2015.

Rheingold, A, Zajac, K., Chapman, J., Patton, M., Arellano, M. Saunders, B., Kilpatrick, D. (2015) Child sexual abuse prevention training for childcare professionals: An independent multi-site randomized controlled trial of Stewards of Children. Prevention Science, 16(3) 374-385.

**Evaluation #3: 2008 – 2009
A Study of the Impact of Darkness to Light’s Stewards of Children® Program on S.C. Educators, including Changes in Knowledge, Attitudes, and Reports of Behavior Over Time**

This survey of educators taking the Stewards of Children® prevention program, instructor-led format, conducted by the Center for Child and Family Studies of the University of South Carolina, was completed in 2009. This evaluation project was funded by a US Department of Health and Human Services. Evaluation methods included a quasi-experimental, counterbalance and matched-question design with multiple data collection points throughout the grant period. Evaluation methods also included quantitative analysis of survey data, as well as qualitative analysis of individual interviews. 830 educators completed a pre-test and post-test. 154 completed a 2-month follow-up. This survey demonstrated that the Stewards of Children® curriculum was effective in increasing knowledge, improving attitudes and positively changing adult child-protective behavior.

The Center for Child and Family Studies College of Social Work, University of South Carolina. (2008) A Study of the Impact of Darkness to Light's Stewards of Children Program on S.C. Educators, including Changes in Knowledge, Attitudes, and Reports of Behavior Over Time. Unpublished.

Evaluation #2: 2006-2007

Evaluation of the Effectiveness of Darkness to Light's Child Sexual Abuse Online Prevention Training

This quasi-experimental evaluation of the Stewards of Children® prevention program, online version, conducted by the Center for Child and Family Studies of the University of South Carolina, was completed in 2007. This study was funded by a grant from the US Department of Commerce Technology Opportunity Program. Employees and volunteers from youth-serving organizations were the test subjects, with an intervention group of 134 individuals and a comparison group of 84 individuals. Evaluation instruments included a pretest, post-test, 2-month post-test and 6-month post-test. This evaluation demonstrated that the Stewards of Children® curriculum was effective in increasing knowledge, improving attitudes and positively changing adult child-protective behavior over the long-term.

Derrick, C.M., Flynn, C., Rodi, M., (2011). Benefits and limitations of online child sexual abuse prevention training. Unpublished.

Evaluation #2: 2005

Impact of Stewards of Children® Prevention Curriculum

This study was conducted by Trisha Folds-Bennett, Ph.D. A survey and follow-up survey of adults taking the Stewards of Children® training showed that the training increased knowledge and changed participant's child-protective behavior over the long-term. Participants also rated various elements of the training for their impact. This survey showed that participants found the most impact in the following elements: the general information about child sexual abuse; the motivational component of the training; the potential to change attitudes; the importance for youth-serving organizations; and the emotion of the taped interviews integrated into the training.

- 477 evaluations received during the SOC pilot phase - 2005
- Evaluation tool used scale of 1 – 5
- Participants representing the 9 pilot partners evaluated the effectiveness of the Stewards of Children® curriculum and the efficiency of the training format

The greatest impact was in the following areas:

- Acquisition of new knowledge about child sexual abuse (average = 4.31)
- The ideas of choice, power and consciousness as critical elements (avg = 4.44)
- The potential to change attitudes about child sexual abuse (avg = 4.45)
- Critical issues for organizations and individuals concerned about the protection of children (avg = 4.27)
- Perspectives of survivor stories in the videotape (avg = 4.64)
- Perspectives of professionals and parents in videotape (avg = 4.45)

Findings indicate a significant difference in the increase of knowledge and attitudes. Two months after training, participants experience less than a 10% decrease in knowledge gain and attitude change and show an increase in behaviors aimed at the prevention of sexual abuse. Participants were more likely to:

- Discuss issues of sexual abuse with a child or another adult
- Pay attention to potential signs of sexual abuse
- Drop in unexpectedly to ensure that a child is safe in the care of another adult

Bennett, T. F. (2005) Impact of Stewards of Children prevention curriculum. Unpublished.