

CULTURE, DIVERSITY AND SCHOOL-SAFETY PROGRAMS

by

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(Under the Direction of Rosemary Phelps)

ABSTRACT

The purpose of this study was to analyze the cultural considerations and influences when teaching the radKIDS curriculum to diverse kindergarten students with the aim of increasing knowledge of safety and empowerment about bullying and abuse. The study used a case study methodology to explore the experiences of four teacher participants involved with the program, eight parent stakeholders affiliated with the program, and one hundred students participating in the program. The motivation for this study came from the lack of research available exploring child-focused programs developed for culturally diverse children. Participants in the study felt that the radKIDS program was appropriate for teaching diverse students safety concepts, however, cultural considerations should also be implemented into the curriculum of the program. These interventions included teaching the difference between corporal punishment and abuse, and having a bilingual co-facilitator, if needed, for students with intensive English language barriers.

INDEX WORDS: School-based safety programs, Child empowerment programs, Culturally responsive prevention programs, Child maltreatment, Critical theory

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DEDICATION

This study is dedicated to my mother, Marie Bussey, who has always believed in me and encouraged me to pursue my dreams and reach for the stars. To my immediate family, Angela Daniel, Irma Lynch, and Rodney Williams, who provided the foundation for me to be my authentic self and strive for excellence.

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TABLE OF CONTENTS

	Page
ACKNOWLEDGEMENTS	v
LIST OF TABLES	xi
LIST OF FIGURES	xii
CHAPTER	
1 INTRODUCTION	1
Justification for Safety Education	2
radKIDS Safety Empowerment Education	6
Ethnicity, Culture, and Child Maltreatment	7
Study Framework	7
Significance of the Study	8
Purpose of the Study	8
Research Question	9
Methodology and Sampling Procedures	9
Definition of Terms	10
Gaps in the Literature	13
Summary	13
2 LITERATURE REVIEW	14
Child Maltreatment Defined	14
Impact of Child Maltreatment on Students	17

School-Based Safety Programs.....	21
Teachers’ Role in Prevention Programs	28
Parents Knowledge about Abuse	30
Ethnicity, Culture, and Child Maltreatment.....	31
Critical Theory	35
Gaps in the Literature.....	35
Conclusion	36
3 METHODOLOGY	37
Introduction.....	37
Research Question	37
Case Study	37
The Critical Theory Paradigm	39
radKIDS	39
Distribution of Findings.....	41
Site and Sample Selection.....	41
Role of the Researcher	47
Ethical Considerations	50
Procedures.....	50
Data Collection	52
Data Analysis	56
Conclusion	59
4 FINDINGS	60
Introduction.....	60

Parent Interview Demographics.....	62
Teacher Interview Demographics	65
Theme 1: Hope that Safety is Culturally Universal	67
Theme 2: Promotes Conversations Regarding Culturally Taboo Subjects.....	69
Theme 3: Promotes Empowerment in Culturally Diverse Students	77
Theme 4: Not Culturally Responsive in Terms of Corporal Punishment.....	79
Artifact Frequency Data Analysis.....	82
5 DISCUSSION.....	85
Purpose of the Study	85
Research Question Answered	86
My Postitionality.....	96
Implications for Counselors.....	98
Limitations of the Study.....	101
Recommendations for Future Research	103
Personal Reflections.....	105
Conclusion	108
REFERENCES	109
APPENDICES	
A PARENTAL PERMISSION FORM (ENGLISH).....	137
B PARENTAL PERMISSION FORM (SPANISH)	139
C PARENT FOCUS GROUP RECRUITMENT FORM (ENGLISH)	142
D PARENT FOCUS GROUP RECRUITMENT FORM (SPANISH)	144
E PARENT FOCUS GROUP CONSENT FORM (ENGLISH).....	145

F	PARENT FOCUS GROUP CONSENT FORM (SPANISH)	149
G	TEACHER FOCUS GROUP CONSENT FORM	153
H	REFLEXIVE JOURNAL EXAMPLE.....	156
I	TEACHER INTERVIEW QUESTIONS.....	158
J	PARENT INTERVIEW QUESTIONS.....	160
K	MEMBER CHECK EXAMPLES	162
L	<i>A PRIORI</i> CODES	164
M	INDUCTIVE THEMES.....	166
N	INDIVIDUAL PARTICIPANT ANALYSIS EXAMPLE	168
O	DATA COLLECTION AND GENERATION.....	169
P	CURRICULUM VITAE.....	175

LIST OF TABLES

	Page
Table 3.1: Parent Interviewee Demographics	46
Table 3.2: Teacher Interviewee Demographics	46
Table 3.3: Comparing Interview Questions with Research Example	54

LIST OF FIGURES

	Page
Figure 4.1: Pictorial chart of cultural themes.....	62
Figure 4.2: Artifact Frequency Data Analysis	84

CHAPTER 1

INTRODUCTION

“The school has the responsibility of supplying those experiences to the child which will make the experiences sampled by standard measures as common to him as they were to those on whom the norms of the measures were based. When the school has met the language, cultural, disciplinary, and informational lacks of the child and the child has reached the saturation point of his capacity in the assimilation of fundamental experiences and activities—then failure on his part to respond to tests of such experiences and activities may be considered his failure.” George Sanchez (1934). As the population in the United States becomes more culturally diverse, the ability to effectively educate students who are racially and ethnically diverse is one of the main goals of educational institutions (Atkinson, Lowe, & Matthews, 1995). Schools have responded to diverse populations by offering services such as English Language Learner (ELL) classes, bilingual interpretations, and written materials in multiple languages (Misurell & Springer, 2013); however, these services are only offered for required subject areas. Special programs in the school (e.g., Lego League Robotics Program or Junior League Programs) are not obligated to offer these services. Furthermore, some students from diverse backgrounds are unsuccessful in special school programs due to language barriers and cultural differences (Nastasi, Moore, & Varjas, 2004).

A critical lens was utilized to examine one highly-regarded prevention program, radKIDS, being taught in schools. radKIDS is a safety empowerment school-based program designed to teach elementary age children about concepts relating to abuse and bullying

(radKIDS, 2013). radKIDS, like many other non-academic school based programs, has failed to specifically address cultural considerations in the curriculum (Misurell & Springer, 2013).

There are several critical steps radKIDS could have taken to make the curriculum more culturally responsive (e.g., having bilingual co-facilitators, ensuring that all materials were translated, and having diverse characters in all of the materials). This failure to address cultural considerations resulted in a critical exploration of the radKIDS curriculum through the lens of critical theory.

This chapter explores the need for the radKIDS safety empowerment curriculum through the use of statistics on maltreatment, analyzes the radKIDS curriculum, examines ethnicity and culture and as factors child maltreatment, and explains the purpose of the study. Critical Theory is then explored to promote empowerment, social emancipation, and social transformation to marginalized populations (Pishghadam & Najj Meidani, 2012). Finally, gaps in the literature are explored. First, we will explore the need for safety education programs and why they are important for schools to implement.

Justification for Safety Education

There are thousands of kids who experience the ABCs (abduction, bullying, and child abuse) of victimization whose cases do not make national news. According to the National Center for Missing & Exploited Children (NCMEC, 2012), more than 7,000 attempted abductions occurred between 2005 and 2012, and approximately 35% of those abductions occurred when the child was going to and from school or school-related activities. In addition, the United States Department of Health and Human Services (2010) indicated that 864,000 students reported staying home at least one day a month because they feared for their safety. Moreover, every 7 minutes a child is bullied, reported the United States Department of Health and Human Services (2010). On the other hand, adult interventions are only present 4% of the

time, peer interventions 11% of the time, and no interventions 85% of the time. Moreover, in elementary children specifically, 17.8% of children ages 3-5 experience maltreatment, and 29.1% of children ages 6-10 experience maltreatment according to Kids Data Child Abuse and Neglect Reports by Age (KidsData, 2013).

Furthermore, according to the Centers for Disease Control (CDC, 2013), more than 3 million referrals of child maltreatment are received by state and local agencies each year—that is nearly 6 referrals every minute. Child maltreatment is a widespread social problem that negatively affects victims, families, communities, and society (Wurtele, 2009). According to the CDC (2013), child maltreatment includes all types of abuse and neglect of a child under the age of 18 by a parent, caregiver, or another person in a custodial role (e.g., clergy, coach, or teacher). There are four common types of abuse: physical abuse, sexual abuse, emotional abuse, and neglect. Child sexual abuse (CSA) incorporates a variety of activities, ranging from “noncontact” offenses (e.g., intentionally exposing one’s sexual organs to a child) to acts of varying physical intrusiveness (e.g., from fondling to vaginal or anal intercourse) (Wurtele, 2009).

Child maltreatment is not only a national problem, but a state and local epidemic as well. According to the Georgia Center for Child Advocacy (GCCA, 2013), Georgia had 37,835 reports of child abuse and neglect made to Departments of Family and Children Services in 2009, resulting in 15,341 substantiated incidents of abuse and neglect. In addition, 6,984 incidents of sexual abuse were reported; and 4,573 incidents were substantiated (GCCA, 2013).

Furthermore, more than 80% of those perpetrators were between the ages of 20 and 49 years old. Moreover, demographically, 48.5% of those perpetrators were White; 20% African American, and 18% Hispanic. In addition, 80.9% of those perpetrators were parents; 6.3% were non-

parental relatives, and 2.8% were unknown (GCCA, 2013). The local school district in the southeastern region of the United States in which this study was conducted found that mandated reporters filed over 50 DFCS referrals for abuse in the fall semester of the 2013-2014 school year, 52 counselor referrals were made for inappropriate touching, and 72 referrals for bullying.

There is one common denominator in children's safety, the child (radKIDS, 2013); therefore, educators must equip children with the skills needed to recognize danger and escape it. Schools often believed this responsibility fell on parents. However, studies have indicated that many parents lack confidence, vocabulary, and resources to talk with their children about abuse (Wurtele & Miller-Perrin, 1992; Babatskios, 2010). They omitted crucial facts such as who perpetrators might be and what to do if sexual abuse occurred; instead they focused on less important concepts such as 'stranger danger' (Chen et al., 2007). School systems evolved as the obvious choice for teaching children about sexual abuse, given that their primary function is to inform and educate, and also because of their ability to reach large numbers of children of every racial, ethnic, and socioeconomic group in a relatively cost-efficient fashion (Wurtele, 2009).

Understanding Abuse

Child abuse affects children psychologically, emotionally, and physically while disrupting healthy development (Sawyer & Judd, 2012). Psychological abuse can lead to depression, anxiety, and anger (Wurtele, 2009). Emotional abuse can cause an impaired sense of self and cognitive disturbances (Wurtele, 2009). Physical abuse can cause problems with sexuality and medical problems (Wurtele, 2009). Although varying types of abuse and neglect (e.g., physical, sexual, and emotional) are distinct, it has been shown that they frequently reoccur (Finkelhor, Ormrod, & Turner, 2007; Leeson & Nixon, 2011). Many abused children live in terror of the accused perpetrator, court proceedings, and complications associated with

abandonment from family and friends (Sawyer & Judd, 2012). Abuse destroys a sense of trust and belonging (Gobin & Freyd, 2009), shatters a sense of safety (Janoff-Bulman & Timko, 1985), and threatens healthy development of a child (Shakespeare-Finch, 2010). Despite the stereotype of the neglected child as an infant or very young child, rates are equally high or higher for school age-children and adolescents (Trickett et al., 2011). Furthermore, abuse and neglect occur among all social classes (Elliott & Urquiza, 2006). According to the United States Department of Health and Human Services (2010) in 2005, 49.7% of children who were maltreated were White, 23.1% were African American, and 17.4% were Hispanic. American Indians and Alaskan Natives accounted for 1.2 % of victims, and Asian-Pacific Islanders accounted for less than 1% of victims.

Consequences of Abuse

Research conducted has shown that a wide range of psychological issues are more prevalent among those who have been abused than among those who have not (Berliner & Elliott, 2002). According to Wurtele (2009), these difficulties include depression, anxiety, anger, an impaired sense of self, problems with sexuality, and cognitive disturbances (e.g., poor concentration, inattentiveness, and dissociation). These difficulties can lead to behavioral and academic problems at school, physical problems, and interpersonal difficulties (e.g., less social competence, more aggression, less trusting, more socially withdrawn). Feelings of safety and trust, which are closely tied to the development of self-esteem and the ability to maintain positive relationships, are often difficult for victims of childhood abuse (Feiring & Taska, 2005; Leeson & Nixon, 2011). In cases of abuse, perpetrators may take advantage of the child's need for trust by assuming a role as a friend or mentor and may make overt threats of bad things happening to the child's loved ones (Schaeffer, Leventhal, & Asnes, 2011). Research has shown that

traumatic symptoms that arise from abuse may be exacerbated by the number of perpetrators; the duration, frequency, and severity of abuse; the age of the victim and of the perpetrator; and the victim's feelings of responsibility, powerlessness, betrayal, or stigma at the time of the abuse (Briere, 1992). Children who have been sexually abused also may be at risk for other types of victimization such as physical abuse at home or bullying at school (Finkelhor et al., 2005). Children that have been abused often have school-related difficulties and do not perform as well as their non-abused classmates on standardized tests, often resulting in students being retained (Shonk & Cicchetti, 2001; Veltman & Browne, 2001).

radKIDS Safety Empowerment Education

R.A.D. stands for Resisting Aggression Defensively (radKIDS, 2013). Teaching the radKIDS curriculum involves 8 hours of interactive instruction, 10 hours with simulation (resistance training). There are three programs defined by age groups: 3.5-5 age range, 5-7 age range, and 8-12 age range. I taught the 5-7 age range curriculum with 100 kindergarten students. The radKIDS curriculum is conducted by a trained and licensed facilitator instructor. Instructor training is taught in 5 days for eight hours a day. Day 1 content which is the actual radKIDS curriculum involves teaching students how to dial 9-1-1, strangers and tricks; Day 2 content involves teaching about drug awareness, bullying, and fire safety; Day 3 content involves teaching about resistance techniques, dog safety and gun safety; Day 4 content involves information on good, bad, and uncomfortable touching; and Day 5 content involves teaching simulation (optional). The instructor training cost \$450, and upon completion each trainee is given a certificate and access to the radKIDS curriculum and website.

Although the radKIDS curriculum has been successful in empowering children against abuse and bullying, I personally believed that the program lacked diversity and attention to

cultural considerations. There are social justice concerns with the book *Sam's Secret*, which is a part of the radKIDS curriculum. The book lacks characters that are ethnically diverse. The book *Sam's Secret* is a picture book read by the facilitator as part of the radKIDS curriculum. Due to the diverse demographics of society, my students, and myself as an African American woman, I have a heightened awareness of culture and ethnicity which caused me to question how culture and ethnicity impact maltreatment and whether safety empowerment programs are culturally sensitive for students from diverse backgrounds.

Ethnicity, Culture, and Child Maltreatment

The study of child maltreatment has attempted to highlight issues related to culture and ethnicity (Elliott & Urquiza, 2006). Very few child-focused programs have been developed for culturally diverse children (Kenny et al., 2012). In a review of 87 child-centered safety programs, Plummer (1997) found only 17% of the programs were aimed at culture-specific groups. The primary modification made in these few programs was translation of materials into alternative languages (Kenny et al., 2012). Beyond translation of materials, very few programs modified materials to meet the needs of culturally diverse people (Kenny et al., 2012).

Study Framework

This study utilized a critical theory paradigm framework. The primary researcher explored the radKIDS curriculum through a critical lens, and critically analyzed its impact on diverse populations (Letizia, 2013). Therefore, culture became an active component in this research study through the use of interviews with parents and teachers on culture, abuse, and radKIDS.

Significance of the Study

There are only a few school-based prevention programs designed for culturally diverse students (Kenny, Wurtele, & Alonso, 2012). Currently, there is no data about the radKIDS curriculum specifically pertaining to its responsiveness with diverse populations. This research is significant in order to gather data about the radKIDS curriculum and to determine whether this program is sensitive to the needs of diverse students. Furthermore, this research can help other stakeholders determine whether the radKIDS curriculum can benefit their students as a prevention program of choice.

Purpose of the Study

The purpose of this study was to analyze the cultural considerations and influences when teaching the radKIDS curriculum to diverse kindergarten students with the aim of increasing knowledge of safety and empowerment about bullying and abuse. In addition, this study sought to determine the influence of having a bilingual co-facilitator teaching diverse kindergarten students concepts of safety and empowerment as it pertains to bullying and abuse from the radKIDS curriculum. Furthermore, this study asked about the perceptions of parents regarding the impact of culture as it pertains to bullying, abuse and radKIDS. Finally, this study seeks to explore the perceptions of teachers regarding the cultural appropriateness of the radKIDS curriculum for diverse kindergarten students. Statistics indicate that students are being victimized through abductions, bullying, and child abuse (CDC, 2004). In addition, scholarly literature has shown that school-based safety programs teach children how to resist maltreatment (Wurtele, 2009). Literature has also indicated that school-based safety programs lack cultural considerations (Elliott & Urquiza, 2006).

This study was designed with the following considerations in mind: (a) the impact of culture in teaching diverse students, (b) the influence of a bilingual co-facilitator (c) the perceptions of parents, and (d) the perceptions of teachers. In addition, this study utilized a critical paradigm as a guiding framework; the primary researcher used the results of the study to determine the cultural considerations and influences when teaching the radKIDS curriculum to diverse kindergarten students.

Research Question

The primary researcher used a qualitative case study with action components that included collaboration and evaluation which sought to examine the perceptions of teachers and parents regarding the current impact of culture into the radKIDS curriculum for kindergarten students and asked the following research question:

- What are the experiences of parents, teachers, and students as it pertains to safety, culture, and the radKIDS curriculum?

Methodology and Sampling Procedures

This qualitative study involved parent focus group interviews, parent individual interviews, teacher focus group interviews, and radKIDS pre-test/post-test artifacts taken by kindergarten students from a local elementary school.

Interviews with parents and teachers were conducted in order to gather their perceptions of the radKIDS curriculum being used with kindergarten students. Interviews were comprised of open ended questions developed by the researcher and supported by the literature. A proposal for the study was submitted to the Institutional Review Board (IRB) at the University of Georgia and the study was initiated after receiving IRB approval. Copies of the interview questions are found in Appendix J (teacher interview questions) and Appendix K (parent interview questions).

A case study design was most appropriate for this research study because this qualitative tradition allows the researcher to critically examine a case over a specific period of time (Creswell, 2009). Case studies are often used in social science research to answer the “how” and/or “why” questions (Yin, 2014). In addition, case studies can provide in-depth insight into a complex system within an organization (Yin, 2014). Furthermore, case study designs permit the researcher to triangulate multiple types of data to capture a better understanding of the individual case in a bounded system (Yin, 2014).

Definition of Terms

Throughout this dissertation there are key terms that are utilized for the purposes of this study. The following operational terms are defined: child maltreatment, bullying, school-based safety empowerment programs, culture, ethnicity, critical theory, and radKIDS.

Child Maltreatment

Child maltreatment is defined as all types of abuse and neglect of a child under the age of 18 by a parent, caregiver, or another person in a custodial role. There are four common types of abuse: physical abuse, sexual abuse, emotional abuse, and neglect (CDC, 2013).

Bullying

Bullying is defined as unwanted, aggressive behavior among school children that involves a real or perceived power imbalance (CDC, 2013). The behavior is repeated, or has the potential to be repeated over time. There are four common types of bullying: verbal bullying, social bullying, physical bullying, and cyberbullying (radKIDS, 2013).

School-Based Safety Empowerment Programs

School-based safety empowerment programs are designed to be taught at school sites by trained, licensed instructors to educate students about prevention concepts and self-protection

skills (Wurtele, 2009). School-based safety programs are written by White, affluent people, and then used by stakeholders to empower others. These programs encourage students to report abuse and/or suspicious activity, and increases students' and parents' awareness through the use of family manuals and interactive practice drills (Topping & Barron, 2009).

Culture

Culture is defined as the characteristics of a particular group of people, including everything from language, religion, cuisine, social habits, knowledge and experiences (Elliott & Urquiza, 2006). Cultural considerations should be made when working with diverse families on the topics of abuse and bullying. Cultural considerations include how to distinguish between corporal punishment and physical abuse (Donnelly & Straus, 2005). Other examples of cultural considerations include having Latino and Asian children eat uncooked rice as punishment for disobedience (Caughy & Franzini, 2005). Some fundamental Christian families force their children to hold Bibles with extended arms for periods of time as a disciplinary practice (Fontes, 2007). Some cultures include male-female inappropriate interactions that involve significant power imbalances which directly conflict with the values and standards of most American child welfare workers (Fontes, 2007).

Ethnicity

Ethnicity or ethnic group is a socially defined category of people who identify with each other based on a shared social experience or ancestry. Ethnicity relates to cultural factors such as nationality, culture, ancestry, language, and beliefs (Elliott & Urquiza, 2006).

Critical Theory

Critical theory is the result of human action and critical planning dedicated to creating an emancipatory culture of education that empowers marginalized students (Lima, 2013). Critical theory holds the potential for change because it is grounded in social justice and liberation (Letizia, 2013).

radKIDS

Although the radKIDS curriculum has been successful in empowering children against abuse and bullying, I personally believed that the program lacked diversity and attention to cultural considerations. radKIDS is a school-based safety curriculum designed to empower students to recognize dangerous situations, escape those situations, and report what happened. radKIDS is operational defined as a prevention program that reinforces empowerment through role-playing, family involvement, and through the use of resistance techniques (e.g., yelling no, running away, and using physical force) to protect the student. radKIDS was created by an affluent White male living in the northern region of the United States. Safety looks different for my lower social economic, culturally diverse students living in the southern region of the United States than it does for the creator of the radKIDS program. Due to the diverse demographics of society, my students, and myself I have a heightened awareness of safety, culture, and ethnicity which caused me to also question how culture and ethnicity impacts safety and maltreatment. Therefore, culture became an active component in this research study, which led to a parent interviews and a teacher focus group about their perceptions regarding the current impact of culture, safety, and the radKIDS curriculum for kindergarten students.

Gaps in the Literature

There are gaps in the scholarly literature in the area of school-based safety programs, including information on how safety programs could be modified to be more culturally appropriate for diverse students (Kenny et al., 2012). The literature indicated that having a bilingual facilitator could prevent language barriers with diverse students (Donnelly & Strauss, 2006). In addition, culturally appropriate safety programs have facilitators that recognize the difference between corporal punishments and abuse (Elliott & Urquia, 2006). Furthermore, safety programs for diverse students should have written information in multiple languages (Kenny et., 2012). However, the literature does not give specific best practices on creating safety programs for diverse students or how to modify safety programs to become appropriate for such students.

Summary

This chapter presented relevant background information related to child maltreatment, the impact of culture in regards to child maltreatment, gaps in the literature and the radKIDS curriculum. The following chapter will discuss previous literature as it relates to the statistics of child maltreatment, impact of child maltreatment on students, school-based safety programs, parents' perceptions of safety programs, teachers' perceptions of safety programs, advantages and disadvantages of safety programs, the impact of culture and ethnicity in child maltreatment, and the radKIDS safety empowerment curriculum. Gaps in the current literature will be highlighted, and further need for this study will be discussed.

CHAPTER 2

LITERATURE REVIEW

This chapter presents a review of literature related to child maltreatment and the impact of culture in child maltreatment. The primary researcher provides a definition of child maltreatment and statistics of abductions, bullying and child abuse. In addition, the researcher discusses the impact of child maltreatment on students. Literature is reviewed that relates to school-based safety programs, the role of ethnicity and culture in child maltreatment, parents' and teachers' perceptions of safety programs, advantages and disadvantages of safety programs, and critical theory. Finally, gaps in the literature are explored.

Child Maltreatment Defined

Child maltreatment is defined as all types of abuse and neglect of a child under the age of 18 by a parent, caregiver, or another person in a custodial role. There are four common types of abuse: physical abuse, sexual abuse, emotional abuse, and neglect (CDC, 2013). Physical abuse is defined as an act of a person involving contact of another person intended to cause feelings of physical pain, injury, or other physical suffering or bodily harm (CDC, 2013). Sexual abuse is forcing undesired sexual behavior by one person upon another (CDC, 2013). Emotional abuse is any act including confinement, isolation, verbal assault, humiliation, intimidation, infantilization, or any other treatment which may diminish the sense of identity, dignity, and self-worth (CDC, 2013). Finally, neglect is a passive form of abuse in which a perpetrator is responsible to provide care for a victim who is unable to care for himself or herself, but fails to provide adequate care (CDC, 2013).

Abductions

According to the National Incidence Studies of Missing, Abducted, Runaway, and Thrownaway Children (2002), 58,200 children are abducted by non-family members; 203,900 children are abducted by family; and 117,200 children are missing by caretakers. In forty percent of kidnappings, children are killed; and in another four percent of kidnappings, children are not recovered. Nearly half of all child victims of stereotypical kidnappings and non-family abductions were sexually assaulted by the perpetrator. Eighty-five percent of the time a child is abducted it involves the use of physical force (NISMART, 2002). One horrible example of an abduction ending in tragedy involved seven year old Jorelys Rivera.

On December 5, 2011, the lifeless body of Jorelys Rivera was found in a dumpster raped, beaten and compacted. Jorelys was only seven years old. Her attacker was 26-year-old Ryan Brunn, a maintenance worker at her apartment complex, who lured her from the playground by telling her he found her missing skates. Jorelys was abducted by a man she knew and saw every day and was killed in the basement of her apartment complex (Fox News, 2012). It is very unfortunate that Jorelys was victimized in such a horrific way; however, the family was relieved that the perpetrator was captured, convicted, and is now deceased so he will never be able to victimize another child again.

Bullying

According to Hoover, Oliver, & Hazler (1992), ninety percent of all students in grades fourth through eighth reported being threatened and bullied in school. In addition, about twenty-two percent of students in grades fourth through eighth reported academic difficulties as a result of peer abuse (Hoover & Oliver, 2008). Furthermore, 864,000 students reported staying home at least one day a month because they feared for their safety (CDC, 2004). Bullying in

school tends to increase through elementary grades, peak in middle school, and drop off by the eleventh and twelfth grades (Banks, 2000). According to No Bullying (2014), 15% of elementary age children are involved in bullying. This number includes both the bully and the victim (No Bullying, 2014).

On April 16, 2009, Jaheem Herrera hanged himself with a belt in his bedroom as a result of being bullied at school. Students at Jaheem's school called him a gay virgin because he was originally from the US Virgin Islands. Jaheem's parents reported the bullying six to seven times prior to his suicide but the bullying continued. On the day of Jaheem's suicide he did not complain about the bullying he simply walked to his bedroom in Decatur, Georgia and ended his life (CNN News, 2009).

Child Abuse and Neglect

Neglect is defined as a type of maltreatment that refers to the failure by the parent or caregiver to provide needed, age-appropriate care although financially able to do so or offered financial means to do so (Trickett et al., 2011). According to The U.S. Department of Health and Human Services, more than 2.67 million reports of child abuse and neglect involving three million children were made to child protective services agencies in 2004 (HHS, 2005), and 51,346 reports are made each week. In addition, an estimated 1,490 children died of abuse and neglect. Furthermore, approximately 872,000 children were determined to be victims of child maltreatment; and each day in the United States, more than three children die as a result of child abuse in the home. More than sixty percent of child victims were neglected by their parents or other caregivers (HHS, 2005). About eighteen percent were physically abused, ten percent were sexually abused, and seven percent were emotionally maltreated. According to the Child Welfare League of America, in 2004, there were an estimated 518,000 children in foster care

(CWLA, 2004) noting that foster children are especially vulnerable to maltreatment. Finally, 797,500 children per year are reported missing (NISMART, 2002).

Sexual Assault and Abuse

Sexual abuse is defined as a type of maltreatment that refers to the involvement of the child in sexual activity to provide sexual gratification or financial benefit to the perpetrator, including molestation, statutory rape, prostitution, pornography, exposure, incest, or other sexually exploitative activities (Trickett et al., 2011). According to the National Archive of Criminal Justice Data, ninety percent of children knew their offender (NACJD, 2010). In addition, girls are six times more likely than boys to be victims of sexual assault, seventy-three percent of victims under age twelve were girls, and twenty-seven percent were boys. Furthermore, fifty-nine percent of the perpetrators were within the family; and thirty-seven percent were an acquaintance of the victims, only four percent of abusers were strangers (Horn, 2001). Finally, one of every three incidences of sexual abuse reported to law enforcement are children under age twelve and one of every seven are under age six (NACJD, 2010).

Impact of Child Maltreatment on Students

Although some children are quite resilient when exposed to maltreatment, many suffer detrimental consequences (Watts-English et al., 2006). Such unfavorable consequences have been researched extensively (Read, 1997), and influence some individuals well into adulthood. In studies of children and adolescents with maltreatment pasts, rates of posttraumatic stress disorder (PTSD), depression, personality disorders, conduct problems, oppositionality, attentional difficulties, suicidality, aggression, socioemotional difficulties, and substance abuse are high (Mulvihill, 2005). Thus, maltreatment can have an overwhelming impact on the developing child (Watts-English et al., 2006).

In the study by De Bellis et al., (1999), earlier onset of abuse and longer duration of abuse correlated with smaller intracranial volume, suggesting that brain development in these individuals may have been disrupted and that adverse effects may be greater with exposure to trauma in early childhood. Research indicates that children who have experienced maltreatment demonstrate a range of maladaptive outcomes including psychological distress, behavioral difficulties, and social problems in comparison to their non-abused peers (Prasad, Kramer, & Ewing-Cobbs, 2005). Specifically, children with histories of abuse and neglect show deficits on standardized tests of cognitive and academic abilities, receive poor teacher assessments of school performance, show evidence of academic maladjustment, have lower grades, and have more grade repetitions (Shonk & Cicchetti, 2001; Veltman & Browne, 2001). Beers and DeBellis (2002) found that children with maltreatment-related PTSD performed more poorly than a matched comparison group in the domains of attention, problem solving, abstract reasoning/executive functioning, learning and memory, and visual-spatial functioning.

In examining specific types of abuse, children with a history of neglect also have been found to be at a high risk for difficulties in language production, articulation, language comprehension, and school readiness (Strathearn, et al., 2001). Research also shows that children with histories of physical abuse also have deficits in verbal and memory skills (Prasad, Kramer, & Ewing-Cobbs, et al., 2005). In adolescents with physical abuse histories lower standardized test scores and lower grades in Language Arts (Lansford et al., 2002) are noted as well as inhibition in the use of self-related language, lesser use of syntax, and greater self-repetitions. Carey et al., (1995) found that children between the ages of seven and thirteen who had been abused had lower verbal and full scale IQ scores than children without a history of abuse. Research with adults with abuse histories suggests that the deficits identified in children

with maltreatment histories may persist into adulthood (Watts-English et al., 2006).

Consequently, maltreatment has a negative effect on students' academic potential and abilities.

Child Maltreatment and Adolescent Development

Adolescents are affected both by maltreatment which occurred during childhood with lingering effects and by maltreatment that continues into or begins in adolescence (Trickett et al., 2011). Such effects negatively affect physical health, cause sleep disturbances, obesity, & cortisol attenuation, and revictimization in children affected by maltreatment (Noll et al., 2006; Sickel et al., 2002; Trickett et al., 2010). In a study with a sample of mixed maltreatment (physical abuse and emotional neglect), the maltreated children were found to be significantly more disliked, physically and verbally aggressive, withdrawn, and less prosocial than the nonabused children (Anthonysamy & Zimmer-Gembeck, 2007). Another study reported that abused children and young adolescents did not differ significantly from nonabused children on friendship quality; however, they were observed to be more negative and less proactive in their interactions (Howe & Parke, 2001). A longitudinal study of physically abused or emotionally neglected children found that physical abuse in early childhood, but not emotional neglect, led to alienation in preschool, which then predicted early onset externalizing problems in elementary school years, resulting in antisocial behavior in adolescence (Egeland et al., 2002).

Not only are maltreated children at risk for problematic peer relations, but studies also find that negative peer networks influence the antisocial behavior of maltreated adolescents (Trickett et al., 2011). In addition to maltreatment being linked to delinquency it is also linked to adolescent substance abuse (Johnston et al., 2010). A study conducted by Danielson et al., (2009) sampled two hundred and eighty-one adolescents aged twelve to seventeen victimized by maltreatment reported a dependence of alcohol, marijuana, and/or other hard drugs.

Furthermore, adolescents with combinations of physical abuse, sexual abuse, and neglect reported more substance use than all other maltreatment types and the nonabused students (Arata et al., 2007).

Evidence shows that maltreatment is associated with poor peer relationships and that this trend continues in romantic relationships (Trickett et al., 2011). Sexual abuse in particular is linked to risky sexual activity and maladaptive attitudes about sex including being more preoccupied with sex, having earlier sexual experiences, and a lower use of birth control (Noll et al., 2000). Sexual abuse in particular has been shown to increase the risk of teen pregnancy (Trickett et al., 2011). A study by Cyr, McDuff, and Wright (2006) found that over forty-five percent of sexually abused females had experienced physical aggression in a dating relationship. Overall, these recent studies show the evidence of maltreatment at childhood displayed as maladaptive patterns of social relationships that are formed during adolescence and continue into adulthood (Trickett, et al., 2011). Consequently, maltreatment has a negative effect on student's emotional and social wellbeing.

Preventing Child Maltreatment

Considering the destructive impact of child maltreatment on individuals and society as a whole, as well as the limited funding available to address its consequences, the value of preventive measures is becoming increasingly apparent (Asawa, Hansen, & Flood, 2008). Long-term benefits of child abuse prevention include improved mental and physical health, educational achievement, employment prospects, social functioning, and family stress (Karoly et al., 2001). Early Childhood Intervention Programs (ECIPs) are excellent resources for preventing child maltreatment (Asawa, Hansen, & Flood, 2008). These programs have the unique ability to address multiple problems at various levels and across diverse settings, increasing the likelihood

that child maltreatment can be prevented (Daro, 2000; Karoly et al., 2001). Programs that address multiple risk factors across various levels of analysis appear to be the most effective in preventing child maltreatment (Daro & Donnelly, 2002) and program effectiveness appears to increase with early intervention.

School-Based Safety Programs

Schools and child care centers are ideal settings for child maltreatment prevention efforts (Asawa, Hansen, & Flood, 2008). Schools provide access to the general population, more families can be reached through fewer resources, and maltreatment is often disclosed to teachers and other school personnel (Asawa, Hansen, & Flood, 2008). These programs emphasize education and empowerment of children to resist sexual abuse (Daro & Donnelly, 2002). Common topics of these programs include appropriate and inappropriate touching, body ownership, assertiveness training, secrets, trusting intuition, reducing blaming, and utilizing support systems (Asawa, Hansen, & Flood, 2008). Studies have reported that eighty-eight percent of elementary school districts in the United States offer some sort of prevention program to their students (Breen, Daro, & Romano, 1991). Prevention programs were designed to equip children with protective strategies that would allow them to avoid or reduce harm (Ko & Cosden, 2001). However, studies found that many perpetrators are family members or a person the child knows; therefore, having a family component of the program is crucial (Finkelhor, 1994). In addition, studies have confirmed that more active programs that include role plays and participant rehearsal are more effective than less active models (Blumberg et al., 1991). Evaluations examining child abuse prevention programs have suggested that children both enjoy them and show significant improvements in abuse-related knowledge and skills following participation (Binder & McNiel, 1987). Although some basic concepts concerning prevention

strategies are common to all school-based programs, the programs vary widely on a number of dimensions including format, the age of the target audience, the occupation of the program leader, and the length of the program (Davis & Gidycz, 2000). Therefore, it is safe to conclude that school-based safety programs benefit students and increase their knowledge of safety and possibly prevent students from being in unsafe situations.

History of School-Based Programs

School-based empowerment programs are the most popular means of teaching prevention to children in the United States (Bolen, 2003; Wurtele, 2009). These programs were started in the late 1970 and early 1980s during a rise in child maltreatment (Drake et al., 2003). These school-based programs focused on stranger danger, were hardly ever implemented, and over time lost their significance (Bolen, 2003). During the 1990s school-based safety programs were revitalized with programs teaching good touch/bad touch and skills in self-protection (Schober & Fawcett, 2012). After the year 2000 school-based programs begin to decline and were replaced with programs that target the reduction of offending behaviors rather than the reduction of victimization (Bolen, 2003).

National Programs

Currently, there are several national school-based safety programs that schools can implement and the three leading programs are: The Safety Kids Program, Child Lures, and radKIDS. The Safety Kids Program (SKP) was developed in 1998 by Diane Brown in Pittsburgh, PA to assist schools and law enforcement in teaching children safety and empowerment concepts (Safe Kids Program, 2013). SKP is designed for grades kindergarten through eighth taught by licensed instructors and involves a parent component. The program has a pretest and posttest to measure student's knowledge gained and is research and evidenced

based. Currently, there are over two thousand and five hundred certified instructors with hundreds of thousands of children that have completed the program. The Safety Kids Program has received numerous awards and recognitions.

Child Lures Prevention began in 1983 in Shelburn, Vermont by Kenneth Wooden to help educators prevent crimes against children through education and awareness (Child Lures, 2012). Child Lures is designed for grades Pre-Kindergarten through twelfth taught by educators or law enforcement requiring no certification and involves a parent component. The program has a pretest and posttest to measure student's knowledge gained. This program is scripted and there are seven to eleven sessions based on the grade level of the student with lessons lasting from thirty to forty-five minute.

radKIDS is currently the number one safety program in the nation (radKIDS, 2013). radKIDS was created in 2000 in South Dennis, Massachusetts by Steve Daley to teach safety and empowerment to children in the prevention of abuse, violence, and harm. The program is designed for grades Pre-Kindergarten through fifth taught by licensed certified instructors and involves a parent component. radKIDS offer a pretest and posttest to measure student's knowledge gained. The radKIDS program also teaches resistance techniques to help students escape their perpetrator. Teaching the radKIDS program requires 8 hours of mandatory instruction plus two hours of optional simulation (resistance). radKIDS has received numerous awards, appeared on various televised programs, and is endorsed by individuals who have experienced victimization such as Elizabeth Smart and Maureen Pierce who both received national media coverage due to the heinousness of their abductions.

The radKIDS foundational objective is to provide educational opportunities for children and parents concerning awareness and personal safety strategies, instilling confidence, and

reducing the possibility of adverse physical control and/or harm (radKIDS, 2013). radKIDS is a curriculum designed to teach, train, and empower a child to recognize, avoid, resist, and if necessary, escape violence and harm. In addition, radKIDS has a success rate of helping ninety-nine children who completed the program escape from harm; and therefore, has been featured on numerous shows such as CNN and the Today Show (radKIDS, 2013). The radKIDS curriculum has a children's book that accompanies the program entitled, *Sam's Secret*. *Sam's Secret* discretely highlights the topic of inappropriate touching and highlights a child being empowered enough to report and get help. Finally, radKIDS has trained over 250,000 kids to date and is marketed as the number one safety program on the market (radKIDS, 2013).

Although the radKIDS curriculum has been successful in training children against abuse and bullying, I found that the program lacked diversity and attention to cultural considerations. The book *Sam's Secret* has very few characters, and none of the characters are ethnically diverse. Due to the diverse demographics of society, my students, and myself I have a heightened awareness of culture and ethnicity being represented which caused me to also question how culture and ethnicity impacts maltreatment. Therefore, culture is an active component in this research study and will be explored through a focus group with parents on the topic of abuse and bullying.

Data

The Child Lures Prevention Program was evaluated by Campbell-Bishop & Robles Pina (2002) from Sam Houston State University to measure its effectiveness. The participants were from two southeastern area suburban school districts in Texas during the Fall 2002 semester. The intervention group was comprised of fifty-two participating fourth grade students who had received a maximum of five years exposure to the Child Lures Prevention Program. The control

group was the smaller of the two school districts with the participating school comprised of approximately fifty-two participating fourth grade students who had no exposure/instruction to the Child Lures Prevention Program. The ethnic groups represented in the study were identified as African American, Hispanic and White. The students were given two assessments: The Child Lures pretest and posttest and a post test for the Behavioral Assessment Scale for Children identified with the acronym of BASC. The BASC is typically used to measure a variety of behavioral and emotional areas, but for the purpose of this research project the focus was on the internalizing and externalizing characteristic of a child exposure to the Child Lures Prevention Program and a child who was not exposed to the Child Lures Prevention Program. Results from data showed that the intervention group pretest score was 76.84% and the control group pretest scores were 79.91%. The posttest scores for the intervention group was 84.65% and the control group was 84.23% with a growth difference of 7.81% in the intervention group and a growth difference of 4.32% in the control group yielding a statistical significance to the intervention group at the .000 level. The results of this data proved that there was increased growth in knowledge by the students who had been exposed to the Child Lures Prevention Program curriculum. In the discussion section of this evaluation Campbell-Bishop & Robles Pina (2002) reported the issues of a possible language barrier was one that may have attributed some skewedness to the overall percentage score for the intervention group. The recommendation was made to have bi-lingual co-facilitators speaking in the student's native language.

A study by Kenny, et al., (2012) evaluated a personal safety educational program entitled: Kids Learning About Safety (KLAS) with seventy-eight Latino preschoolers receiving the intervention and a control group of forty-five not receiving the intervention. The students were administered several instruments including: Personal Safety Questionnaire (PSQ), What If

Situations Test (WIST), Car, Traffic, Fire, Gun Safety Questionnaire (SAFETY), Good/Bad Touch Questionnaire (GBT), and the Genital Body Parts (BODY) test. The program was open to children (ages 3 to 5) in Miami-Dade County in Florida and their parent or primary caretaker. The KLAS program (Kenny, 2006, 2009) consisted of 10 hours of psycho-education focused on teaching preschoolers and their parents' general safety as well as personal safety (10 one-hour sessions). In creating the KLAS, the author (Kenny, 2006, 2009) followed the recommendations of Fontes and O'Neill-Arana (2010) to develop a program that would be "culture specific" to target the needs of Latinos. One recommendation was to have an ethnically diverse staff that made sure all materials were appropriately translated and were aware of customs, language, and specific concerns of the target culture (Fontes, 2007). All group counselors were bilingual, of Latino descent, and were competent working with diverse populations (Kenny et al., 2012). The results of this evaluation provide empirical validation for the KLAS program as an effective way to teach Latino preschoolers concepts related to general safety and child sexual abuse prevention in a relatively short period of time (10 hours). Participants in the personal safety program made greater gains in knowledge than controls and results from the data showed that there was a statistical significance in test results from the pretest to the posttest for each instrument with the intervention group but not with the control group. Treatment fidelity scores based solely on the checklists ranged from 88 to 100% for parent groups and 88 to 100% for child groups. Providing this program in bilingual format (English and Spanish) represented a significant advancement in the field of prevention since many programs are not available for ethnically diverse groups (Plummer, 1997).

Advantages and Disadvantages of Safety Programs

Recent evaluations examining several school-based safety programs have suggested that children both enjoy them and show significant improvements in safety and empowerment skills following participation (Binder & McNiel, 1987). However, despite the visibility of these programs, there has been limited research to support their effectiveness (Ko & Cosden, 2001). Evaluation of the impact of safety programs is difficult for a number of reasons. One reason is the impact of safety programs is intended to occur at a future time (Reppucci et al., 1998). Further, evidence as to the effectiveness of safety programs lies in the ability to document the reduction of abusive incidents that might have occurred without the program (Ko & Cosden, 2001). Programs assume that the information presented will influence student behavior, and that these behaviors will reduce possible harm (Reppucci et al., 1998). Each of these assumptions requires evidence. The majority of evaluations of safety programs have focused on testing children's knowledge about abuse prevention strategies before and after the program (Dhooper & Schneider, 1995). However, the relationship of a change in knowledge to resulting behavior is not commonly assessed (Ko & Cosden, 2001). In contrast, research indicated that children who received school-based safety instruction were more knowledgeable about the concepts presented compared to students that had not participated in a program (Ko & Cosden, 2001). Furthermore, the radKIDS program boast ninety-nine saves of students completing their program, meaning that ninety-nine students have reported attempted victimization but escaped due to knowledge obtained in radKIDS (radkids, 2013).

In addition, another advantage to school-based safety programs is that they teach skills that promote assertive and less compliant behaviors which many offenders resist (Berliner & Conte, 1990). Research found that children who were victimized tended to possess certain risk

factors including passive and trusting nature, depression, and a strong need for attention, affection, and approval (Finkelhor et al., 1990). Therefore, incorporating empowerment into school-based safety programs can help combat passive behaviors (Ko & Cosden, 2001).

A disadvantage of child abuse prevention programs is that they do not prepare students for situations of the potential abuser being stronger than the child resulting in the risk of being harmed (Taal & Edelaar, 1997). However, safety empowerment programs empower students to resist aggression defensively, escape the perpetrator, and run to safety (radkids, 2013). Another disadvantage of child abuse prevention programs is the fear they incite of premature sexual abuse education and false disclosures (Taal & Edelaar, 1997). However, research shows that children who participate in school-based safety programs feel empowered are not afraid (Wurtele & Kenny, 2010). Finally, another disadvantage of safety empowerment programs is that they do not acknowledge the impact of culture and ethnicity on abuse and bullying. Programs are geared to represent state laws on abuse and neglect.

Teachers' Role in Prevention Programs

While parents and other professionals have a significant role to play, the teachers' role in prevention is critical as children are mandated to attend school and educators have the most contact with children outside their families (Scholes et al., 2012). Teachers also witness the social and emotional indicators, inappropriate behaviors and academic consequences (Cromer & Goldsmith, 2010; Jones, Trudginer & Crawford, 2004) and are in a position to implement prevention strategies as part of their daily classroom pedagogy and practice (Scholes et al., 2012). Significantly, teachers who have knowledge, skills and positive attitudes towards child protection can contribute to the safety of their students (Walsh et al., 2011; Walsh et al., 2010). Furthermore, teachers of diverse students and teachers who are culturally competent can often

recognize the influence that culture has on their student's lives and these teachers know how to best reach students from culturally diverse backgrounds.

Teachers have a significant role to play in the prevention of child maltreatment and have a responsibility to develop understandings that contribute to the safety of the children in their care (Schole et al., 2012). Increasingly, teachers are expected to facilitate safety empowerment in classrooms and it is argued there is a need for teachers to develop core understandings and knowledge of 'best practices' around child maltreatment prevention to enable informed considerations when selecting and implementing programs (Wurtele, 2009). Professional development in the area of child maltreatment prevention, however, is seriously lacking (Mathews, 2011); and evidence suggests a critical need for training. Consequently, teachers need in-depth knowledge to empower them to carry out their responsibilities in the protection of children, with pre-service and in-service professional development (Arnold & Maio-Taddeo, 2007; Mathews, 2011; Mathews, Walsh, Rassafini, Butler, & Farrell, 2009; Walsh, Laskey, McInnes, Farrell & Mathews, 2011; Watts & Laskey, 1997).

Studies have found that involvement of multiple stakeholders, including children, teachers, and parents (MacIntyre & Carr, 2000; Wurtele, 2002) is essential to positive outcomes. As the teacher's role in school-based initiatives is increasingly recognized (Arnold & Maio-Taddeo, 2007; Briggs, 2005, 2007; Finkelhor, 2009; Mathews, 2011, Wurtele, 2009) there is a need for teachers to develop in-depth understandings and knowledge of 'best practices' around child maltreatment prevention to enable informed selection and implementation of programs (Wurtele, 2009).

Parents Knowledge about Abuse

There is an increasing recognition in child protection practice that parents and other adults should be actively engaged in the primary prevention of child maltreatment (Anderson et al., 2004; Reppucci et al., 2005; Resofsky, 2007). Therefore, it is important to understand how parents perceive safety programs (Babatsikos, 2010). Despite statistics which show that the majority of abuse is conducted by persons known to children (Sanderson, 2004; Wurtele & Miller-Perrin, 1992), many parents thought that strangers posed the greatest threat to their children. In addition, many parents believe that women could not sexually abuse children (Chen et al., 2007; Chen & Chen, 2005). Furthermore, parents do not realize that sexual abuse may not leave any physical evidence. Pullins & Jones (2006) discovered that parents had limited knowledge of sexual abuse including behaviors and symptoms of the abused. Many parents felt their children were at little or no risk of ever being abused (Finkelhor, 1984); consequently, many parents from a variety of backgrounds experienced difficulty talking to their children about abuse. Berrick (1988) found that many parents were skeptical of abuse disclosures made by children assuming that the disclosures were imaginary.

When parents discuss abuse with their children often they only speak of protective behaviors and stranger danger (Babatsikos, 2010). Many parents fear talking to their children about sexual abuse will cause their children to learn about sex prematurely (Chen et al., 2007). Other parents fear that their children are too young to understand (Wurtele et al., 1992), or their children will be fearful of adults (Finkelhor, 1984). Some parents feel they do not have the necessary vocabulary or lack the knowledge and skill to discuss abuse with their children (Wurtele et al., 1992). In addition, very few parents were aware of educational materials that aid in the discussion of abuse topics. Even fewer parents ever attended training for abuse programs

(Babatsikos, 2010). It has also been established that parents are sensitive about people and organizations from the 'outside' intruding on personal family matters (Whatley & Trudell, 1988).

Parents' Perceptions of Prevention Education

The idea of parents as facilitators in child sexual abuse prevention is a neglected area of research (Walsh & Brandon, 2011). Research with parents has seldom focused on their educative role in sexual abuse prevention because prevention efforts have tended to concentrate on educating children to protect themselves through the use of school-based prevention programs (MacMillian et al., 2009; Mikton & Butchart, 2009). Parents' knowledge about child sexual abuse and its prevention is limited by reliance on widespread ideas about children's risk and vulnerability, perpetrator and victim characteristics, and belief of children's accounts (Chen & Chen, 2005; Chen et al., 2007; Pullins & Jones, 2006; Tang & Yan, 2004).

Elrod and Rubin (1993) found that parents overwhelmingly rated themselves or their spouses as the preferred educators of their children on the topic of sexual abuse. However, research suggests that this attitude was superficial parents wanted to be the first educators but not the only educators (Walsh & Brandon, 2012).

Ethnicity, Culture, and Child Maltreatment

The study of child maltreatment has attempted to highlight issues related to culture and ethnicity (Elliott & Urquiza, 2006). Very few child-focused programs have been developed for culturally diverse children (Kenny et al., 2012). In a review of 87 child centered safety programs, Plummer (2001) found only 17% of the programs were aimed at culture-specific groups. The primary modification made in these few programs was translation of materials into alternative languages (Kenny et al., 2012). Beyond translation of materials, very few programs modify materials to meet the needs of culturally diverse people (Kenny et al., 2012).

There appears to be differences in willingness to disclose abuse and distinctions of abuse versus cultural and abusive parenting practices (Miller & Cross, 2006). Kercher and McShane (1984) indicated that more Latina women reported having experienced child sexual abuse than African-American and non-Latina White women. In contrast, Urquiza and Goodlin-Jones (1994) reported lower levels of child sexual abuse for Latina women in their sample of college students. Rasmussen and Goldman (1997) reported that differences in reported rates are in part due to differences in ethnic definitions of sexual abuse and is a frequent phenomenon in abuse reporting. It has been hypothesized that Hispanic children are less likely to disclose sexual abuse because of cultural norms emphasizing family loyalty (Comas-Diaz, 1995). A study by Hill, Bush, and Roosa (2003) reported that Mexican American children and mothers had higher levels of hostile control and inconsistent parenting than non-Latino White parents. Cardona and colleagues (2000) compared Latino-American and non-Latino White mothers' responses on a parenting measure and found that Latinas reported using discipline more frequently and nurturing less frequently than their non-Latina White counterparts. Caughy and Franzini (2005) found differences in disciplinary techniques endorsed by African-American, non-Latino White, and Latina parents. In summary, evidence suggests that ethnic differences in parenting exist; however, the extent of those differences vary based on a variety of factors including acculturation levels, socioeconomic status, and neighborhood variables (Elliott & Urquiza, 2006).

Cultural Definitions of Child Sexual Abuse

One disadvantage of research on child sexual abuse is the belief that all American ethnic and/or cultural communities share the same definition of abuse as other ethnic groups (Lowe et al., 2005). Possible differences in reporting of child sexual abuse by White American, African

American, and Hispanic American communities may be due to those communities having varying definitions of abuse that differ from other cultural groups and/or state laws (Lowe et al., 2005). State law considers fondling and exhibition as a felony. However, these types of abuse are not often seen as reportable by many cultural communities. African Americans in particular tend to report only harsher crimes that involve penetration and violent physical force; however, their failure to report may be connected with historic experiences of Blacks in the United States having negative encounters with the police and criminal justice systems and suffering harsher consequences for criminal behavior in the United States (Abney & Priest, 1995). Hispanic Americans would view fondling as a minor issue and would not report it as child sexual abuse because of the negative consequences to the individuals and the family, which could lead to deportation and dismantling of the family unit (Courtois, 1998). In addition, African-Americans may refuse reporting and instead depend on its religious institutions and spiritual means of dealing with family problems (Boyd-Franklin, 1986). White Americans also have cultural predispositions that may influence their definitions of child sexual abuse and in particular reportable abuse (Trepper & Barrett, 1989). Furthermore, White Americans value individual independence, self-responsibility, denial, isolation, and secrecy (Schmidt, 1995) causing many abuse cases to go unreported. Based on the literature, there is a significant difference between what is interpreted as child sexual abuse in the African-American, White American, and Hispanic-American communities but other variables also are involved (e.g., socioeconomic status and educational attainment) (Lowe et al., 2005).

Corporal Punishment

Corporal punishment is defined as the use of physical force with the intention of causing a child to experience pain, but not injury, used as form of discipline to correct negative behavior

(Donnelly & Straus, 2005). Corporal punishment remains widely used in the United States as a form of discipline despite its association with increased risk for child aggression and physical abuse (Taylor, Hamvas & Paris, 2011). Taylor et al. (2010) found a correlation between maternal use of spanking and other incidents of maternal physical aggression, psychological aggression, and neglect. Black parents tend to spank more frequently than parents of other ethnic groups (McLoyd & Smith, 2002). Other demographics correlated with corporal punishment include lower socioeconomic status (Jackson et al., 1999), level of education (Ateah & Durrant, 2005), family structure (Kelley, Power, & Wimbush, 1992), and religiosity (Ellison & Bradshaw, 2009). Black mothers in the south believed that using some form of corporal punishment with their children was at times necessary and expected as a form of discipline (Taylor, Hamvas, & Paris, 2011). In addition, corporal punishment is supported by religion and faith (Ellison & Bradshaw, 2009). It is not uncommon for Black parents to seek counsel through their religious leaders (Taylor & Hamvas, 2010; Ward, Clark, & Heidrich, 2009). White Americans and Hispanic American view corporal punishment as child abuse but African American parents view corporal punishment as discipline that is consistent with traditional family practices (Ateah & Durrant, 2005).

Neighborhood Characteristics

Research on how the neighborhood environment is related to rates of child maltreatment has found that higher rates of poverty, less social support, higher rates of neighborhood unemployment, greater residential instability, lower immigrant concentration, doubling up accommodations, and more alcohol consumption are associated with higher rates of child abuse and neglect (Freisthler, 2004). Because neglect is more likely to occur in families with fewer resources neglect allegations are frequently made when children are not provided with basic

needs, which contributes to marginalized populations being overrepresented in the child welfare system (HHS, 2004). Freisthler et al., (2007) found that White affluent families living in upper class neighborhoods rarely reported child maltreatment, and when allegations were made, child service representatives viewed the reports as unsubstantiated due to parents' ability to provide basic resources for their children. In contrast, Black and Hispanic families living in neighborhoods with poverty were more likely to have child abuse allegations reported and were often substantiated due to lack of resources and basic needs not being met (Freisthler et al., 2007).

Critical Theory

Critical theory is relevant to this research study because of the historical and current problems of educating the culturally diverse within the United States school system (Daniels, 2011). Being the new buzzword in education critical theory has caused the promotion of critical thinking to foster empowerment and liberation to marginalized populations (Pishghadam & Meidani, 2012). In addition, critical theory is different from the traditional scientific theories because it is self-reflective and dialectical (Louth, 2013). Furthermore, critical theory balances practicality and determination for human emancipation (Lima, 2013).

Gaps in the Literature

Developing programs which are sensitive to culturally diverse families remains a challenge (Kenny, 2010). In 2001, Plummer found that only 17% of the 87 prevention programs she surveyed were aimed at culturally specific groups. The issue of a possible language barrier may contribute to the skewedness of data and program evaluation (Campbell-Bishop & Robles Pina, 2002). Literature on studies that provide programs in bilingual format is a missing gap (Kenny et al., 2012). Moreover, another gap in the literature is evidence of empirical statistical

data evaluating school-based safety programs (Gibson & Leitenberg, 2000). Personal safety education programs provide participants with an optional pre-test and post-test but fail to ask schools for the results or post the results therefore data is not available (Campbell-Bishop & Robles Pina, 2002). Without evidence-based data it is very difficult to determine if school-based safety programs are effective in teaching children safety concepts (Misurell & Springer, 2011).

Conclusion

The purpose of the research cited throughout this chapter was to present information related to school-based safety programs that are culturally appropriate for diverse students. The definition and literature on child maltreatment were examined. The literature has indicated that child maltreatment is a problem in our society as evidenced by the harmful and devastating impact on our children. Furthermore, the literature has demonstrated the need for school-based safety empowerment programs and interventions in decreasing incidents of child maltreatment and supporting students victimized by abuse. However, additional research is needed to determine the effectiveness of such programs with diverse students.

CHAPTER 3

METHODOLOGY

Introduction

This chapter begins by reviewing the research questions, followed by the design of the study, and a description of the radKIDS curriculum. In addition, this chapter discussed why radKIDS was the chosen curriculum, and how radKIDS fits into the field of counseling. Furthermore, this chapter gives a description of the participants, a discussion of data collection procedures, data analysis, and explored the methods of trustworthiness utilized for this study.

Research Question

This qualitative case study evaluated the cultural considerations and influences when teaching the radKIDS curriculum to diverse kindergarten students with the aim of increasing knowledge of safety and empowerment about bullying and abuse. This case study was designed to answer the following research question:

- What are the experiences of parents, teachers, and students as it pertains to safety, culture, and the radKIDS curriculum?

Case Study

This study was designed as a case study with action components including collaboration and evaluation. This tradition permits a researcher to examine a case, an individual or event in a bounded system over a given period of time (Creswell, 2009). Moreover, the case study tradition is ideal if the researcher wishes to evaluate a program using multiple instruments to triangulate data (Stake, 1995). Instrumental case studies are conducted to provide evidence for assumptions

that go beyond the case itself and may be used in other situations (Bates, 2008). A case study attempts to capture the intricacies of a particular case; in this particular research study, the case centers on culture of diverse students using the radKIDS curriculum (Stake, 1995).

Action Research

Case studies can have an action component that drives the research (Benade, 2011). The methodology of an action research case study provides an opportunity for all stakeholders, including parents, teachers, and students, to express their own views about a case which judgments are made and action taken (Bates, 2008). Case study action researchers engage individuals in focus groups, evaluations, and collect data in the form of transcripts, artifacts, or instruments to gain a richer knowledge of the phenomenon from a human perspective (Hurt & McLaughlin, 2012).

As the primary researcher, and radKIDS facilitator I felt close to this case and knew it was the right case for me to explore. There was a great need for a prevention program, but it was also imperative to be sensitive to the diverse student population. As a person of color I knew I could respect the diversity of the participants, and yet be true to my research and scholarly pursuits. This study yielded perfect for me to explore the intricate nature of this case as both a social justice advocate and pilot for other schools with diverse students in need of a prevention program. Action research was important to this study because it provided evidence-based practice and allowed me to improve my practice by advocating, teaching, and learning (Ballard, 2015). The work of this action allowed me to ask critical questions, gather and navigate through rich evidence, and transform research into action (Ballard, 2015).

The Critical Theory Paradigm

When qualitative case study research is grounded by the ideas of critical theory it is conducive to addressing multicultural and social justice issues (O'Connor & O'Neill, 2004). Researchers who utilize a critical lens seek to change existing educational inequalities and create a more socially just curriculum (Apple, 2010). Critical theory recognizes that diverse students have a larger lens from which to view an issue than those of the dominant population (O'Connor & O'Neill, 2004). Critical theory research can empower the marginalized and remove the constraints placed on them by race, class, and gender (Fay, 1987).

The critical research paradigm is considered best to study the role of culture when educating diverse students because it highlights curriculums to determine if they are culturally appropriate to educate multicultural populations (O'Connor & O'Neill, 2004). As the population in the United States becomes more culturally diverse, educators and school systems are utilizing such research paradigms to effectively educate these racially and ethnically diverse students (Atkinson & Lowe, 1995; Helms, 1984; Sue & Sue, 2008). The critical researcher assumes that the multicultural-social justice movement is forging a paradigm shift in the educational system (D'Andrea, 2009). Furthermore, the goal of a critical researcher is to bring a critical lens to methodology by advocating for equity, and engaging with systems of education by seeking to identify and address the problems within them (Watson & Watson, 2011).

radKIDS

R.A.D. stands for Resisting Aggression Defensively (radKIDS, 2013). The radKIDS curriculum is conducted by a trained and licensed facilitator instructor. Instructor training is taught in 5 days for eight hours a day. The training cost \$450, and upon completion each trainee is given a certificate and access to the radKIDS curriculum and website.

Teaching the radKIDS curriculum is 8 hours of interactive instruction, 10 hours with simulation (resistance training). There are three programs defined by age groups: 3.5-5 age range, 5-7 age range, and 8-12 age range. I taught the 5-7 age range curriculum with 100 kindergarten students.

Day 1 content which is the actual radKIDS curriculum involves teaching students how to dial 9-1-1, strangers and tricks; Day 2 content involves teaching about drug awareness, bullying, and fire safety; Day 3 content involves teaching about resistance techniques, dog safety and gun safety; Day 4 content involves information on good, bad, and uncomfortable touching; and Day 5 content involves teaching simulation (optional).

The rationale of teaching this curriculum to students is to empower them to recognize dangerous situations & people, resist attacks by getting away from the perpetrator, and empower them to report the incident.

radKIDS was chosen as the prevention curriculum to use for this study because of its reputation as being comprehensive safety program. In addition, radKIDS is currently being used by several local school systems, and was the chosen prevention program by the local police department. Furthermore, radKIDS provided all materials in Spanish and offered a parent manual and assessment to measure learning.

radKIDS fits into the field of counseling in the personal/social domain in standard C: students will acquire personal safety skills and survival skills. My initial positionality about radKIDS is that the program is effective in teaching safety concepts to diverse students, but a further discussion of my positionality will be revealed in Chapter 5. However, radKIDS is not culturally responsive in terms of physical discipline. The following sections will describe the site for the study and participants involved in the research.

Distribution of Findings

Findings of this study were presented to the associated institutions (University of Georgia and Abraham Elementary Board of Education). The University of Georgia can use this information to add to the body of research in the area of culture, diversity, and school-safety programs. In addition, future scholars may want to replicate this study at similar institutions to test the validity and reliability of the research. Furthermore, this research study can also be used to demonstrate case study design for future studies. Abraham Elementary can use the research in this study to decide if they want to fund radKIDS in the other elementary schools in the county based on the data provided. Also, this study could be used as a springboard to gain essential social/emotional programming geared at supporting marginalized students.

Site and Sample Selection

This research was conducted at an elementary school in the southeastern U.S. with kindergarten students. The school is hereafter referred to as Abraham Elementary School. At Abraham Elementary School approximately 550 students were enrolled in grades kindergarten through fifth during the 2014-2015 school year. There were 120 students in kindergarten. The racial demographics of Abraham Elementary School were 65% Hispanic, 30% Black and 5% White. The racial makeup of the 120 kindergarten students was similar to that of the Abraham Elementary School. Each kindergarten class had more than 60% of the students being Hispanic, Black students represented more than a quarter of the students, and each class had less than ten White students. Abraham Elementary School had an equal number of male to female students. The kindergarten classes also represented half boys and half girls in each class. This site was chosen based on the diversity of the student body.

Sample

The case tradition provided the opportunity for various methods of data gathering (Stake, 1995). During this research study interviews were gathered from teachers and parents. Students provided artifact data in the form of a pretest and posttest created by radKIDS.

The primary researcher utilized 3 groups of kindergarten students for this research study: control group 20 students, comparison group 41 students, and intervention group 39 students. The control group took the radKIDS pretest twice; once in September before beginning the curriculum, and again in November at the conclusion of the curriculum because they did not receive the radKIDS curriculum Fall 2014. The comparison and the experimental group took the radKIDS pretest and posttest Fall 2014. The control group did not receive the radKIDS curriculum, the comparison group received the radKIDS curriculum with the primary researcher as facilitator, and the intervention group received the radKIDS curriculum with the primary researcher and a bilingual co-facilitator as the instructors. Comparing data of the control group and the comparison group allowed the primary researcher to evaluate the radKIDS curriculum in terms of whether it taught the students prevention concepts. Comparing data of the comparison group and the experimental group allowed the primary researcher to investigate the influence of having a bilingual co-facilitator.

Kindergarten teachers participated in a focus group to evaluate their views of the radKIDS curriculum as it pertains to cultural appropriateness for diverse students. The focus group interview questions also asked teachers about their experiences with diverse populations. Focus group interview questions were constructed by the primary researcher (see Appendix K). In addition, the primary researcher constructed interview questions for the parent focus group and individual parent interviews (Appendix K) based on the literature (Babatsikos, 2010; Chen &

Chen, 2007). The focus group was conducted with 4-8 parents deemed as an appropriate for qualitative case study research (Creswell, 2007) who gave consent for their children to participate in the radKIDS programs. These parents discussed issues of bullying and abuse and radKIDS as it relates to culture and ethnicity. The parents represented the diversity of the student body within the school setting. Furthermore, students completed the radKIDS pre-posttest to measure knowledge of safety. The radKIDS pre-test/post-test was a qualitative artifact used for the purpose of evaluating the curriculum.

Two focus groups (one with parents, and one with teachers) and individual interviews of parents were utilized to gather valuable qualitative data for this research study. Discussions about culture and abuse can be difficult, individual interviews can be intimidating. To alleviate the pressure focus groups are often the modality of choice for researchers because they foster universality while simultaneously highlighting individual experiences (Dyregrov et al., 2013). Focus group interviews aim to capture meaningful interactions between research participants for the purposes of gathering data on a specific case (Lambert & Loiselle, 2008). A unique feature of focus groups is that instead of simply answering questions of the researcher, the participants are encouraged to respond to each other fostering positive outcomes (Nestel et al., 2012).

The teacher focus group allowed the primary researcher to evaluate the perceptions of teachers regarding the cultural appropriateness of the radKIDS curriculum for diverse kindergarten students. Shown as Appendix J – the teacher focus group interview had nine questions that were researcher designed inquiring about the cultural considerations of the radKIDS curriculum. Three of the eight questions were designed to evaluate the teachers' cultural competency. It was imperative to evaluate the teachers' cultural competency if the teacher was expected to evaluate the cultural appropriateness of the radKIDS curriculum.

The parent focus group interview shown as Appendix K was researcher designed. The interview was based on fourteen questions that evaluated parents' perceptions of the impact of culture as it pertained to bullying, abuse and radKIDS. The parent focus group was invaluable because it allowed participants to tell their own stories in their own voices through conversation between researchers and participants (Warr, 2004).

Participant Selection

The primary researcher considered key stakeholders (parents, teachers, students, counselor and administrators) to determine participants for this case study. The researcher utilized purposeful sampling to select key stakeholders for the parent focus group. Purposeful sampling is defined as a process of developing selection criteria for participants prior to entering the field of study (Hays & Singh, 2012). The researcher selected one bilingual school social work intern, 8 kindergarten parents (4 Black, 1 White, 1 Asian, and 2 Hispanic), 4 kindergarten teachers (3 White and 1 Black), and 100 kindergarten students (60 Hispanic, 30 Black, 9 White, and 1 Asian) who participated in the radKIDS curriculum during Fall 2014. The demographics for Abraham Elementary are similar to the demographics of the kindergarten participants. The school's demographics are 65% Hispanic, 30% Black, 4% White, and 1% Other. All participants were affiliated with a public school in the Southeastern region of the United States surrounding a large metropolitan city. Social justice researchers recognize that individuals are the experts on their own situations (Chapman & Schwartz, 2012).

The participants for this study consisted of purposeful sampled stakeholders which included 8 kindergarten parents being interviewed that gave consent for their child to participate in the radKIDS program. Parent participants were given a twenty dollar Walmart gift card for participation. The parent interviews discussed abuse and bullying from a parent's perspective

and discussed how culture affected his/her view of bullying and abuse. The researcher identified 8 parents who answered interview questions that the primary researcher formulated.

The four kindergarten teachers participated in a focus group interview about the radKIDS program. Members of the teacher focus group received lunch provided by the primary researcher for participation in the focus group.

A bilingual co-facilitator assisted in teaching the radKIDS curriculum. She conducted the lessons in Spanish while I conducted lessons in English. This participation was a part of her internship hours. If students needed clarity she was able to use cultural expressions and phrases that the students were accustomed to in their native tongue. Moreover, the book *Sam's Secret* was read in Spanish. The utilization of a bilingual co-facilitator to assist in teaching the curriculum was an attempt to respect cultural differences by including culturally appropriate materials and the Spanish language appropriate to diverse students and their cultural mores (Kenny et al., 2012). Culture was a major component of this study given the diversity of the student body. The school demographics were 65% Hispanic, 30% Black, 4% White, and 1% Other (Asian, Biracial). The bilingual co-facilitator was strategically involved in facilitating radKIDS at various sites specifically with Spanish speaking populations.

The primary researcher thoroughly informed each participant/researcher about potential benefits and possible risks of participating in the research study verbally through the consent form (Hays & Singh, 2012). Participants also had a right to withdraw from the study at any time and were empowered by the primary researcher to identify any feelings of discomfort throughout the duration of the study.

The interviewee demographics were included in Table 3.1 and Table 3.2.

Table 3.1

Parent Interviewee Demographics

<i>Pseudonym</i>	<i>Race</i>	<i>Ethnicity</i>	<i>No. of Children</i>	<i>Marital Status</i>	<i>Reason for participation</i>
Isabella	H	Hispanic Columbian	1	Married	To learn how to speak with her son about abuse.
Simone	B	African American	3	Single	Love to help out.
Faith	B	African American	4	Separated	Interested in what the radKIDS program teaches.
Becky	W	Caucasian American	2	Married	Would love to participate in any way possible.
Meena	A	Asian American	2	Single	Kid safety learning.
Amir	B	African American	1	Married	Wanted to give a father's perspective.
Rosalie	H	Hispanic Puerto Rican	1	Married	Wanted to help out.
Marie	B	African American	1	Single	Wanted the gift card.

Table 3.2

Teacher Interviewee Demographics

<i>Pseudonym</i>	<i>Race</i>	<i>Ethnicity</i>	<i>No. of Years in Education</i>	<i>No. of Years with Diverse Students</i>
Sarah	W	White	10	10
Naomi	B	African American	24	18
Mary	W	White	1	1
Hannah	W	White	15	15

Study Instruments

The research study included four instruments (teacher interview questions, parent interview questions, artifact data, and demographic information) for data collection. The researcher acted as an instrument for data collection throughout the study. Demographic

information was collected as data. Furthermore, the researchers used both focus groups and individual interviews to collect data from participants. Four parents participated in the focus group. Four additional parents participated in individual interviews due to scheduling conflicts. Finally, the researcher collected artifact data in the form of pretest and posttest data. All forms of data were triangulated to analyze the results (Hays & Singh, 2012).

Role of the Researcher

The role of the researcher in case study design is imperative to the success of the research. The primary researcher for this study identified as a Black, middle class, heterosexual female who currently works as an elementary school counselor in a suburban school system positioned outside a large metropolitan city in the southeastern United States. The primary researcher received the radKIDS training and was a certified radKIDS instructor. The researcher reflected on reactions throughout the study and was accountable for how various reactions of stakeholders' participation shaped the study (Williams & Morrow, 2009). Furthermore, the researcher accounted for and acknowledged any difficult personal reactions throughout the study through frequent member check-ins with participants.

Peer debriefing provides accountability during the study to understand the influence of the researcher on the interpretation of the data (Hays & Singh, 2012). The center of the peer debriefing was the methodology of the research which promoted the collaborative effort of the research team (Creswell, 2007). The primary researcher engaged in peer debriefing with members of the research team for this study (Hays & Singh, 2012).

The research team for this study consisted of the primary researcher and two other research assistants. Both research assistants are White females who have extensive experience as professional school counselors and mandated reporters of abuse in public school settings. Both

researcher team members hold a PhD in counseling from a social justice program and have cultural competency as a result of said program. Both research assistants have exposure to counseling diverse students and currently work as counselors. One of the researcher team members works as a middle school counselor, and the other worked in a private practice as a college counselor. The auditor of the study was a Black female who has experience as a teacher and school counselor.

Researcher as Instrument

As a qualitative researcher, I am invested in this topic as a student and as a counselor. As a Black female I have been impacted by inequity within educational institutions. I have also taken many assessments that were designed by and for affluent White students. Attending predominately Black schools during my primary years of education (kindergarten through twelfth grades) I did not know about the multitudes of educational programs available to affluent White students. It was not until I attended a predominately White college that I discovered just how lacking my educational experiences were. Attending a school with 100% marginalized individuals has some disadvantages when comparing resources to White institutions. Noticing that I was not as prepared as my White classmates in college forced me to work twice as hard. I made sure that I never missed class, always finished work early allowing my professor to preview it before it was due in case I needed to make corrections, and visiting the writing center to get help. In addition, I always sat on the front row, and participated in discussions to show that I was well prepared for class in invested in my learning. Now, as a school counselor I want my marginalized students to have the same educational access to resources as affluent White students. However, I work in a school that is 95% minority and 100% free and reduced lunch. Although the poverty is the same as when I was a student the demographics are different. Most

of my students are Hispanic and the same inequalities I faced as a child they face now except they also face a different challenge, language barriers and cultural differences. These subjectivities will influence my data analysis causing me to be more protective of my participants and perhaps critical of the curriculum.

Researcher Bias

Case study researchers are prone to researcher bias because they must understand the issues of a case beforehand which could result a preconceived position (Yin, 2014). To safeguard against researcher bias the primary researcher must be open to different findings with alternative explanations and suggestions (Stake, 1995). In addition, the primary researcher worked with a research team to analyze data and have member check-ins throughout the study (Maxwell, 2005). Finally, the primary researcher shared initial coding of data with study participants and members of the research team to assess accuracy before compiling the final codebook (Wolcott, 2001).

My specific assumptions about the research were that the bilingual co-facilitator would be beneficial to intensive ELL students and would provide reinforcement and remediation to other Hispanic students. Simply by hearing information multiple times for various sources help to facilitate learning in all students. In addition, I assumed teachers would love the radKIDS curriculum and feel that it was culturally responsive to all students. Teachers want students to learn about safety concepts and feel that any prevention education is better than none at all. Furthermore, I assumed that parents would agree that radKIDS is culturally responsive although I knew that many of them utilize corporal punishment. I hoped that the parents would be expressive during their interviews about the use corporal punishment, but feared parents would not broach the subject for the fear of sounding abusive. I am glad my assumptions were wrong

about parents' fear of broaching the culturally taboo subject of corporal punishment. So often parents have no input in the choosing of educational curriculums; however, this research study gave voice to marginalized parents about their child's prevention program.

Ethical Considerations

Ethical precautions were practiced while studying human subjects and vulnerable populations (Hays & Singh, 2012). Obtaining informed consent is one such precaution. Each participant obtained informed consent prior to engaging in the study. The informed consent explained the purpose of the research and gave the participant the right to withdraw from the study at any time without consequences (Yin, 2014). Moreover, the informed consent ensured that data was de-identified and confidentiality was maintained. To safeguard ethical compliance, this research study was evaluated by the University of Georgia's Internal Review Board.

Procedures

The first procedure of this study was to request approval from the school system's Institutional Review Board (IRB) of Abraham Elementary School. Prior receiving approval I presented this study to the Superintendent and Board members during a Board meeting. Once approval was granted from the school system IRB approval was requested from the University of Georgia (UGA). Upon receiving UGA's IRB approval, the primary researcher began recruiting participants for the study.

Recruitment letters were given to all parents of kindergarten students at Abraham Elementary's Open House the first week of school August 2014. Kindergarten teachers also received recruitment letters in their mailboxes the first week of school. Participants for this

study self-identified as being interested in participating in this study by completing the consent form. Participants met the following criteria: a) have participated in the radKIDS curriculum, b) have an affiliation with the school.

During the participant recruitment process, a description of the purpose and methodology of the study was explained to participants. The researcher also informed each participant about potential benefits and possible risks of participating in the research study both verbally and through the informed consent sheet. The researcher identify approximately 4 parents who participated in individual interviews, 4 parents who participated in a focus group, 4 kindergarten teachers familiar with the radKIDS curriculum, and 100 kindergarten students to take the radKIDS pre-test and post-test used as a qualitative artifact. To validate accuracy, the researcher employed member checking as a strategy to enhance the trustworthiness of the study. Member checking was a key component for establishing trustworthiness and is the continuous consultation with participants to validate the findings of the study (Hays & Singh, 2012). Therefore, participants were asked to check the transcription after the data had been transcribed and again after the data had been coded. In addition, the primary researcher analyzed the qualitative artifact of the radKIDS pre-post-test.

The primary researcher utilized a parent focus group and individual parent interviews consisting of fifteen interview questions on the subjects of bullying and abuse and radKIDS as it relates to culture. In addition, the primary researcher utilized a teacher focus group with four kindergarten teachers designed by the primary researcher to evaluate the cultural appropriateness of the radKIDS curriculum with diverse students. Finally, 100 kindergarten students took the pretest and posttest assessment to measure learning. That information was used as a qualitative

artifact. The focus groups took place in person on school campus after hours in the privacy of the counselor's office. The focus groups were digitally recorded and later transcribed verbatim for data analysis (Hays & Singh, 2012).

Throughout the research study, the primary researcher and the research team maintained confidentiality and followed the legal and ethical expectations as outlined by the Institutional Review Board (IRB) at the University of Georgia. All data utilized pseudonyms to protect the privacy of the participants in the study. In addition, ethical guidelines were followed addressing any social justice concerns.

Data Collection

The case study allowed for various methods of data gathering (Stake, 1995). The data sources for this study were: a) artifacts - the radKIDS pretest (Artifact) and posttest (Artifact), b) parent interview questions (Appendix I), and c) teacher focus group interview questions (Appendix J). Utilizing various data sources allowed the researcher to triangulate the data ensuring a rich data analysis (Hays & Singh, 2012).

Focus Group and Individual Interviews

A parent focus group utilized 4 parents of students that completed the radKIDS curriculum. The focus group was diverse representing the demographics of the student body. Moreover, the focus group interview lasted for 60 minutes in length with fifteen questions about the impact of culture as it pertains to bullying and abuse. The focus group was conducted after school hours in the counselor's office. Participants were de-identified to ensure confidentiality.

Individual parent interviews were also conducted. The individual interview questions were the same as the focus group questions. In addition, individual parent interviews lasted for 20-30 minutes in length with fifteen questions about the impact of culture as it pertains to

bullying and abuse. The interviews were conducted after school hours in the counselor's office. Participants were de-identified to ensure confidentiality.

A teacher focus group was also conducted with 4 kindergarten teachers that have experienced the radKIDS curriculum. The teacher focus group was designed to elicit their views on the cultural appropriateness of the radKIDS curriculum. In addition, the teacher focus group interview lasted for 30 minutes in length with eight questions; three of the eight questions were designed to gather information pertaining to the teachers' knowledge and experience of diverse students. Furthermore, the teacher focus group interview was digitally recorded after school hours. Information was transcribed and coded by the primary researcher and research team. Participants' identity remained anonymous to ensure confidentiality.

Demographic Data as Instrument

The researcher collected demographic information from each participant involved in the study. Parent participants were asked to disclose demographic information including race, ethnicity, number of children, marital status and reasons for participating in the study. Teacher participants were asked demographic information such as race, ethnicity, number of years in education, and number of years working with diverse students. The demographic information was used collaboratively with other data collected. Demographic information of participants was represented in *Tables 1.1 and 1.2*.

Individual Interview Protocol

The researcher utilized focus group and individual interviews through the use of semi-structured interview questions. Four parents participated in a parent focus group, four teachers participated in a teacher focus group, and four parents participated in individual interviews. The length of all interviews (including focus group and individual interviews) were 20-60 minutes

long. Interviews were all audio-recorded and transcribed. The interviewer listened to each interview various times before noting themes and coding each interview. Research team members also coded each transcription to ensure trustworthiness (Hays, & Singh, 2012). Furthermore, interview questions were chosen based on the literature and were tied to research (Stake, 1995). Table 3.3 represented how interview questions related to the literature.

Table 3.3

Comparing Interview Questions with Research Example

Question	Literature
What are your perceptions of the radKIDS Safety Manual?	Babatsikos, 2010
How, if at all, do you perceive radKIDS addresses the needs of diverse students?	Miller & Cross, 2006
For the classrooms with a bilingual co-teacher what role did the bilingual co-teacher have in the classroom?	Kenny et al., 2012
In what ways, if at all, have you discussed child abuse with your child?	MacMillian et al., 2009; Mikton & Butchart, 2009
What is the difference between spanking and child abuse?	Donnelly & Straus, 2005
What do you think should happen to family members or friends who inappropriately touch children?	Lowe et al., 2005
What are some barriers that prevent ethnic minority students from relating to the radKIDS curriculum?	Miller & Cross, 2006

Artifacts

Descriptive data was collected through the radKIDS pre-test and post-test. Students with signed consent took the radKIDS pre-test and the post-test. Artifact data was analyzed utilizing frequency analysis to measure if knowledge was gained by the control group, comparison group, and intervention group. In addition, frequency data was used to triangulate the data therefore improving the reliability and trustworthiness of the study (Hays & Singh, 2012). Artifact frequency data helped answer the research question: What was the influence of having a

bilingual co-facilitator teaching diverse kindergarten students concepts of safety and empowerment as it pertains to bullying and abuse from the radKIDS curriculum. This question was answered by comparing pretest and posttest frequency data of the comparison group and the intervention group.

Strategies for Trustworthiness

The researcher utilized four strategies of trustworthiness which included: a) reflexive journaling, b) member checking, c) triangulation, and d) collaboration with a research team (Hays & Singh, 2012).

The primary researcher maintained a reflexively journal weekly to reflect upon how the research study impacted the researcher. In addition, the reflexive journal noted observations and happenings of the study (Hays & Singh, 2012). Reflexive journaling was kept to monitor findings throughout the research study (Yin, 2014). Furthermore, records were kept of inquiry arrangements and activities. Researchers meet to redefine issues, case boundaries and to debrief (Stake, 1995).

Member checking was initiated to maintain open dialogue of the transcripts with participants and to ensure accuracy in transcribing (Stake, 1995). In addition, member checking was conducted with each participant prior to creating the initial codebook and the final codebook. Participants had the ability to make any necessary changes before the final codebook was constructed (Hays & Singh, 2012).

Triangulation was used to compare interviews and artifact data with regard to culture, ethnicity and school-based safety programs (Creswell, 2009). In addition, the researcher requested that the participants review transcriptions for accuracy and participant approval. Data were collected from three sources including: a) artifact frequency analysis - radKIDS

pretest/posttest, b) parent interviews, c) teacher focus group. All forms of data were compared, analyzed, and triangulated to validate observations (Hays & Singh, 2012)

A research team was utilized throughout the study to analyze data and reach an agreement concerning the reliability and validity of the data (Creswell, 2009). A timeline was followed and maintained throughout the study. Furthermore, participant contact information was completed after the focus group. Finally, the primary researcher maintained all documents pertaining to the study in a safe and secure environment.

Researcher subjectivity was kept to a minimum during this research study. Although I wanted radKIDS to be culturally responsive to my diverse students I also wanted a program that was sensitive to their needs. The perceived need for a prevention program should not outweigh the need to protect marginalized populations from culturally insensitive curriculums. My assumptions about the influence of the bilingual co-facilitator, and teachers' perceptions of the radKIDS curriculum were accurate. However, my assumptions of parents' perspectives were not. Consequently, my researcher bias did not have a critical effect on the data collected and analyzed. As a researcher I felt close to the study because of the population and my thoughts on the need of a prevention program, however, I did not allow those assumptions to influence the data. To ensure this I thoroughly utilized member checks to ensure the accuracy of the transcripts with my participants and I utilized my research team to help analyze the data.

Data Analysis

Transcribing focus group interviews and individual interviews involved transforming the verbal into the written (Oliver et al., 2005). The primary researcher digitally recorded all interviews and transcribed them into written format. After the written format was created the

primary researcher created a summary of each interview and invited each participant to check the information for accuracy. This process promoted trustworthiness.

***A priori* Coding**

A priori codes were constructed based on the theoretical framework of the study before coding the interviews (Rabinovich & Kacen, 2010) (See Appendix for a list of the *a priori* codes). These codes were identified and defined by the research team through peer debriefing. The researcher identified the following codes and participant statements based on the critical research paradigm.

- It is Hoped that Safety is Culturally Universal – Child abuse and neglect occur among all social classes and ethnicities no cultural groups are exempt (Elliott & Urquiza, 2006).
Sample Quote “Perpetrators don’t discriminate; all kids need to know how to be safe. It does not matter if they are Black, White or Hispanic.” (Faith)
- Easy to Understand by Culturally Diverse Parents– Some diverse parents feel they do not have the necessary vocabulary or lack the knowledge and skill to discuss abuse with their children (Wurtle et al., 1992).
Sample Quote “I went over the radKIDS rules and I tied everything together so what I taught her before radKIDS but now I used the radKIDS lingo like stay back and no and I showed her the stance and how it’s not her fault so I just integrated everything and I specifically used the radKIDS lingo and rules” Rosalie
- Provokes Conversation of Culturally Taboo Subjects– Many diverse parents fear talking to their children about sexual thinking it will cause their children to learn about sex prematurely (Chen et al., 2007).

Sample Quote “Before radKIDS we really did not have a discussion, but now we are having more discussions around the dinner table to find out if he is being abused at school, or bullied at school, or even in the neighborhood” Amir

- Promotes Empowerment of Culturally Diverse Students– To give power or authority to; authorize, especially by official means (Wurtele & Kenny, 2010)

Sample Quote “Well yes, as a matter of fact, actually I like the radKIDS program I really do and I like that my little Marie who has a speech IEP and is a very timid shy ELL student is yelling NO at the top of her lungs when she is doing the blocking. I think it is empowering and I think it gives all students no matter where they are with their language skills or anything else confidence” Hannah

- Valuable and Enjoyable to Diverse Students– Recent evaluations examining several school-based safety programs have suggested that children both enjoy them and show significant improvements in safety and empowerment skills following participation (Binder & McNeil, 1987).

Sample Quote “My kid liked it and that made it more valuable to him” Simone

Inductive themes

Inductive coding was used which allowed the researcher to develop themes based on the statements of the interviews (Mandigo et al., 2006). First, data was coded and imported into initial code books (Richards, 2005) for further interpretation by co-researchers. The initial code book included descriptive categories as well as themes reflecting perspectives about culture and the radKIDS curriculum. Second, co-participants verified the data and themes, generated additional data on issues and concerns, and established a priority for the study (Yin, 2014). Once the codes were established themes were created and peer reviewed for accuracy (Stake, 1995).

The researcher collaborated with the research team to decide which themes were most prevalent based on frequency and significance to the study (Hays & Singh, 2012). Focus group interviews and artifacts were analyzed to provide the basis for triangulation, reflection, and planning which created the final master codebook. During inductive coding one additional theme was found based on statements of the participants' interviews.

- Parents don't think radKIDS is culturally responsive in terms of corporal punishment.

Cross-Case Analysis

To formulate an integrative framework of the similarities and differences between the interviews and the artifact frequency data a cross-case analysis was conducted. Using critical theory, the researcher investigated the impact of culture and ethnicity with diverse students as it pertained to the radKIDS safety program focusing on bullying and abuse. This frequency analysis can be found in Figure 4.3.

Conclusion

Within this chapter was an outline of the design of the research, role of the primary researcher, role of the bilingual co-facilitator, participant selection, procedures, data sources, data analysis, and strategies of trustworthiness for the study.

CHAPTER 4

FINDINGS

Introduction

The purpose of this research study was to answer the following research question: what were the experiences of parents, teachers, and students as it pertains to safety, culture, and the radKIDS curriculum. Furthermore, this research study was designed to evaluate the cultural considerations and influences when teaching the radKIDS curriculum to diverse kindergarten students with the aim of increasing knowledge of safety and empowerment about bullying and abuse. The study's theoretical lens was grounded by the ideas of critical theory which is conducive to addressing multicultural and social justice issues (O'Conner & O'Neill, 2004). The critical researcher assumed that the multicultural-social justice movement is forging a paradigm shift in the educational system (D'Andrea, 2009). The researcher used artifact frequency data and the experiences of participants to triangulate the data and create themes.

The researcher conducted and analyzed interviews with teachers and parent participants involved in the radKIDS program. Teacher participants were mostly White (3), only one teacher participant was Black, none were Hispanic. Parent participants were mostly Black (4), two were Hispanic, one was White, and one was Asian. Through the collection of qualitative data analysis, the researcher identified four themes relating to critical research present across participants. The four themes were: 1) hope that safety is culturally universal, 2) radKIDS promotes conversations regarding culturally taboo subjects, 3) radKIDS promotes empowerment of culturally diverse students, and 4) parents don't think radKIDS is culturally responsive in

terms of corporal punishment. For the purposes of this research study I will define culturally taboo as something that is not acceptable to talk about or do in a particular culture. Utilizing the literature about safety programs along with artifact data and interviews the researchers made connections using a critical research paradigm. Culture is the main focus of this research study; therefore, it is at the top of the figure. Furthermore, all participants hoped that safety is culturally universal. This theme was present across all ethnicities in both teacher and parent participants. Therefore, this theme is represented at the top of the figure. Below this theme is the second theme of promoting conversations regarding culturally taboo subjects. Similar to the first theme all participants agreed with the second theme, however, the White teacher participants really stressed the second theme more than parents. Therefore, this theme, promotes conversations regarding culturally taboo subjects, is listed with the teacher heading, but in the middle of the figure to show that Hispanic and Black parents agreed with this theme. Finally, the last two themes are next to each other; promotes empowerment of culturally diverse students, and parents do not think radKIDS is culturally responsive in terms of corporal punishment; but are separated by ethnicity based on participants' perspectives. Diverse parents felt that radKIDS promotes empowerment of culturally diverse students. Furthermore, teachers are also connected to this theme three because they agreed with Hispanic parents and also felt strongly about theme three. In addition, Black parents felt that radKIDS was not culturally responsive in terms of corporal punishment. Each of these themes are critical to this study, and therefore are interconnected and intertwined to show the relationship and complexity of the research. These themes represent both the commonalities and differences of each participant's perspective of the radKIDS

curriculum. Each theme is vital to this research study and provides a critical exploration of the radKIDS program. Figure 4.1., highlighted each of the four themes explored in this research study.

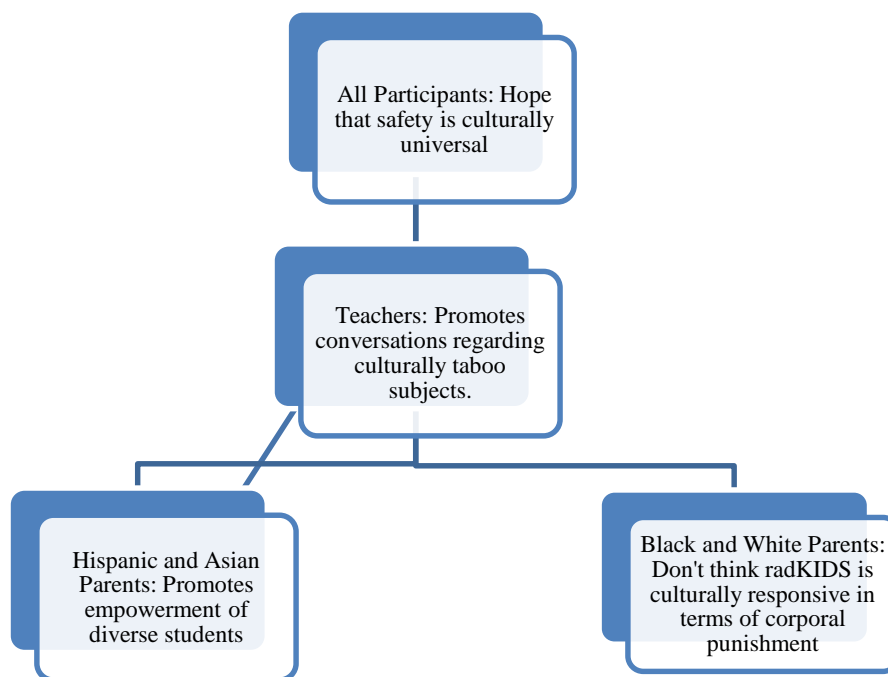


Figure 4.1 Relationships between themes in the critical paradigm of culture, diversity and school- safety programs.

Furthermore, all participants were de-identified to protect their anonymity. Tables 3.1 and 3.2 provided demographic information for each participant.

Parent Interview Demographics

Parent Participant 1: Isabella

Isabella is a Hispanic mother with a son in kindergarten. She is from Columbia and speaks fluent English. Isabella is married to a White American male and they share one child. Both parents are being educated at a local college. Their son is new to our school because the family relocated to be closer to their university. Isabella was interested in this interview because she wanted to learn how to teach her son about safety because ideas are different in the United

States than they are in Columbia. Isabella's son also speaks fluent English; however, he is also fluent in Spanish. Isabella participated in an individual interview because of a conflict in her schedule preventing her from participating in the parent focus group.

Parent Participant 2: Rosalie

Rosalie is a Hispanic mother with a daughter in kindergarten. She is from Puerto Rico and speaks fluent English. Rosalie is married to an African American male and they share one child. The couple's daughter is new to our school and the family relocated based on Rosalie's internship with the local school system. Originally, Rosalie had not planned to participate in the parent focus group interview, but upon retrieving her daughter for an early dismissal from school stumbled upon the teaching of the radKIDS lesson and was very impressed. Rosalie participated in an individual interview and the interview was conducted after the radKIDS lesson immediately after dismissal. Rosalie's daughter speaks fluent English; however, she is also fluent in Spanish.

Parent Participant 3: Marie

Marie is an African American mother with a daughter in kindergarten. She is from the United States and speaks fluent English. Marie is single but lives with her male friend and her one daughter. Marie is currently living in transitional housing and wanted to participate because she wanted the incentive. Marie participated in an individual interview after the parent focus group was conducted.

Parent Participant 4: Amir

Amir is an African American father with a son in kindergarten. He is from the United States and speaks fluent English. Amir is married and both he and his wife only have one child

and work in professional careers. Amir wanted to participate in the study because he felt it imperative to have a father's point of view. An individual interview was conducted with Amir after the parent focus group concluded.

Parent Participant 5: Meena

Meena is an Asian American mother with a son in kindergarten. She is from the United States and speaks fluent English. Meena is single with two kids. Meena chose to participate in the parent focus group because she was interested in learning more about child centered safety learning. Meena was the quietest focus group member. She relied on Becky for reassurance when making certain statements. Meena and Becky have past history because their kids attended Pre- Kindergarten together so they have familiarity and mutual respect for each other. They were the only two parents in the focus group with history.

Parent Participant 6: Becky

Becky is a White American mother with a son in kindergarten. She is from the United States and speaks fluent English. Becky is married with two kids and her family currently lives in transitional housing. She chose to participate in the parent focus group because she loves to participate and help the school in any way possible.

Parent Participant 7: Simone

Simone is an African American mother with a son in kindergarten. She is from the United States and speaks fluent English. Simone is single with three kids. Moreover, Simone chose to participate in the parent focus group because she loves to help out. Furthermore, Simone is a teacher at Abraham Elementary School and was very interested in participating in the focus group. Finally, Simone was the only parent that vocalized any disagreements she had

with parent participant Faith. Once she expressed her argument the other parents quickly agreed with her. I was grateful to have Simone because she brought a different perspective to the focus group.

Parent Participant 8: Faith

Faith is an African American mother with a daughter in kindergarten. She is from the United States and speaks fluent English. Faith is separated with four kids. In addition, Faith is currently living in transitional housing. Furthermore, Faith chose to participate in the parent focus group because she was interested in what the radKIDS program was teaching her daughter. Moreover, Faith was the most vocal participant in the focus group and often the other parents simply agreed with what she said.

Teacher Interview Demographics

Teacher Participant 1: Naomi

Naomi is an African American teacher who has been teaching for twenty-four years and eighteen of those years have been with diverse populations. She is from an affluent family in the northwest part of the United States. She has an English Speakers of Other Languages (ESOL) endorsement and has taken a diversity class offered by the school system years ago. She agreed to participate in the teacher focus group because she is a team player and enjoys the radKIDS curriculum.

Teacher Participant 2: Sarah

Sarah is a White teacher with ten years of experience and all ten of those years have been working with diverse populations. Sarah also has an ESOL endorsement and during her undergraduate education she participated in a Maymester and lived with a Hispanic family for

two weeks. During her Maymester Sarah remembers being frustrated because of the language barrier and can relate to new students who are unable to speak English.

Teacher Participant 3: Mary

Mary is a White teacher with one year of experience and that one year has been working with a diverse population. In addition, Mary performed her student teaching in Costa Rica for four months and could not speak the language. Therefore, Mary is able to sympathize with her students that do not speak English. Furthermore, Mary said she understands the frustration that her students feel when they are unable to communicate, but she urges them to keep trying. Moreover, Mary wanted to participate in this teacher focus group to better understand the radKIDS program and how it will help her students. Mary was the quietest of the teacher participants I think because she is the newest staff member and has a quiet disposition.

Teacher Participant 4: Hannah

Hannah is a White teacher with fifteen years of experience and all fifteen of those years have been working with diverse populations. In addition, Hannah is from the northern United States and an affluent family. Furthermore, Hannah admits to forgetting the names of any diversity classes she had in undergraduate or graduate school, but has had diversity training by this school system via Ruby Payne Multicultural Training. Moreover, Hannah worked with families living in poverty while working for the Head Start Program. She described that job as “eye opening” and it gave her a “new perspective” about poverty. In addition, Hannah is also ESOL endorsed. Furthermore, Hannah was a member of the diversity committee years ago. Hannah wanted to participate in the teacher focus group because she enjoys radKIDS and research. Hannah was the most vocal of the teacher participants and dominated the focus group.

The research question guiding this study was: what were the experiences of parents, teachers, and students as it pertains to safety, culture, and the radKIDS curriculum; and the themes are: 1) hope that safety is culturally universal, 2) promotes conversations regarding culturally taboo subjects, 3) promotes empowerment of culturally diverse students, and 4) parents do not think radKIDS is culturally responsive in terms of corporal punishment.

Theme 1: Hope that Safety is Culturally Universal

“I think radKIDS addresses all kids the same way, kids don’t pay attention to color or ethnicity they know that regardless safety is safety and it does not matter if you are Black, White, Hispanic or anything else, abuse knows no color.”

Black Parent Participant Marie

Abuse and neglect occur among all social classes and ethnicities; abuse does not discriminate (Elliott & Urquiza, 2006). All teachers and parent participants agreed that radKIDS was appropriate; however, not responsive, for all children regardless of their ethnicity. Both parents and teachers want children to be safe. In interviewing White, Black, Asian and Hispanic parents the sentiments were the same, they all wanted kids to know what to do in dangerous situations and to report if someone tries to harm them. Kid’s safety took first priority to race, ethnicity, and cultural differences.

Both parent and teacher participants felt that radKIDS was beneficial for all children regardless of their cultural values. While Isabella acknowledged that she is Hispanic and from another country she believes that safety concepts need to be known by all children and because she now lives in the United States she wants both herself and her child to know what is acceptable and practiced in this country. Like Isabella, Rosalie is another Hispanic parent who shared the same sentiment.

Rosalie postulated that “radKIDS addressed the needs for all persons because it used universal language using the word, no, everybody knows that that means, using the words, stay back, everyone knows what that means, so I think it meets the needs of diverse students.” Black parents felt the same way as the Hispanic parents. Naomi, a Black parent, agreed with Rosalie that safety is culturally universal.

Furthermore, Naomi felt that the program was culturally universal because “If people are going to try to take you or hurt you they don’t discriminate. They don’t say oh I am going to get her because she is a little White girl. I don’t think they discriminate like she said, all cultures need to know about safety.” White participants also agreed that safety is culturally universal. Hannah, a white teacher, felt the program was culturally appropriate and therefore mimicked the words of Naomi.

Hannah felt that radKIDS benefited all her students when she stated, “I would say that the radKIDS program is for every kid, every culture, every ethnicity. I don’t know that it preferences one over the other. It’s a safety program that teaches kids how to stand up for themselves, how to be safe, how to practice good safety practices at home and at school. I don’t think it’s for one ethnicity I think it is for every kid.”

Each parent and teacher participate felt that radKIDS was beneficial for all ethnicities. Participants agreed that safety has no color, and perpetrators do not discriminate. Therefore, children need to be taught prevention techniques, and we need not worry about cultural differences. Participants felt that radKIDS taught safety concepts that were universal and all children would benefit from knowing how to be safe. Furthermore, the artifact data showed that both the intervention group and comparison group gained knowledge of safety concepts after

participating in the radKIDS curriculum. Perhaps increased knowledge of safety concepts adds to the belief that the radKIDS program is safe to use with all cultures.

Theme 2: Promotes Conversation Regarding Culturally Taboo Subjects

“Before radKIDS we did not discuss child abuse with our son, but because of recent news events and the radKIDS program we now have these discussions around the dinner table.”

Black Parent Participant Amir

There are differences between various cultural groups of their willingness to discuss safety, abuse, and other culturally sensitive topics (Miller & Cross, 2006). Each of the participants agreed that radKIDS prompted culturally taboo conversations about abuse that had never been broached. As teachers watched their students learn safety techniques many of them admitted to having conversations with parents about what they saw, and what the parents needed to reinforce at home with their children. Parents were thankful to know what safety concepts needed further explanation, and many parents confirmed that they had never discussed safety techniques with their children prior to radKIDS due to the uncomfortable subject matter. Artifact data showed that students spoke with their family about what they learned in radKIDS.

Throughout the interviews, both parent and teacher participants agreed that radKIDS provokes conversations about culturally taboo subjects. These conversations were between parents, teachers and students. Isabella, a Hispanic parent, acknowledged that radKIDS promotes culturally taboo conversations when she said this about her son “He has been coming back and telling us about it, and I think it’s very good. I see some progress. I noticed some change. I noticed that he talks about it very good about safety.” In addition, Isabella stated, “I was thinking after I am done reading the parent manual I will talk to Lance about it because he needs to know these things, he is growing, and parents have to teach because we are the guide for

them so we need to address it no matter how uncomfortable.” Finally, Isabella said, “I want to teach it because he does not know how to read yet.” Isabella admitted that speaking with her son about abuse is difficult because the subject of abuse was not broached with her when she was a child in her home country by her parents. In her country of Columbia she does not remember safety and abuse being spoken of very often. Therefore, she found the subject difficult to broach especially with a boy. In addition, English is not her first language so she was thankful for the radKIDS curriculum that helped her with vocabulary, and offered suggestions of how to broach difficult subject areas. Although, both Isabella and Rosalie are both Hispanic parents Rosalie was much more comfortable broaching the subject of safety and abuse with her daughter.

Rosalie acknowledged that radKIDS allowed her to have meaningful conversations with her daughter about safety when she said,

I role played with her. I explained to her that there are good people, and bad people and sometimes good people can become bad people. I explained to her where her private parts were and who were the only people ever to look at her private parts or touch them such as a doctor or her mommy.

In addition, Rosalie stated that she defined abuse to her daughter as when someone tries to hurt you. Furthermore, Rosalie acknowledged that she went over the radKIDS rules and tied everything together. Rosalie said, she used the radKIDS terminology like “stay back”, and yelling “no”, and she showed her daughter the defensive stance, and reminded her daughter that it is “not her fault” if someone tries to harm her. Rosalie said she reinforced everything she learned from radKIDS with her daughter. Like Rosalie, Marie also appreciated radKIDS for promoting culturally taboo subjects.

Marie, a Black parent, postulated that “I have discussed safety and abuse with my child since she was probably one year old when I first started taking her to daycare. I would let her know to tell mommy if someone is hitting you.” In addition, Marie stated that she gave her daughter some advice recently about bullying due to the radKIDS curriculum. Her daughter got in trouble at school for being bossy, and she told her that bullying is not nice and she does not know how it made the other person feel especially at school because school should be a safe space. Marie admitted that she had never broached the subject of bullying with her daughter prior to radKIDS, but was thankful that the program provided suggests on what to say about such sensitive subject matter. Both Marie and Meena have had culturally taboo conversations with their children while using the radKIDS curriculum.

Meena, an Asian parent, stated that she often has to talk with her son about saying hurtful things that he learns from his big sister. In addition, Meena also acknowledged that she communicates concepts of touching with her son because he is guilty of touching girls butts, and she has had to express to him how inappropriate his actions are and how to respect others bodies and have his body respected in return. Meena felt as if her conversations with her son were not impactful until she used strategies taught in radKIDS. Meena admits that radKIDS has helped to foster these conversations and she expressed the need for radKIDS in the past. Like Meena, Becky, a White parent, has also had culturally taboo conversations with her children.

Becky had conversations with her kids about everything including bullying, safety, and abuse. In addition, Becky has had conversations with her kids, right before they go to school. Becky stated, “My conversation with Chris is like what kind of face are you going to have today? Green face mommy. Ok alright. Where do you put your hands? In my personal space. Go have

a good day.” Moreover, Becky believes there are reasons for her kid’s actions and if they are bullying they have experienced it and are acting out what they have seen.

Furthermore, Becky valued communication and vowed never to let her kids go to school angry. Becky stated, “I never let my kids go to school angry or upset whether it’s towards me or their dad that affects their whole day.” In addition, Becky said she feels no conversation with her kids should be taboo. Because of her willingness to foster culturally taboo conversations her son’s teacher said he comes to school happy and bouncing and excited each day. He is one of the happiest kids in the classroom. Both Becky and Simone, a Black parent, use a democratic parenting style with their children. Both parents are comfortable having culturally taboo conversations with their children and both parents are grateful to the radKIDS curriculum that promoted these conversations.

Simone was very involved with her kids and communicates with them about safety concepts. Furthermore, Simone was very involved with the school as she acknowledged in this statement about bullying,

I would talk to my kid first and find out as much information as I could and then I would go to his teacher and share as much information as I could, and watch and keep communicating with my kid to see if it gets any better. If it does not I would probably go to the principal or something like that, and if that does not work I would go to the parent but it is going to stop. I would go up the chain of command until it stops and I would ensure my kid that it will stop. I would make sure it was not something that he was doing because you know sometimes kids do not tell the whole story they just tell their part.

But, I would get to the bottom of it one way or another, and it would stop. If the school can't make it stop I would go to the authorities because you will not bully my kid in school.

Many of the parent participants felt that involving the school is very important. They trust the school employees with the welfare and safety of their children. Communication is important regardless of how culturally taboo the subject matter not only between parents and their children, but with all stakeholders. Both parents and teachers felt that radKIDS promoted conversations regarding culturally taboo subjects and helped them to broach the sensitive subject of safety and abuse. Like Simone, Faith, a Black parent, is also very involved with her children. She believes communication and reinforcement is very important. Moreover, Faith said,

You have to keep reinforcing and having those sensitive conversations. And, you have to question your kids to see how they are interpreting what they see and what they hear. I am interested to know what they think this means that's how I talk to my children radKIDS helped with that.

Each of these parents is very involved with their children. They often have conversations with their children about school, but not always about safety concepts. radKIDS provided a catalyst that allowed parents both the knowledge and vocabulary to broach culturally taboo subjects of safety and abuse. radKIDS also educated parents about safety concepts and perpetrators. Many of the parents were surprised to know that women can be predators, and some of the parents were guilty of only teaching stranger danger. radKIDS educated the parents and allowed them to also have conversations regarding culturally taboo subject with each other within the focus group.

Moreover, Faith said she taught her children concepts about abuse and bullying by using examples seen from television shows as well as from radKIDS. Faith said,

I use a lot of TV examples if anything comes across the TV I will say look at this it is not right. This is now how you do it.” Furthermore, Faith feels that every situation is a teachable moment. Faith stated, “I used everything that I came into contact with as a tool including radKIDS. See this right here if a man and a woman got into it I would say that is a no no. Somebody just ragging on you that is a no no. Anything that came up that I can tie it into I would say that’s not right. That is abusive and I used it wherever it was TV, radio, I used it.

Therefore, Faith felt that radKIDS helped to confirm that she was teaching her children correctly about abuse concepts. Faith said after each radKIDS lesson her daughter would acknowledge that the instructor said “the same thing as you mommy” and then her daughter would give her the “thumbs up” which is used in radKIDS as approval of an appropriate action.

Furthermore, Faith demonstrated bullying concepts with her children through the use of role play taught in the radKIDS family manual. Faith said, “My oldest son had a habit of chest bumping people so I chest bumped him really hard to show him how it feels. He did not like it, and I told him that is how others feel when you do it to them. He stopped after that.” Faith also has a son who is blind, and often felt insecure when others stared so she role played with him so he could feel more comfortable approaching others. Her son learned from the role playing activity, and now his confidence has improved because he has a strategy for dealing with the stares of strangers. Faith admitted that broaching this taboo subject with her son was hard, but it needed to happen. Like Faith, Sarah, a White teacher, agreed that radKIDS was the catalyst that promoted these culturally sensitive conversations.

Sarah felt that radKIDS promoted culturally taboo conversations for kids to have with their families “and I have a couple students who would go home and be like this is what we learned today and we need a password or code.” In addition, radKIDS provoked Sarah to have conversations with her student’s parents. Sarah stated, “I had one Black parent that did not sign the consent form and I talked to them during conference week and there was one clause about injury and she did not sign because she thought her child would get hurt so when I explained the program in more detail, and the need for it and she was like oh yeah absolutely I want her to participate in that.” Like Sarah, Mary, a White teacher, was also an advocate for radKIDS because it promoted culturally taboo conversations that she desired to have before radKIDS, but did not know how to broach the subject.

Mary said her students enjoyed talking about radKIDS which she acknowledged when she said, “We went to the library like two days later after the initial session, and the librarian was asking questions and all they wanted to talk about was the stuff they learned in radKIDS so it’s sticking and they are enjoying it. It may have made the media specialist a little uncomfortable because of the culturally taboo subject matter, but I was impressed that they remembered.”

Hannah thought that radKIDS provoked parents to have taboo conversations with their children when she said,

I would hope all parents both Black and Hispanic would have some discussion at some point about strangers, and about safe passwords and codes. I would hope they would be in agreement with on one touching them inappropriately because it was brand new to a lot of kids. Perhaps they have not had those sensitive conversations, but I would hope their cultural values are similar enough to know the need for them.

In addition, Hannah reflected on culturally taboo conversations she had with her students when she stated, “I had two that came to school and told me their password. They said, Mrs. Hannah, panda bears is my password if you ever come to visit. That was good. I know that they had discussed this with their parents.”

Moreover, Hannah said,

I think as a teacher this lets me know who is going to stand up to someone and who is going to walk away with somebody. I saw very clearly that I have three kids who would go if they were offered a lollipop and a trip to Disney World and that is very scary.

radKIDS allowed me to have conversations with their parents, and say here is some more work for you to do at home. Especially with my shy ELL students that are timid and complacent.

radKIDS was successful in promoting conversations between students and their parents about culturally taboo safety concepts. Some diverse parents have not broached the subject of safety with their children and radKIDS provided them with the knowledge to have conversations about prevention. The program also provided teachers with information for parents about what concepts need to be reinforced at home. In this way radKIDS promoted conversations between all stakeholders about culturally taboo safety concepts.

Ideally from a social justice perspective I would like to see radKIDS host an information session for parents. Assuming that all parents read the parent manual is not realistic. Even some of the participants agreed that they have not read the entire parent manual. I believe in addition to empowering children their parents need to also be educated, and parents should be required to meet with the radKIDS facilitator or at least participate in an assessment of safety concepts. Broaching culturally taboo subjects with parents during an information session or focus group

would increase parents' knowledge of safety concepts and perhaps would keep children out of situations requiring them to need skills taught in radKIDS.

Theme 3: Promotes Empowerment of Culturally Diverse Students

“With the ones that don't speak English like Lucy I have never heard her speak out that loudly. When she yelled NO I was like yes, you go girl. It was very empowering.”

Black Teacher Participant Naomi

It has been hypothesized that Hispanic children are less likely to disclose abuse because of cultural norms emphasizing family loyalty and discretion (Comas-Diaz, 1995). Both Hispanic parents felt that radKIDS promoted empowerment to Hispanic students. Many students felt empowered by radKIDS especially English Language Learner (ELL) students. Empowered to stand up to perpetrators, to say no to adults, escape dangerous situations, and report victimization. All teacher participants were so excited to see quiet ELL students verbalizing during the resistance techniques. Verbalizing is yelling “no” on command and yelling other defensive words such as “stay back.” Often ELL students are quiet because they don't understand the language and many are new to school environments so they feel fearful of being away from their families for the first time. radKIDS broke through the language barrier and gave voice to the fearful and timid ELL students. Artifact data showed that students in the intervention group with the bilingual co-facilitator increased their knowledge of safety concepts by as much as 80%. ELL students also indicated via the artifact data that if someone touched them and told them to keep it secret they would inform a trusted adult. Both Hispanic parents, Isabella and Rosalie, were excited that radKIDS taught their children safety concepts that may have been foreign to the parents, but are important concepts to know as parents rearing children in the United States.

Both teachers and parents praised radKIDS for promoting empowerment in students. Isabella, a Hispanic parent, postulated that radKIDS promotes empowerment when said, “I think that mostly it teaches him not to be afraid. I think that it teaches him some phrases that he can tell the bully if the teacher is not around.” Like Isabella, Amir, a Black parent, also believes the program promotes empowerment in ELL students.

Amir stated, “Because of the radKIDS program I think Hispanic kids going through the program are learning more ways to get their parents, teachers, the principal, and the counselor involved by letting them know what is happening.” Similar to Amir, Naomi, a Black teacher, feels radKIDS empowers Hispanic students.

Naomi approved of the radKIDS curriculum because it promoted empowerment to ELL students which she admitted when she said, “With the ones that don’t speak English like Lucy I have never heard her speak out that loudly. When she yelled “NO” I was like yes, you go girl. It was very empowering.”

All teacher participants were quite surprised to see their intensive ELL students so active during the radKIDS curriculum. Hearing their students use verbalizations by yelling protective words such as “stay back”, and practice resistance techniques like “blocking” allowed students to feel confident and empowerment. radKIDS facilitated empowerment among their students.

Hannah, a White teacher, further supports Naomi’s feelings.

Hannah also believed that radKIDS promoted empowerment which she postulated when she said,

I like the radKIDS program, I really do. I like that my little Marie who has a speech Individualized Education Plan (IEP) and is a very timid shy ELL student is yelling “NO” at the top of her lungs while she is doing the blocking. I think it is empowering and I

think it gives all students no matter where they are with their language skills or anything else confidence and it is exciting to see. I was originally terrified when you were doing your thing because she does not speak enough, and she does not speak in complete sentences and she does have this disability. So, when it was her turn I thought oh my goodness and I was ready on the tip of my toes to step in, but she did it perfectly so I thought it was empowering and that was good for me to see and nice for her to feel about herself.

Rosalie, a Hispanic parent, agrees with Hannah about radKIDS being empowering. Rosalie was the only parent to witness the teaching of radKIDS and she saw the confidence of each student build with each technique. She reported how amazing it was to experience the simulations (self-defense moves such as blocking), and how excited the students were to learn ways to be safe. Rosalie feels that this program not only empowers ELL children in the class but, it inspires them to teach other ELL children empowerment and safety techniques and share what they have learned.

Both teachers and parent participants were excited to see their intensive ELL students verbalizing by yelling defensive words, using resistance techniques by blocking, and feel confident about their abilities in radKIDS. Teachers were excited to congratulate students for finding their voice and encouraged them to feel just as empowered about their education and other areas of their lives.

Theme 4: Not Culturally Responsive in Terms of Corporal Punishment

“I am a disciplinarian and I spank my children and I don’t need unnecessary strife so I had to explain to my kids the difference between abuse and spanking.”

Black Parent Participant Faith

Black parents tend to spank more frequently than parents of other ethnic groups (McLoyd & Smith, 2002). Instead of further pathologizing the Black community, corporal punishment often originates from a place of family strength and love, historically used by Black parents to protect their children and socialize them to live safely within a dangerous and racist society (Thomas & Dettlaff, 2011). The use of corporal punishment as a parenting strategy has long been controversial, but sometimes necessary to produce well-behaved children (Mitchell, 2008). Christianity and its belief system have long served as encouragement and justification for the use of physical discipline with both Black and White parents (Thomas & Dettlaff, 2011). All of the African American parents talked about the use of corporal punishment with their children. In comparison, a White parent, Becky, also admitted to spanking her children. The only parent that did not practice corporal punishment was Meena, an Asian parent. Many of the parents in this research study believe in corporal punishment. They felt that radKIDS did not respect their culture in regards to corporal punishment. radKIDS teach that no one has the right to hurt you. Spanking hurts and many parents felt radKIDS should have addressed spanking or that the facilitator should tell kids the difference between spanking and abuse.

Faith disagreed with radKIDS undisputed idea of if anyone hurts you to call the police. Faith feels that radKIDS should make some revisions when it comes to spanking to distinguish it from abuse. Like Faith, Simone, a Black parent, admitted to using corporal punishment with her children. Simone said,

When my son, Jon, come home in trouble I gave him a pop and he said you can't hit me that is child abuse. I said there is a difference honey. I can't leave marks on you, but I can spank you so I did have to explain to him the difference between abuse and spanking.

He came home saying you can't touch me so I had to clarify what I wanted him to understand like you still might get spanked, but I can't hurt you or leave marks on you.

In addition, Simone had spoken with her kids about abuse.

I am very explicit with them about what people can't do, what they can't touch on them and what I can't do to them. Even if you are at the doctor no one can touch on you if I am not there. I am very thorough with the sexual abuse kind of things. With the physical abuse we always talk about how no one should push you or hurt you, and you also should not push or hurt anyone else. And, with the emotional & verbal stuff no one should yell at you all the time or make you cry because that is also abuse. I think I am always careful to explain it to them, but after this I know they know because if my little one gets popped he will say stop it mommy you are child abusing me.

Other participants agreed with Simone and Faith and felt that there should be some distinction between abuse and spanking. Parents felt the need to explain the difference to their children, and suggested that the facilitator do the same. Participants felt it necessary for the facilitator to broach this subject with students during the curriculum so their children would understand the difference. Becky, a White parent, agreed with both Faith and Simone that sometimes corporal punishment is necessary and admitted to also spanking her children.

Becky stated, "I spank Christian, sometimes he needs it. We were spanked as children and it did not kill us. I believe some kids are more hands on (laughing) and they need to be disciplined. The Bible says, spare the rod and spoil the child." Becky further stated that her spanking is minimal and used only as a last resort. This resonated with both Hispanic parents, Rosalie and Isabella that admitted that they also will spank as a last resort.

Both Hispanic parents, Rosalie and Isabella stated that they do not like spanking, and refuse to spank their children themselves, but leave the discipline to their husbands. Each of the parents Black, White, and Hispanic all agree that radKIDS is not culturally responsive in terms of corporal punishment and felt this lack of responsiveness could lead to problems with law enforcement agencies for their families.

Utilizing my scholarly social justice perspective I knew radKIDS was not culturally responsive to the use of corporal punishment. However, I do not know of any safety programs that would broach the subject of physical discipline. Corporal punishment historically has been utilized for many years; however, I don't think any curriculum would want to broach the subject for fear of promoting physical discipline. radKIDS could address this topic by requiring that parents come to an information session prior to the first radKIDS lesson to broach this subject.

Artifact Frequency Data Analysis

Artifact data was provided for this study to answer the first research question; what is the influence of having a bilingual co-facilitator teaching diverse kindergarten students concepts of safety and empowerment as it pertains to bullying and abuse from the radKIDS curriculum. Thirty-nine students were in the intervention group that had the bilingual co-facilitator. Of those thirty-nine students, twenty-five students were intensive ELL students. The students in the intervention group with the bilingual co-facilitator showed gains in their posttest scores compared to their pretest scores in all areas. Some of those gains were as high as a 60% increase in knowledge of safety concepts. It is important to note that I showed pretest and posttest results of all three groups of students; control group, comparison group, and intervention group to show that gains were made by all groups. However, the intervention group with the bilingual co-

facilitator made the most gains of all three groups. Consequently, there are limitations to this study. This study did not analyze the data to determine if there was a significant difference in the results. Future research could explore statistical data.

In addition, the artifact data in this frequency chart was also integrated with parent and teacher interview data to provide supporting evidence of the themes. Having a bilingual co-facilitator was the intervention for this research study and the artifact data show the results of that intervention. This data is representative of 100 students that participated in the radKIDS program Fall 2014 divided into three groups: a) control group receiving no radKIDS curriculum, b) comparison group receiving the radKIDS curriculum with the primary researcher, and c) the intervention group receiving the radKIDS curriculum with the primary researcher and a bilingual co-facilitator. The data represented the pretest and posttest results of questions pertaining to bullying and abuse. For the purposes of this study the data was analyzed using a frequency chart. In this chart radKIDS (n=80) and Control (n=20).

Question Type	Pretest Number Correct Comparison Group	Post Test Number Correct Comparison Group	Pretest Number Correct Intervention Group	Post Test Number Correct Intervention Group	Pretest 1 Number Correct Control Group	Pretest 2 Number Correct Control Group
Tricks	37/41=90%	38/41=93%	29/39=74%	37/39=95%	16/20=80%	19/20=95%
Bulling	32/41=78%	32/41=93%	27/39=69%	28/39=72%	14/20=70%	13/20=65%
Resistance	30/41=73%	29/41=71%	29/39=74%	30/39=77%	16/20=80%	14/20=70%
Tricks	21/41=51%	31/41=76%	29/39=74%	34/39=87%	10/20=50%	14/20=70%
Resistance	36/41=88%	35/41=85%	26/39=67%	34/39=87%	14/20=70%	15/20=75%
911 Safety	17/41=41%	33/41=80%	17/39=44%	32/39=82%	9/20=45%	12/20=60%
Tricks	23/41=56%	31/41=76%	21/39=54%	30/39=77%	5/20=25%	11/20=55%
911 Safety	17/41=41%	32/41=78%	14/39=36%	29/39=74%	13/20=65%	16/20=80%
Tricks	8/41=20%	28/41=68%	7/39=18%	34/39=87%	7/20=35%	8/20=40%
Tricks	36/41=88%	35/41=85%	29/39=74%	36/39=92%	11/20=55%	15/20=75%

Figure 4.2 Artifact Frequency Data Analysis

CHAPTER 5

DISCUSSION

This chapter provides a discussion of the findings from the previous chapter. In addition, the results were integrated and reduced to finalize participant perceptions of the radKIDS curriculum with diverse students. Furthermore, this chapter compared the data to scholarly literature and utilized a critical lens. The chapter also includes a discussion of my positionality, limitations of the study, and recommendations for future research.

Purpose of the Study

The purpose of this study was to analyze the cultural considerations and influences when teaching the radKIDS curriculum to diverse kindergarten students with the aim of increasing knowledge of safety and empowerment about bullying and abuse. In addition, this study sought to determine the influence of having a bilingual co-facilitator teaching diverse kindergarten students concepts of safety and empowerment as it pertains to bullying and abuse from the radKIDS curriculum. This study also asked, about the perceptions of parents regarding the impact of culture as it pertains to bullying and abuse and radKIDS. Finally, this study explored the perceptions of teachers regarding the cultural appropriateness of the radKIDS curriculum for diverse kindergarten students.

This study was designed with the following considerations in mind: (a) the impact of culture in teaching diverse students, (b) the influence of a bilingual co-facilitator, (c) the perceptions of parents, and (d) the perceptions of teachers. Utilizing a critical paradigm as a

guiding framework, the primary researcher used the results of the study to investigate the cultural considerations and influences when teaching the radKIDS curriculum to diverse kindergarten students.

The ensuing discussion utilizes information presented in Chapters Three and Four to address the primary research question for this study. The findings are discussed with reference to existing literature, and the utilization of a critical lens to create themes. By using critical theory the primary researcher will examine how racism, privilege, and safety intersect in relation to culturally diverse populations. Furthermore, these four themes and critical theory will be highlighted to answer the research question: What are the experiences of parents, teachers, and students as it pertains to safety, culture, and the radKIDS curriculum?

Research Question Answered

Theme 1: It is Hoped that Safety is Culturally Universal

The study of abuse and safety concepts has attempted to highlight issues related to culture and ethnicity (Elliott & Urquiza, 2006). Very few child-focused programs have been developed for culturally diverse children (Kenny et al., 2012). Beyond translation of materials, very few programs modify materials to meet the needs of culturally diverse people (Kenny et al., 2012). One recommendation was to have an ethnically diverse staff (e.g., bilingual co-facilitator, and staff parent liaison translator) that made sure all materials were appropriately translated and members were aware of customs, language, and specific concerns of the target culture (Fontes, 2005). Providing the program in a bilingual format (English and Spanish) is another recommendation that would provide significant advancement in the field of prevention since many programs are not available for ethnically diverse groups (Plummer, 1997).

One theme that emerged from stakeholders' interview data was the idea that safety is culturally universal. Parents and teachers did not feel that any of their students, White, Black or Hispanic, should miss the safety concepts taught in radKIDS. Teachers did feel, however, that many of the students' parents either lacked the education to teach safety concepts or lacked the conviction to broach such a taboo subject; and therefore, they would forfeit having safety and abuse conversations with their children. Furthermore, teachers felt the neighborhoods of some of their Black and Hispanic students were also the neighborhoods of many predators; therefore, students needed the information presented in radKIDS. Hannah, a White teacher, said safety is safety; it does not matter if the child is Black or White. All parents felt the same way as Hannah. They also agreed that safety is culturally universal.

All of the diverse parents and the one White parent felt that safety was universal and therefore, felt that the radKIDS safety program was useful in teaching their children safety concepts. Faith, a Black parent, said perpetrators victimize both Black and White children and abuse knows no color; it does not discriminate. Literature supports this, abuse and neglect occur among all social classes and ethnicities (Elliott & Urquiza, 2006). Hispanic parents with ELL children that originally did not sign the consent form reconsidered and allowed their children to participate once they understood that the program was teaching safety concepts. Black, White, and Asian parents were eager for their children to learn ways to be safe and were even excited about participating in the interviews about the program. Furthermore, several parents asked if the program could be taught to their older kids and wanted safety and program information to take to other parents in their communities. All agreed that safety is universal, and radKIDS taught their children safety concepts.

This belief of safety being culturally universal is a hope and not a reality. Marginalized populations are not afforded equitable access to safety, treatment of law enforcement, and the legal system (Crenshaw, Gotanda, Peller, & Thomas, 1995). Critical theory researchers challenge colorblindness and neutrality (DeCuir & Dixon, 2004). Furthermore, racism is woven into the very fabric of America and is so ingrained in American culture that racism is barely unrecognizable (Stefancic, 2004). Therefore, both White and Black teachers as well as Black and Hispanic parents alike hope that safety is culturally universal, but the reality is once their children are in situations where they need to be protected by law enforcement or they are forced to defend themselves racism could cause that reality to look different for marginalized people than for Whites (Reuters, 2015). Recent research by sociologist Rashawn Ray, Ph.D., an assistant professor at the University of Maryland, found that black men are less likely to run outside if they live in predominantly white neighborhoods (Hamilton, 2013). These black men felt uncomfortable running because of the number of times they have been stopped and frisked by the police simply for jogging on their own streets. If black homeowners attempt to resist, they are often beaten and arrested. However, their White neighbors are not racially profiled in this manner; and if they are stopped and frisked (which rarely happens), they simply inform the police of their address and are released. This is an example of how racism can look different for marginalized people.

Theme 2: Promotes Conversation Regarding Culturally Taboo Subjects

Teachers have a significant role to play in the prevention of child maltreatment and have a responsibility to develop understandings that contribute to the safety of all children in their care (Schole et al., 2012). Professional development in the area of child maltreatment prevention, however, is seriously lacking (Mathews, 2011); and evidence suggests a critical need for

training. In addition, teachers have a responsibility to educate all students in their care including diverse students (Barr & Gibson, 2013). Teachers often feel that prevention education is taboo, and is the role of the parents which causes teachers to feel uncomfortable sharing this responsibility and broaching this sensitive subject with parents and students (Fontes, 2005). Teachers in this study were not uncomfortable broaching culturally taboo subjects, and appreciated that radKIDS provided a vehicle to approach these topics.

Teachers acknowledged that broaching culturally taboo subjects could, however, feel inappropriate when meeting with parents. White teachers admitted to not knowing the cultural values of Black and Hispanic parents, but hoped that all parents viewed safety as an important subject. As teachers watched students participate in the radKIDS curriculum they were able to see which students were more susceptible to predators' tricks, and which students felt more empowered. In addition, the teachers were frightened to see that many of their Hispanic ELL students would easily walk away with a stranger with the promise of candy or another incentive. This knowledge provided teachers with information that promoted conversations regarding culturally taboo subjects with students' parents. In addition, teachers were able to discuss sensitive subjects with students about their progress in the radKIDS program, reinforce skills learned, and remediate skills that were lacking. Furthermore, many White teachers felt their cultural values were different from some of the Hispanic and Black parents' values. The White teachers felt that the Hispanic parents lacked disciplinary practices, and the Black parents disciplined too harshly. In addition, several White teachers felt that many Black and Hispanic parents were not aware of the dangers of their neighborhoods and were too trusting of adults

living in those neighborhoods. Both White teachers and the one Black teacher felt that radKIDS was imperative because without it their students would not be taught safety concepts by their parents.

Teachers fully supported radKIDS and were determined to have all students participate. White teachers called Hispanic parents that did not sign the consent form to stress the importance of the program. Hannah, a White teacher, said if the parents did not sign she was convinced that they either did not understand the program or they had something to hide. Hannah was most proactive in getting all of her students into the radKIDS program. Naomi's perception as a Black teacher of the radKIDS curriculum was very similar to the White teachers' perceptions. This experience supports the research. Evidence suggests that ethnic differences in parenting exist; however, the extent of those differences vary based on a variety of factors including acculturation levels, socioeconomic status, and neighborhood variables (Elliott & Urquiza, 2006). Teachers discovered that many of the prevention techniques taught in radKIDS were unfamiliar to their students, and students' parents had not taught safety concepts. Teachers overwhelmingly supported the radKID program and were diligent about getting parents to return consent forms so their students could participate. Moreover, radKIDS promoted conversations regarding culturally taboo subjects between students and their parents.

Many students spoke extensively about what they learned in radKIDS during various times of the day including lunch, recess, and in the library. More importantly, radKIDS promoted conversations regarding culturally taboo subjects between parents and their children. Isabella, a Hispanic parent, admitted that she had not spoken with her child about safety and abuse concepts because she did not know how to broach the subject. She also stated that she was uncomfortable talking about abuse because English is not her first language and she felt that she

lacked the vocabulary for this subject matter. radKIDS provided Isabella with the vocabulary needed to have conversations about safety and abuse. Furthermore, radKIDS provided resources and materials to use while exploring this culturally taboo subject. Many parents appreciated that their children broached the taboo subject of abuse and safety first. With their children broaching the subject first parents were able to discover what their children knew prior to the parent's discussion. Parents often felt more comfortable adding on to previous knowledge than starting from the beginning. Meena, an Asian parent, stated she wished she had radKIDS with her older daughter, and admitted to often making mistakes when trying to teach her daughter safety concepts. Meena said she feels more prepared to have these culturally taboo conversations with her son and is pleased to discover that radKIDS has done most of the work for her. Both teachers and parents agree that radKIDS promoted conversations regarding culturally taboo subjects, and they appreciated the program for doing so.

Utilizing a critical lens, teachers may be colorblind and unaware of how racism influences safety. Young Black men are being killed at an alarming rate by law enforcement (Alexander, 2014). These law enforcement officers are not being indicted or convicted by the courts (Elias, 2013). With the "Black Lives Matter" movement more attention is being drawn to this issue forcing culturally diverse parents to have these taboo subjects with their children (Reuters, 2015). In addition, church pastors are discussing racism and safety during their sermons, and daily riots and protestors are on the news resisting racial profiling and the killing of young innocent culturally diverse people (Jernigan, et al., 2015). These taboo conversations are happening in spite of radKIDS, they are happening because Black Lives Do Matter, and culturally diverse people are taking a stand against racism that has plagued this country since the days of slavery (Alexander, 2014). Safety is not just a Black issue; other persons of color and

marginalized groups are also being victimized at an alarming rate unlike their White counterparts. Hispanic pastor Rev. Tony Suarez, vice president of the National Hispanic Christian Leadership Conference, was visiting the Iglesia Pentecostal Unida International Church in Des Moines, Iowa when he was stopped by the police for *looking like a drug dealer* (Webb, 2014). The Rev. Suarez was so shaken by the incident that he started a blog demanding that racial profiling come to an end.

Theme 3: Promotes Empowerment of Culturally Diverse Students

Both Hispanic parents, Rosalie and Isabella, felt that radKIDS promoted empowerment of ELL students. Rosalie noted how she felt excited to witness Hispanic students shouting “no” and “stop” during the radKIDS class. Similarly, Isabella noted that her son was anxious to tell her what he learned in radKIDS and demanded to show her his protective stance. Teachers agreed with the Hispanic parents that radKIDS promoted empowerment in the ELL students.

All teachers, both White and Black, felt radKIDS promoted empowerment with their students. Students that were typically shy, ELL learners, and students with disabilities all displayed confidence during the resistance portions of the program. This was especially evident in the intervention group with the bilingual co-facilitator. Hannah, a White teacher, was nervous when her quietest ELL student with a speech delay was asked to yell “no”. However, she stated how delighted she was that her ELL student found her voice and was able to verbalize her resistance with confidence. ELL students’ new found empowerment extended beyond the classroom.

Hispanic parents and teachers alike noted that students were excited to talk about safety content learned in the radKIDS program. ELL students would discuss the program days after the sessions in spite of their language barriers. Students felt confident in what they were learning.

This was due in part to the bilingual co-facilitator teaching them in Spanish and reinforcing what they were being taught by using cultural gestures and expressions. Having a bilingual co-facilitator promoted empowerment of intensive English Language Learner students in the intervention group.

Both parents and teachers felt that having the bilingual co-facilitator was valuable for the intensive English Language Learners (ELL); however, they also felt that concepts utilized universal language such as “no” and “stay back” which is easily understood by ELL students. However, the artifact data supported having the bilingual co-facilitator and indicated that ELL students’ posttest results improved. This suggests that students learned safety concepts with the use of the bilingual co-facilitator. Comparison group students were also intensive ELL students, yet they did not score as high as the intervention group. The only difference between the comparison and intervention group was the use of the bilingual co-facilitator. While taking the posttest intensive ELL students indicated that they valued the bilingual co-facilitator. Also note that radKIDS does offer translated materials in both the student coloring book and the family manual.

Posttest results of the comparison group compared to the intervention group showed that the intervention group with the bilingual co-facilitator scored better than the comparison group on posttest results. This finding suggests that the bilingual co-facilitator was influential only with the intensive ELL students. Non-intensive Spanish-speaking students and students that were bilingual did not require interpretation or translation to prove successful in the radKIDS program. The bilingual co-facilitator’s influence was essential in teaching diverse kids, especially intensive ELL kindergarten students, concepts of safety and empowerment as it pertains to bullying and abuse from the radKIDS curriculum.

From a critical theory perspective marginalized populations are not afforded the right to be empowered (Alexander, 2014). The legal system is not designed to empower culturally diverse people (Alexander, 2014). It is believed that if marginalized populations gain power that would result in Whites losing their power. Some believe in an effort to continue White privilege marginalized populations must not gain power. Empowerment is afforded to the affluent, the politically connected, and the educated (Elias, 2013). Even for the few culturally diverse people who have gained affluent status they are still marginalized because of their cultural status. Racism is real, and it is ingrained in the very fabric of America (Alexander, 2014). Yes, radKIDS empowered kindergarten students to be educated about safety concepts, but how they use that empowerment may look very different from how Whites use it. The color of disproportionality is real in American schools (Skiba et al., 2000). Black and Hispanic students receive more discipline referrals, suspensions, and referrals for special education services (emotional behavior disorder) at an alarming rate compared to their White counterparts (Skiba et al., 2000). At my school, I have noticed when two sets of students display the same noncompliant behaviors the students of color are perceived as unruly, but their White counterparts are viewed as expressive. Racism is subtle but prevalent (Elias, 2013).

Theme 4: Parents Do Not Think radKIDS is Culturally Responsive in Terms of Corporal Punishment

There are cultural differences in the ways parents perceive safety and abuse (Miller & Cross, 2006). Black parents may choose to use corporal punishment as a form of discipline, while some White parents may view spanking as abusive (Caughy & Franzini, 2005). Corporal punishment is defined as the use of physical force with the intention of causing a child to experience pain, but not injury, used as a form of discipline to correct negative behavior

(Donnelly & Straus, 2005). In addition, corporal punishment remains widely used in the United States as a form of discipline despite its association with increased risk for child aggression and physical abuse (Taylor, Hamvas, & Paris, 2011). Black parents tend to spank more frequently than parents of other ethnic groups (McLoyd & Smith, 2002). This sentiment was also true in the current study. The Black parents in this study admitted to spanking their kids, and felt that radKIDS was not culturally responsive in terms of corporal punishment.

Only two of the parents in this study stated that they do not use corporal punishment. Meena, an Asian parent, does not use corporal punishment, and neither does Isabella, a Hispanic parent. Isabella, said her husband does use physical punishment. He is White. In addition, the parents acknowledged that spanking was not the only form of discipline; however, parents all felt the need to have discussions with their children about the difference between spanking and abuse due to radKIDS. Both Simone (a Black parent), and Faith (a Black parent) stated that radKIDS is a great program but should address spanking so kids will know that when they are spanked it is not child abuse. Consequently, all parents discussed that some parents lose control and spank without purpose, spank too frequently, “crossing the line” when spanking resulting in abuse. Their recommendation was not to spank in anger. Rule number one in radKIDS teaches children that no one has the right to hurt them, and rule number 2 states that if someone hurts them they can tell because it is not their fault. Children felt empowered to tell their parents those rules while being spanked, and parents felt this belief could cause them unnecessary problems with law enforcement and protective services. Therefore, parents preferred that radKIDS broached the difference between abuse and spanking in their teachings.

Many Black parents are viewed as religious and believe the Bible verse “spare the rod, spoil the child” (Proverbs 13:24). These parents believe if they discipline their children while

they are young when they grow up it will prevent them from being disciplined by the law (Ellison & Bradshaw, 2009). Physical punishment has occurred for generations in the Black community (Ateah & Durrant, 2005). Ellison and Bradshaw (2009) stated, however, Black families lived in communities, and believed it takes a village to raise a child. These Black communities are albeit gone, and now communities are more integrated resulting in misunderstanding and lack of knowledge about physical punishment (Taylor & Hamvas, 2010). Furthermore, as a result of racism, racial profiling, police assaults on culturally diverse people, and lack of police indictments many marginalized populations (Alexander, 2014) find themselves frustrated and angered by society resulting in misplaced anger on their children and corporal punishment being used too often and too harshly. This reality for marginalized people coupled with referrals made to state agencies and the misunderstanding of corporal punishment has caused parents to panic about the subject thus leading them to feeling that radKIDS is not culturally responsive in terms of physical discipline.

My Positionality

As a privileged, Black, educated, law abiding female I have always felt relatively safe in my community, and felt that police officers who were entrusted to both protect and serve me were doing what my tax dollars paid them to do. I know this country was founded on racism, and slavery, and White privilege has positioned many people of color to live in poverty causing them to be racially profiled, discriminated against, and incarcerated (Elias, 2013). The news often presents Black people as ignorant criminals causing society to view us that way as well (Jernigan et al., 2015). I believe it is all part of a system to further suppress and marginalize all culturally diverse people, and help retain White privilege (Alexander, 2014). Jails are often built based on how many students fail third grade, and the school-to-prison- pipeline is very real

(Elias, 2013). It is in the best interest of politicians and bureaucrats to imprison culturally diverse people, and help law enforcement, legal systems, and prisons create revenue while further promoting racism (Alexander, 2014). Thanks to the use of technology (Jernigan, 2015) racial profiling and police brutality have highlighted racism in America and caused “privileged” Black educated, law abiding citizens such as myself to now fear the police and feel less empowered. Each Sunday as I attend my historically Black church, Ebenezer Baptist Church (the spiritual home of Dr. Martin Luther King, Jr.), my pastor preaches a sermon of “I Can’t Breathe” (the words of Eric Garner) or “Black Lives Matter” because of the many young Black lives that have been taken tragically by the police. If I had written this dissertation five years ago, this would not be my positionality in reference to a school-based safety program designed to keep kids safe. My new reality and my scholarly critical lens force me to broach this subject of culture, diversity, and safety. The reality is we are not safe. We are not safe as a people and as a community. Will radKIDS help my children by teaching them concepts of safety? Yes, it will. Will radKIDS keep them safe? No, to some extent it will give them knowledge they need to be aware that there are other factors involved with safety if they are people of color. Not because the concepts are not good practices, but because in this country we are not all equally empowered to be safe (Alexander, 2014). Power is afforded to the privileged (Jernigan et al., 2015), and my marginalized students may not be included in that privileged group.

Culturally diverse students are marginalized by safety programs that cater to the experiences of the majority (Kenny et al., 2012). Empowerment programs designed for White students are unrealistic when teaching safety concepts to culturally diverse students. The experiences of the majority are not parallel to the encounters of racism and injustice that my marginalized students may face (Alexander, 2014). However, there is no safety program

designed specifically for diverse students (Kenny et al., 2012); and as society continues to evolve, prevention programs will need to also advance to keep up with our ever changing needs for safety and empowerment.

Implications for Counselors

While we all hope that safety is culturally universal research, the media, and statistics have shown that is not. Therefore, counselors must be realistic about how racism affects the safety of culturally diverse people, and broach this topic with parents. There is inequity in the treatment of law enforcement and legal systems that make the safety of culturally diverse people less than that of Whites. As a critical researcher I would be remis if I did not broach this subject. Although the radKIDS curriculum, culturally diverse parents, and White teachers may be colorblind to the realities of safety and racism in our society it is the role of the critical race researcher to have an awareness of how race will affect the safety of Black and Hispanic students.

While we all hope that safety is culturally universal proactive steps should be taken to make prevention programs more culturally responsive to diverse students. Currently, there are few safety programs designed for diverse students (Kenny et al., 2012). Therefore, counselors should inquire about the cultural values of their students before choosing a safety program, and attempt to select a program that most closely reflects the cultural values of their student population. In addition, counselors may want to discuss with diverse parents differences between what the program promotes and cultural values diverse parents practice. No one program will adequately address every cultural value; however, some programs may be closer aligned with diverse parents' values than others. White parents may have values that resemble many safety programs, and diverse parents may find some programs are not culturally

responsive. Therefore, both counselors and parents should be diligent about having conversations with students regarding culturally taboo subjects such as corporal punishment (Elliott & Urquia, 2006).

While it may not be necessary for programs to address corporal punishment in their curriculum it is imperative that facilitators and diverse parents address the issue. In an attempt to address these complex issues facilitators may want to remind students that consequence differ by families and refer those students to their parents. In addition, facilitators may wish to meet with parents before the first prevention session to discuss corporal punishment and how to broach the culturally taboo subject with their children by explaining the difference between spanking and abuse. Furthermore, counselors may wish to discuss the definition of abuse with parents to ensure that spanking is done appropriately without leaving marks and without the use of objects that could seriously hurt the child. Often parents need education about the appropriate ways to spank and broaching this culturally taboo subject could be educational for both parents and students. Finally, facilitators should inform parents of the consequences for abuse and remind them of the school's position as mandated reporters and that harsh corporal punishment could result in a referral to child protective services. Furthermore, best practices indicate that recognizing language barriers and cultural considerations are imperative to having effective safety programs used with diverse students (Donnelly & Strauss, 2006).

Stakeholders should also attempt to recognize language differences as a barrier to students' understanding of prevention programs. Beyond translation of materials, very few programs modify materials to meet the needs of culturally diverse people (Kenny et al., 2012). When working with diverse students facilitators should not choose prevention programs that are not translated into various languages. Translation should include all consent forms, family manuals

and activity forms (Wolfram, 2013). In addition, facilitators must address the needs of students with language barriers by providing, if needed, a bilingual co-facilitator. English Language Learner (ELL) services are often provided for other subject areas, but not specialized instruction (Fontes, 2005). However, as discovered in this study having a bilingual co-facilitator may be needed for intensive ELL students to gain knowledge of safety programs. Equally important as the need for a bilingual co-facilitator may be the need for parent involvement during the facilitation of the program. Having the parents there to witness the program and provide enrichment and provoke further conversation is just as valuable as the presence of the bilingual co-facilitator. Providing feedback and having collaboration between parents, teachers, counselors, and the creators of safety programs would facilitate the improvement of creating more culturally responsive prevention programs for diverse students.

Critiquing the radKIDS curriculum from a critical lens Hispanic students are not the only ELL students in our school. radKIDS only provides information for English and Spanish speaking students, yet we have students that speak other languages (e.g., French). Those students did not have the luxury of having documents go home in their native tongue or have a bilingual co-facilitator who spoke their native language. As society continues to diversify educational programs should recognize that English and Spanish are not the only languages and provide resources for children who speak other languages.

In conclusion the research question: what are the experiences of parents, teachers, and students as it pertains to safety, culture, and the radKIDS curriculum; was answered by four themes: a) hope that safety is culturally universal, b) promotes conversations regarding culturally taboo subjects, c) promotes empowerment of culturally diverse students, and d) parents do not think radKIDS is culturally responsive in terms of corporal punishment. By synthesizing,

triangulating, and integrating parent and teacher interview data, examining scholarly literature, and examining artifact data I was able to provide thick rich analysis for this research study. Consequently, it is hoped that this study will improve the implementation of future safety and prevention programs to more effectively address the needs of diverse students and their families that participate in these programs.

Limitations of the Study

This study was conducted for the purpose of exploring the cultural responsiveness of the radKIDS program with diverse students. The aim of the study was to explore the influence of having a bilingual co-facilitator teaching diverse kindergarten students concepts of safety and empowerment as it pertains to bullying and abuse from the radKIDS curriculum. This research also hopes to start conversations regarding diversity and school-safety programs, and to help stakeholders choose appropriate prevention programs or make necessary accommodations to safety programs before use with their diverse students. The small sample size of teachers could be viewed as a limitation of the study. However, the sample was representative of the population. The findings of this study relate specifically to radKIDS and the named institution as perceived by the parents, students, and teachers interviewed. Consequently, these results may not be transferable to other schools, student populations, teachers, or parent populations. Moreover, the consistency of the current findings with previous literature suggests that the research implications may not be exhaustive, and indicate the need for additional research.

The sample size for this research study was 100 students, however, the students representing the intervention group were only thirty-nine kids. A larger sample of Hispanic students may have provided more information to create an even richer study. Aside from limitations of sample size of teachers and Hispanic students, other aspects of this study may have

impacted the findings. The lack of diversity within the teacher participants could have limited the study. Of the four teachers interviewed three of them were White and only one teacher was Black. Ideally, having some Hispanic teachers participate in this study could have been helpful. In addition, the lack of Spanish speaking parent participants could have limited the study. Of the eight parents interviewed only two were Hispanic. Having a larger Hispanic parent participant sample would have also been ideal for this study. Therefore, additional interviews of diverse populations may be useful for future research.

Researcher bias was another potential limitation to this study. The researcher was employed at the institution where the research was conducted. This experience may have skewed how participants responded to the interview questions and how the researcher interpreted the interviews. To take this situation into account the researcher utilized the participants' own words; worked with a research team, and conducted member checking to make sure that data were interpreted accurately. The researcher also used strategies to ensure trustworthiness of the data and to capture the essence and voices of the participants.

Finally, culturally diverse students were not interviewed and asked about their perceptions of the bilingual co-facilitator and her influence in the teaching of the radKIDS curriculum. Furthermore, culturally diverse students could have also been interviewed about their perceptions of the radKIDS curriculum. There was one question that asked students if they enjoyed the radKIDS program; and they overwhelmingly answered yes. However, the question did not allow students to elaborate on their reasons for liking or disliking the program. Perhaps, future studies could interview students giving voice to the participants of the study. My scholarly critique of radKIDS is that it is a good prevention program that teaches safety concepts to children. The only inherently flawed area of the program is the lack of diversity in the book

Sam's Secret. As a Black person I feel good about using this program with culturally diverse students because it taught them safety concepts such as how to escape if being abducted and how to recognize tricks from predators. radKIDS also gave my students a blueprint of what to do in dangerous situations and covered a myriad of safety concepts that had not been discussed with them prior to the program. Finally, the radKIDS curriculum taught my students how to report any maltreatment or neglect they may experience and reminded them that it is not their fault if and when incidents occur (radKIDS, 2013). These safety concepts are not covered in the standard educational curriculum (Bolen, 2003), and many parents are not broaching the subject of safety (Babatsikos, 2010); so, without radKIDS my students may not have learned these concepts. I also feel confident teaching radKIDS to culturally diverse students because I know it is lacking cultural responsiveness and as a facilitator I can supplement the program by responding to those cultural gaps and addressing those areas of concern with my students and their parents.

Recommendations for Future Research

Research on educating the culturally diverse is vast (Barr & Gibson, 2013). However, research on current safety programs is limited. Even more limited is research on culturally responsive safety programs (Kenny, 2012). Therefore, more research is needed to explore the impact of prevention programs with diverse students to better prepare facilitators and the creators of safety programs. In addition, future studies should collect longitudinal data.

Longitudinal studies are important in order to explore knowledge retained and strategies used when students are placed in actual situations. Currently, students are in controlled

environments to practice techniques and strategies. However, to determine the true value of prevention programs longitudinal studies are important to conduct. Furthermore, future studies should compare and contrast safety programs.

In future studies, it may be useful to compare radKIDS to another safety program that is designed to be used with culturally diverse students. In comparing both programs pretest and posttest results could be compared to determine if more knowledge was gained by students participating in one program versus the other. Furthermore, future studies should collect statistical data.

Statistical data were not collected in this study. Artifact data were collected and analyzed using a frequency chart; however, future studies should collect statistical data to determine if there is a significant difference in the knowledge gained by culturally diverse students about safety concepts. Moreover, culturally diverse students should interview students who are participating in the prevention program.

Future studies of safety programs would benefit by interviewing culturally diverse students who participated in the prevention program giving them a voice to speak about the program. The results of this type of study could be useful in the development of a more culturally responsive safety program designed for diverse kindergarten students. In summary, future studies can continue to help stakeholders answer the questions begun in this study of how prevention programs can be more culturally responsive and address the needs of culturally diverse kindergarten students.

Personal Reflections

When I first began this study my expectation was that radKIDS did not meet the cultural needs of diverse students, but would increase students' knowledge of safety and empowerment. While the results from the research somewhat aligned with my expectations, there were some unexpected findings that helped me gain a clearer understanding of the case being studied.

I started this process very sensitive to the lack of diversity being represented in the book *Sam's Secret*, which is a component of the radKIDS curriculum. Over the last several months, interviews that I conducted with teachers and parents have allowed me to feel more comfortable facilitating this program with culturally diverse students. Parents overwhelmingly agreed that the radKIDS curriculum could increase their children's knowledge of safety concepts. radKIDS provided that. However, this study goes beyond teaching culturally diverse children safety concepts and focuses on radKIDS as a culturally responsive program. Parents did not think that radKIDS was culturally responsive in terms of corporal punishment; however, all of the Black parents who admitted to using corporal punishment did not want their children to be removed from the program because they felt that they could communicate to their children the difference between spanking and abuse.

After completing the radKIDS program and comparing the posttest results of the comparison and intervention group I feel more at ease knowing that both sets of students increased their knowledge of safety concepts. Although the intervention group scored higher than the comparison group both groups' scores increased. I now know that having a bilingual co-facilitator can be helpful to Hispanic students, especially intensive ELL learners. This study has caused me to take a critical look at other programs being used with my culturally diverse student body and value the unique intricacies of diverse cultural perspectives.

Because of this research study I have become a better listener and more effective researcher. I am still passionate about issues of diversity and sensitive to the needs of diverse populations as I continue to grow as a researcher and a counselor. I am also more aware of my own feelings as a Black woman concerning the topics of race, privilege, and safety. As a Black woman I have often felt unsafe especially when walking alone at night or in an unfamiliar place. I also often feel unsafe if I am the only Black woman among a large group of Whites. My privilege has not taken away that uneasy feeling of being the only one in a room. Conducting this study brought some of those vulnerabilities to the surface as I listened to my participants' responses and utilized my critical lens as a researcher. This study has brought me closer to my students and parents because we are all in this together as diverse people living in a society plagued by racism. This study has also helped me as a social justice advocate by allowing me to support marginalized populations in their search for culturally responsive programs.

Every aspect of this study was sensitive. Kindergarten students are a delicate population, marginalized populations require sensitivity, and the topic of abuse and safety are often taboo. I am forever grateful to all stakeholders who allowed me to explore such a sensitive case at such a critical time of widespread child maltreatment and threats to safety for culturally diverse people. Their honesty has allowed this topic to be broached and could potentially change the way prevention programs are created and facilitated for culturally diverse populations. This personal reflection has helped me to realize how vital this topic is to all counselors and school systems attempting to eradicate child maltreatment, decrease violence against marginalized populations, and educate culturally diverse. This reflection also showed me the importance of research and reflection as a student, counselor, and person of color.

There were some surprises and tensions in this research. I was surprised that more parents did not inquire about the radKIDS program or participate in the interviews. Safety and prevention are culturally taboo subjects; and I anticipated more questioning of the curriculum, but received very few inquiries from parents. Furthermore, I anticipated more parents would have participated in the interviews, but only eight parents signed the consent, and that required active recruitment from the primary researcher. I was surprised that more parents had not discussed safety concepts with their children. While giving the pretest I was floored at some of the answers from the students. Their lack of knowledge further fueled my desire to offer a safety program. Finally, I was surprised and saddened by the teachers. They obviously care for their students, but appear almost blind to the need for a culturally responsive curriculum. Although they realize diverse students have different needs such as translated materials they never mentioned the program being culturally responsive. Teachers were so excited that safety was being taught that they ignored the need for materials to be culturally responsive for their diverse students. Teachers are taught that they need to be culturally sensitive, but have not been educated on the need for culturally sensitive curricula.

In this research, culturally diverse participants shared sensitive details about their lives that could have potentially led to the reporting of child maltreatment. Participants also shared that they hoped this research would begin to address the needs of culturally responsive programs and diverse and/or bilingual facilitators that address corporal punishment versus child abuse. I realized that my passion for culturally diverse children, safety, and social justice will continue to encourage me to seek equity as I work with culturally diverse students and their families. I pray that I will always have the support and ability to make a difference in the lives of marginalized students even in the face of adversity.

Conclusion

The data from this research study revealed perspectives of culturally diverse participants' experiences. The themes highlighted marginalized populations' experiences of the radKIDS program and how that program lacked culturally responsiveness to their needs. The findings of this study also demonstrated the need for a culturally responsive prevention program in terms of corporal punishment. In addition, the findings showed the influence of having a bilingual co-facilitator teaching Hispanic students safety concepts. Current prevention curriculums are successful in teaching safety concepts to culturally diverse students; however, with facilitation by of a culturally responsive teacher, bilingual co-facilitator, and involved parents and teachers, marginalized students could gain even greater skills and strategies needed to feel empowered and safe. Furthermore, this study showed how racism and privilege influence safety for culturally diverse populations, and how one program cannot address all the safety needs of marginalized people. Future prevention curriculums should strive to be culturally responsive to the needs of diverse students by offering programs that include the translation of materials, culturally responsive facilitators, and bilingual teachers for intensive ELL students to ensure that culturally diverse populations are effectively educated and empowered to be safe while also realizing that there is a limit to the safety that marginalized people will feel in this country as long as racism is perpetuated by privilege, and power.

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APPENDIX A

PARENTAL PERMISSION FORM (ENGLISH)

UNIVERSITY OF GEORGIA

PARENTAL PERMISSION FORM

CULTURE, DIVERSITY AND SCHOOL-SAFETY PROGRAMS

Your child is being invited to participate in a research study entitled *Culture, Diversity, and School-Safety Programs*. This research hopes to find out whether having a bilingual co-facilitator increases knowledge of safety and empowerment with diverse kindergarten students as it pertains to bullying and abuse. Your child's participation will involve allowing the researchers to use the information/data that will be collected through your child's participation in radKIDS to be included in their research. According to the testing schedule your child's class may take two tests before the curriculum is taught or a test and after the curriculum. If your child participates in this project, the pre/post tests from the radKIDS program will be included in the research. Your child does not have to do anything extra.

Your child's participation of course, is voluntary but would be greatly appreciated. You may choose for your child not to participate or to withdraw your permission at any time without penalty or loss of benefits to which your child would otherwise be entitled. If you agree to the use of your child's information/data for this research project, please simply sign on the line below; if you don't agree, none of your child's data will be included in the research and you can still participate in the program. Your decision about participation in the research will not impact your child's grades or class standing. If you decide to withdraw your child from the study, the information/data collected from or about your child up to this point of withdrawal will be kept as part of the study and may continue to be analyzed.

The results of the research study may be published, but your child's name or any identifying information will not be used. In fact, the published results will be presented in summary form only. Researchers will not release identifiable results of the study to anyone other than individuals working on the project without your written permission unless required by law. When the researchers make copies of your child's tests to create the research record, the tests will not have any information that could directly identify your child. The researcher is interested in the entire class's growth so the researcher does not need to link the results of the two tests. While your child will not benefit directly from this research, the results of this study may help inform school systems about the effectiveness of having bilingual co-facilitators in safety and empowerment groups.

The researcher conducting this study is: Jennifer Bussey under the direction of Dr. Rosemary Phelps at the University of Georgia, Department of Counseling and Human Development Services. You may ask any questions you have now. If you have questions later, you are encouraged to contact Ms. Bussey at Park Street Elementary School, 770-429-3180, jbussey@marietta-city.k12.ga.us. You may also contact Dr. Phelps at 706-542-4221 or rephelps@uga.edu

Questions or concerns about your rights as a research participant should be directed to The Chairperson, University of Georgia Institutional Review Board, 609 Boyd GSRC, Athens, Georgia 30602-7411; telephone (706) 542-3199; email address irb@uga.edu.

Research Subject's Consent to Participate in Research:

To voluntarily allow your child to take part in this study, you must sign on the line below. Your signature below indicates that you have read or had read to you this entire Parental Permission Form, and have had all your questions answered.

Your Child's Name: _____

Your Signature: _____ Date: _____

Your Printed Name: _____

Signature of Researcher: _____ Date: _____

Printed Name of Researcher: _____

Please sign both copies, keep one and return one to the researcher.

APPENDIX B

PARENTAL PERMISSION FORM (SPANISH)

UNIVERSITY OF GEORGIA

PARENTAL PERMISSION FORM

CULTURE, DIVERSITY AND SCHOOL-SAFETY PROGRAMS

Forma de autorización para padres

Su hijo ha sido invitado a participar en el estudio denominado “Cultura, diversidad y programas de seguridad-escolar”. Esta investigación, espera determinar si el hecho de que un estudiante del kinder tenga un asistente de maestro bilingue aumenta su conocimiento de la seguridad y la capacitación con diversos estudiantes en lo que se refiere a intimidación y abuso. La participación de su hijo en ‘RadKids’ nos permitirá utilizar la información y datos que se recolectarán sobre él, para poder incluirlos en el estudio.

De acuerdo con el calendario de exámenes, la clase de su niño le puede tomar dos pruebas a cerca del Plan de Estudios, una antes y otra después de que le enseñen. Si su hijo participa en este estudio los resultados de las pruebas antes mencionadas, serán incluidos en la investigación del programa “RadKids”. Su hijo no necesitará hacer nada adicional.

La participación de su hijo es voluntaria y será muy apreciada. Usted decide si desea que sea parte de este estudio, y si más adelante quiere retirarlo del mismo, usted puede hacerlo. Si usted, está de acuerdo con que su niño participe, por favor firme en la parte inferior de esta hoja. Si usted, no está de acuerdo, no usaremos ningún tipo de información de su niño, pero él podrá

participar del programa. Su decisión no afectará las calificaciones o la evaluación de conducta de su hijo. Si en algún momento, decide sacar a su niño del estudio, toda la información recolectada hasta ese momento de su retiro será usada y analizada en el estudio.

Los resultados de los recursos de investigación pueden ser publicados, pero no se usará el nombre de su hijo o cualquier información de identificación. De hecho, los resultados se presentan en forma de resumen. Los investigadores no darán a conocer los resultados del estudio a nadie más que a las personas que trabajan en el proyecto sin su autorización (escrita) o a menos que lo requiera la ley.

Cuando los investigadores hacen copias de las pruebas para crear el registro de investigación, las pruebas no van a tener ninguna información que pueda identificar directamente a su hijo. El investigador está interesado en el crecimiento de toda la clase y no vinculará los resultados de las dos pruebas. Este estudio puede ayudar a informar a los sistemas escolares acerca de la eficacia de contar con asistentes de maestros bilingües en los grupos de seguridad y de empoderamiento.

La persona encargada de esta investigación es: Jennifer Bussey bajo la dirección de la Dra. Rosemary Phelps de la Universidad de Georgia, del Departamento de Consejería y Servicios de Desarrollo Humano. Si desea hacer alguna pregunta, comuníquese con la Srta. Bussey en la Escuela Primaria Park Street, 770-429-3180, jbussey@marietta-city.k12.ga.us. También puede comunicarse con la Dra. Phelps al 706-542-4221 o rephelps@uga.edu

Cualquier pregunta o duda en relación a sus derechos como participante en una investigación debe ser dirigida a la Presidenta de la Universidad de Georgia Junta de Revisión Institucional, 609 Boyd GSRC, Athens, Georgia 30.602 a 7.411; teléfono (706) 542-3199; irb@uga.edu dirección de correo electrónico.

Investigación del Asunto - consentimiento para participar en la investigación:

Para permitir voluntariamente que su hijo participe en este estudio, debe firmar en la parte inferior. Su firma indica que usted ha leído esta forma y entiende este procedimiento.

Nombre de su hijo: _____

Firma del padre/madre: _____ Fecha: _____

Nombre del Padre/ Madre : _____

Firma del Investigador: _____ Fecha: _____

Nombre del Investigador : _____

Favor de firmar ambas copias, mantenga una y devuélva la otra al investigador.

APPENDIX C

PARENT FOCUS GROUP RECRUITMENT FORM (ENGLISH)

UNIVERSITY OF GEORGIA

CULTURE, DIVERSITY AND SCHOOL-SAFETY PROGRAMS

We are inviting you to participate in a research study entitled *Culture, Diversity, and School-Safety Programs* because your child has participated in a school program about safety and empowerment. This research hopes to find out whether having a-bilingual co-facilitator increases knowledge of safety and empowerment with diverse kindergarten students as it pertains to bullying and abuse. Because your child participated in the radKIDS curriculum we are asking for parents to participate in the research as part of a parent focus group. This focus group will consist of 8-10 parents of children who have completed the radKIDS curriculum. Parents will answer questions about culture, abuse, and bullying. If you agree to be part of the research study, you will be asked to participate in one parent focus group interview at Park Street Elementary School after school hours in the media center. The focus group will last 45-60 minutes and will be audiotaped to make sure that it is recorded accurately. Parents participating in this focus group will receive compensation of a \$20 Walmart gift card. If more than 10 parents respond I will use the first ten.

Your participation, of course, is voluntary but would be greatly appreciated. If you think you would like to participate in this study or if you would like more information please contact Jennifer Bussey, the researcher who is also the School Counselor at 770-429-3180 or

jbussey@marietta-city.k12.ga.us. You may also contact Dr. Phelps at 706-542-4221 or rephelps@uga.edu.

APPENDIX D

PARENT FOCUS GROUP RECRUITMENT FORM (SPANISH)

UNIVERSITY OF GEORGIA

CULTURE, DIVERSITY AND SCHOOL-SAFETY PROGRAMS

Invitación a los padres para participar en un estudio de investigación

Nosotros, lo estamos invitando a participar en un estudio de investigación titulado “Cultura, Diversidad y Programas de seguridad de la escuela”, porque su hijo ha participado en el programa de la escuela acerca de la seguridad y el empoderamiento. Esta investigación desea averiguar, si el hecho de tener un asistente de maestro bilingüe aumenta el conocimiento de la seguridad y la capacitación de varios estudiantes del Kinder, en lo que respecta a la intimidación y el abuso. Debido a que su hijo participó en el plan de estudios radKIDS, le pedimos que participe en la investigación como parte de un grupo de enfoque de los padres. El mismo, que consistirá de 8-10 padres de niños que han completado el plan de estudios radKIDS. Los padres responderán a las preguntas acerca de la cultura, el abuso y la intimidación. Si usted se compromete a formar parte del estudio de investigación, se le pide que participe en una entrevista en grupo en la Escuela Park Street (después de la escuela) en la biblioteca. Esta reunión durará de 45 a 60 minutos y será grabada en audio para asegurarnos de tener la información precisa. Los padres que participan en este grupo recibirán una compensación (tarjeta de regalo de \$ 20 Walmart). Utilizaremos los primeros 10 padres que respondan a esta carta.

Su participación, por supuesto, es voluntaria, pero sería muy apreciada. Si a usted le gustaría participar en este estudio o si desea obtener más información, póngase en contacto con Jennifer Bussey, ella es la encargada de esta investigación y también es la consejera de la escuela al 770-429-3180 o jbussey@marietta-city.k12.ga.us. También puede comunicarse con el Dr. Phelps al 706-542-4221 o rephelps@uga.edu. Parent Focus Group Recruiting Form

APPENDIX E

PARENT FOCUS GROUP CONSENT FORM (ENGLISH)

UNIVERSITY OF GEORGIA

CULTURE, DIVERSITY AND SCHOOL-SAFETY PROGRAMS

We are inviting you to participate in a research study entitled: *Culture, Diversity, and School-Safety Programs* because your child has participated in a school program about safety and empowerment. This research hopes to find out whether having a-bilingual co-facilitator increases knowledge of safety and empowerment with diverse kindergarten students as it pertains to bullying and abuse. Because your child will participate in the radKIDS curriculum we are asking for parents to participate in this research and take part in a parent focus group. This focus group will consist of 8-10 parents of children who have completed the radKIDS curriculum. Parents will answer questions about how culture impacts their views of safety and empowerment as it pertains to abuse and bullying. If you agree to be part of the research study, you will be asked to participate in one parent focus group interview at Park Street Elementary School after school hours in the media center. The focus group will last 45-60 minutes and will be audiotaped to make sure that it is recorded accurately. Parents participating in this focus group will receive compensation of a \$20 Walmart gift card.

Your participation, of course, is voluntary but would be greatly appreciated. You may choose not to participate or to withdraw from the study at any time without penalty or loss of benefits which you would otherwise be entitled. If you decide to stop or withdraw from the study, the

information/data collected will be kept as part of the study and may continue to be analyzed. Your decision whether or not to participate, will not impact your child's grades or any school services.

Even though the investigator will emphasize to all participants that comments made during the focus group session should be kept confidential, it is possible that participants may repeat comments outside of the group at some time in the future. The results of the research study may be published, but your name or any identifying information will not be used. In fact, the published results will be presented in summary form only. Researchers will not release identifiable results of the study to anyone other than individuals working on the project without your written consent unless required by law. If any information is disclosed that indicated that a child is being hurt or abused, the researcher who is also the school counselor will follow up with law enforcement and/or the Department of Family and Children's Services. The data collected will be labeled with a code and the researchers will be the only ones who have access to the key to the code which links your research data to your name and contact information. After all data collection has been completed, the researchers will destroy the code key. The audio-recordings will be destroyed after they have been transcribed. The researcher will share the final report with the school district after all data has been de-identified.

While there are no more than minimal risks associated with this research; answering questions or talking about culture, abuse and bullying can be difficult. You may choose not to answer any questions and you can stop your participation in the focus group at any time. Since one of the

researchers is also the school counselor, the researchers will provide additional referral information for outside counseling services:

Perfect Peace Counseling Center, 707 Whitlock Ave SW, Marietta, GA (678) 401-5394;

Creative Therapy Services, 800 Kennesaw Ave NW Suite 170, Marietta, GA (770) 548-4395;

Marietta Counseling For Children And Adults, 2440 Sandy Plains Rd, Marietta, GA (770) 971-9311.

While you will not benefit directly from this research, the results of this study may help inform school systems about the effectiveness of having bilingual co-facilitators in safety and empowerment groups.

The researcher conducting this study is: Jennifer Bussey under the direction of Dr. Rosemary Phelps at the University of Georgia, Department of Counseling and Human Development Services. You may ask any questions you have now. If you have questions later, you are encouraged to contact Ms. Bussey at Park Street Elementary School, 770-429-3180, jbussey@marietta-city.k12.ga.us. You may also contact Dr. Phelps at 706-542-4221 or rephelps@uga.edu

If you have any questions or concerns regarding your child's rights as a research participant in this study, you may contact the Institutional Review Board (IRB) Chairperson at 706.542.3199 or irb@uga.edu.

Research Subject's Consent to Participate in Research:

By signing this document, you are agreeing to be in the study. Your signature below indicates that you have read or had read to you this entire Consent Form, and have had all of your questions answered.

Your Signature: _____ Date _____

Your Printed Name: _____

Signature of Researcher: _____ Date _____

Printed Name of Researcher: _____

Please sign both copies, keep one and return one to the researcher.

APPENDIX F

PARENT FOCUS GROUP CONSENT FORM (SPANISH)

UNIVERSITY OF GEORGIA

CULTURE, DIVERSITY AND SCHOOL-SAFETY PROGRAMS

Invitación a los padres para participar en un estudio de investigación

Nosotros, lo estamos invitando a participar en un estudio de investigación titulado “ Cultura, Diversidad y Programas de seguridad de la escuela”, porque su hijo ha participado en el programa de la escuela acerca de la seguridad y el empoderamiento. Esta investigación desea averiguar, si el hecho de tener un asistente de maestro bilingüe aumenta el conocimiento de la seguridad y la capacitación de varios estudiantes del Kinder, en lo que respecta a la intimidación y el abuso. Debido a que su hijo participó en el plan de estudios radKIDS, le pedimos que participe en la investigación como parte de un grupo de enfoque de los padres. El mismo, que consistirá de 8-10 padres de niños que han completado el plan de estudios radKIDS. Los padres responderán a las preguntas acerca de la cultura, el abuso y la intimidación. Si usted se compromete a formar parte del estudio de investigación, se le pide que participe en una entrevista en grupo en la Escuela Park Street (después de la escuela) en la biblioteca. Esta reunión durará de 45 a 60 minutos y será grabada en audio para asegurarnos de tener la información precisa. Los padres que participan en este grupo recibirán una compensación (tarjeta de regalo de \$ 20 Walmart). Utilizaremos los 10 primeros padres que respondan a esta carta.

Su participación, por supuesto, es voluntaria, pero sería muy apreciada. Usted puede optar por no participar o retirarse del estudio en cualquier momento sin penalización o pérdida de los beneficios que de otro modo tendría derecho. Si decide dejar o retirarse del estudio, la información o los datos recogidos continuarán siendo parte del estudio y pueden seguir siendo analizados. Su decisión de participar o no, no afectará las calificaciones de su hijo o cualquiera de los servicios escolares.

A pesar de que el investigador hará hincapié a todos los participantes que las observaciones formuladas durante la sesión del grupo deben mantenerse confidencial, es posible que los participantes pueden repetir los comentarios fuera del grupo en algún momento en el futuro. Los resultados del estudio de investigación pueden ser publicados, pero no se usará su nombre o cualquier información de identificación. De hecho, los resultados publicados se presentarán en única forma de resumen. Los investigadores no darán a conocer los resultados identificables del estudio a nadie más que a las personas que trabajan en el proyecto sin su consentimiento por escrito a menos que lo requiera la ley.

Si en algún momento, se reporta que un niño está siendo lastimado o abusado, el investigador que también es la consejera de la escuela hará un seguimiento con la policía y / o el Departamento de Servicios para Familias y Niños. Los datos recogidos serán etiquetados con un código y los investigadores serán los únicos que tendrán acceso a la clave del código que vincula los datos de investigación a su nombre e información de contacto. Después de obtener todos los datos, los investigadores van a destruir el chip de codificación. Las grabaciones de audio se destruirán una vez que han sido transcritos. El investigador compartirá el informe final con el distrito escolar después de que todos los datos hayan sido desidentificados.

Si bien no hay más que riesgos mínimos asociados a esta investigación; responder las preguntas o hablar sobre la cultura, el abuso y el acoso puede ser difícil. Usted puede optar por no responder a cualquier pregunta o puede terminar su participación en el grupo de discusión en cualquier momento. Dado que uno de los investigadores es también la consejera de la escuela,

los investigadores proporcionan información adicional de referencia para los servicios de asesoramiento externos:

Perfect Peace Counseling Center, 707 Whitlock Ave SW, Marietta, GA (678) 401-5394;

Creativa Therapy Services, 800 Kennesaw Ave NW Suite 170, Marietta, GA (770) 548-4395;

Marietta Consejería para niños y adultos, 2440 Sandy Plains Rd, Marietta, GA (770) 971-9311.

El investigador que realiza este estudio es: Jennifer Bussey bajo la dirección del Dr. Romero Phelps de la Universidad de Georgia, Departamento de Consejería y Servicios de Desarrollo Humano. Si usted tiene alguna pregunta puede ponerse en contacto con la Srta Bussey en la Escuela Primaria Park Street, 770-429-3180, jbussey@marietta-city.k12.ga.us. También puede comunicarse con el Dr. Phelps al 706-542-4221 o rephelps@uga.edu

Si usted tiene alguna pregunta o inquietud respecto a los derechos de su hijo como un participante de la investigación en este estudio, puede comunicarse con la Junta de Revisión Institucional (IRB) Presidente al 706.542.3199 o irb@uga.edu.

Investigación del Asunto consentimiento para participar en la investigación:

Al firmar este documento, usted acepta participar en el estudio. Su firma indica que usted ha leído o le han leído este formulario de consentimiento, y tiene claro las bases de este estudio.

Firma _____ Fecha _____

Nombre _____

Firma del Investigador _____ Fecha _____

Nombre del investigador_____

Por favor, firme ambas copias, mantenga una y devuelva una al investigador.

APPENDIX G

TEACHER FOCUS GROUP CONSENT FORM

UNIVERSITY OF GEORGIA

CULTURE, DIVERSITY AND SCHOOL-SAFETY PROGRAMS

We are inviting you to participate in a research study entitled: *Culture, Diversity, and School-Safety Programs* because your students have participated in a school program about safety and empowerment. This research hopes to find out the cultural considerations and influences when teaching the radKIDS curriculum to diverse kindergarten students with the aim of increasing knowledge of safety and empowerment about bullying and abuse. Because your students participated in the radKIDS curriculum we are asking for teachers to participate in this research and take part in a focus group. This focus group will consist of kindergarten teachers who have experience with the radKIDS curriculum. Teachers who participate will answer questions about their perceptions of the radKIDS curriculum as it pertains to being culturally appropriate for diverse students. If you agree to be part of the research study, you will be asked to participate in one teacher focus group interview at Park Street Elementary School. The focus group will last for 30-45 minutes and will be audiotaped to make sure that it is recorded accurately. Teachers participating in the focus group will receive lunch from the primary researcher.

Your participation, of course, is voluntary but would be greatly appreciated. You may choose not to participate or to withdraw from the study at any time without penalty or loss of benefits which you would otherwise be entitled. If you decide to stop or withdraw from the study, the

information/data collected will be kept as part of the study and may continue to be analyzed. Your decision whether or not to participate in the research will not impact your job or relationship with the school.

The results of the research study may be published, but your name or any identifying information will not be used. In fact, the published results will be presented in summary form only.

Researchers will not release identifiable results of the study to anyone other than individuals working on the project without your written consent unless required by law. After all data collection has been completed, the researchers will remove all identifiable information from the research records. The researchers will share the final report with the school district after all data has been de-identified. There are no foreseeable risks or discomforts from this research. While you will not benefit directly from this research, the results of this study may help inform school systems about the effectiveness of having bilingual co-facilitators in safety and empowerment groups.

The researcher conducting this study is: Jennifer Bussey under the direction of Dr. Rosemary Phelps at the University of Georgia, Department of Counseling and Human Development Services. You may ask any questions you have now. If you have questions later, you are encouraged to contact Ms. Bussey at Park Street Elementary School, 770-429-3180, jbussey@marietta-city.k12.ga.us. You may also contact Dr. Phelps at 706-542-4221 or rephelps@uga.edu

If you have any questions or concerns regarding your rights as a research participant in this study, you may contact the Institutional Review Board (IRB) Chairperson at 706.542.3199 or irb@uga.edu.

Research Subject's Consent to Participate in Research:

By signing this document, you are agreeing to be in the study. Your signature below indicates that you have read or had read to you this entire Consent Form, and have had all of your questions answered. If you agree to participate in the research, please place the signed consent form in Ms. Bussey's mailbox by October 17, 2014.

Your Signature: _____ Date _____

Your Printed Name: _____

Signature of Researcher: _____ Date _____

Printed Name of Researcher: _____

Please sign both copies, keep one and return one to the researcher.

APPENDIX H

REFLEXIVE JOURNAL EXAMPLE

UNIVERSITY OF GEORGIA

CULTURE, DIVERSITY AND SCHOOL-SAFETY PROGRAMS

August 1, 2014 – Parent liaison translated all consent forms into Spanish.

August 5, 2014 – Teachers distributed consent forms and the radKIDS family manual to parents during Open House.

August 13, 2014 – Student consent forms were collected from 100 students and returned to me.

August 18, 2014 – Students took the radKIDS pretest.

September 5, 2014 – First radKIDS lesson. Lesson went well. Conducted outside and the wind blew my flip chart (find alternative solution). The space was great though. Met the bilingual co-facilitator and she is wonderful. Kids without consent forms were disappointed and I feel they will bring them next week so they can participate.

September 8, 2014 – Parent liaison translated my parent recruitment letter into Spanish.

September 15, 2014 – Sent recruitment forms to all parents of students participating in radKIDS.

September 19, 2014 – Second radKIDS lesson. Lesson was better because I used a dry erase metal stand instead of the paper flip chart. I have received 5 parent permission forms for the focus group. I want 8-10. In the event that I need an interpreter for the focus group Dr. Williams (EIP teacher) agreed to be my interpreter for the parent focus group.

September 26, 2014 – I have all my parent participants. I will have 2 Hispanic parents, 1 White parent, 1 Asian parent, and 3 Black parents. Both Hispanic parents speak English and have waived the need for an interpreter. The focus group is scheduled for Wednesday, October 8th. I also met with Josefina Bates, bilingual co-facilitator to talk about the third lesson which covers private parts and touching.

October 7, 2014 – Today I purchased a second recorder to have two copies of my focus group interviews and I purchased Walmart gift cards and wrote thank you notes to the participants. I

interviewed one of my Spanish parents today because she has a conflict with the focus group date.

October 8, 2014 – Today I conducted my focus group with 4 parents. Two of the parents were unable to attend but have rescheduled individual interviews with me. The focus group was fantastic I was able to gather lots of rich data from the participants. After the focus group ended I conducted an individual interview with a father that was unable to get off work earlier to attend the focus group. He is my only male participant so I was glad he was able to be interviewed.

October 9, 2014 – I transcribed today and I see several possible themes emerging. I also distributed the consent forms for the teacher focus group.

October 10, 2014 – Today I taught radKIDS lesson #3. The teacher focus group is scheduled for next week and a parent contacted me today wanting to be interviewed for radKIDS next week. I conducted an individual parent interview today.

October 15, 2014 – I conducted my teacher focus group with four kindergarten teachers. I also conducted a parent interview.

October 16, 2014 – I finished my last transcription today and sent all transcriptions with participants for member check-ins.

October 17, 2014 - Today I taught radKIDS lesson #4. I am attempting to code some of the data. I also emailed my research team the transcriptions and asked them to find similar themes within the contents. I also emailed my methodologist to schedule a date to help me analyze the pretest and posttest artifact data.

October 24, 2014 – Today I taught radKIDS lesson #5. I also coded some more interviews and worked with my research team to help code as well. I also spoke with my methodologist and sent her a coded transcription.

October 31, 2014 – Today I taught radKIDS lesson #6. I also created my frequency chart and graded the radKIDS pretest indicating frequency data on the chart.

November 7, 2014 – Today I taught radKIDS lesson #7. I also made copies of the pretest for the control group and copies of the posttest for the comparison and intervention group.

November 14, 2014 – Today I taught the last radKIDS lesson. I plan to give conduct artifact data on Monday.

November 17, 2014 – Posttest artifact was distributed to students. Artifact were graded and recorded on the frequency chart.

APPENDIX I

TEACHER INTERVIEW QUESTIONS

UNIVERSITY OF GEORGIA

CULTURE, DIVERSITY AND SCHOOL-SAFETY PROGRAMS

Good afternoon and thank you for agreeing to participate in this teacher focus group about radKIDS. This focus group is designed to get your perceptions of the radKIDS curriculum as it pertains to being culturally appropriate for diverse students. The focus group should last 30-45 minutes, and your identity will be kept confidential. This focus group interview will be digitally recorded for the purposes of transcribing the information. The audio-recordings will be destroyed after they have been transcribed. The researcher will share the final report with the school district after all data has been de-identified. At the end of the focus group all participants will receive a free lunch provided by the primary researcher. Are there any questions before we begin?

1. What classes have you had in the areas of multiculturalism and/or diversity in undergraduate or graduate school?
2. What professional development activities have you participated in the areas of multiculturalism and/or diversity?
3. How long have you worked with ethnic minority students?
4. How have these experiences and education/training impacted your work with diverse students?
5. How did radKIDS compare to your students cultural values?
6. How did radKIDS address diverse cultures in its curriculum?
7. For the classes with the bilingual co-teacher what role did the bilingual co-teacher have in the classroom?

8. What are some barriers that prevent ethnic minority students from relating to the radKIDS curriculum?
9. What are some aspects that facilitate ethnic minority students in relating to the radKIDS curriculum?

APPENDIX J

PARENT INTERVIEW QUESTIONS

UNIVERSITY OF GEORGIA

CULTURE, DIVERSITY AND SCHOOL-SAFETY PROGRAMS

Good afternoon and thank you for agreeing to participate in this parent focus group about radKIDS. This focus group is designed to get your perceptions about the influence of radKIDS, culture, bullying and abuse. This focus group should last 45-60 minutes, and your identity will be kept confidential. This focus group interview will be digitally recorded for the purposes of transcribing the information. The audio-recordings will be destroyed after they have been transcribed. The researcher will share the final report with the school district after all data has been de-identified. At the end of the focus group all participants will receive a \$20 Walmart gift card for your participation. Are there any questions before we begin?

1. What are your perceptions of the radKIDS Family Safety Manual?
2. How would you describe the radKIDS program?
3. How do you perceive radKIDS addresses the needs of diverse students?
4. For the classrooms with a bilingual co-teacher what role did the bilingual co-teacher have in the classroom?
5. What does child abuse mean to you?
6. Have you ever discussed child abuse with your child?

7. How did you discuss child abuse with your child before radKIDS?
8. How did you discuss child abuse with your child after radKIDS?
9. What is the difference between spanking and child abuse?
10. What do you think should happen to family members or friends who inappropriately touch children?
11. What does bullying mean to you?
12. What advice do you give to your child about bullying?
13. What would you do if your child was being bullied at school?
14. What would you do if your child was the bully?
15. How do your perceptions of bullying differ from the school's perceptions of bullying?

APPENDIX K

MEMBER CHECK EXAMPLES

UNIVERSITY OF GEORGIA

CULTURE, DIVERSITY AND SCHOOL-SAFETY PROGRAMS

Interview Summary Parent Example

You stated that you feel that radKIDS is an amazing tool to use to protect children and teach them about strangers and touching so you felt the program was wonderful. In addition, you believe that radKIDS address the needs for all children and feel that way because it uses universal language meeting the needs of diverse students. As a Hispanic parent you were curious about the bilingual co-facilitator's role. Therefore, you observed the bilingual co-facilitator and witnessed how her services were utilized to assist children with language barriers and help them say the words properly and ensure that they understood the concepts. You appreciated the support of the bilingual co-facilitator and enjoyed watching her work with intensive language speaking children.

Moreover, you postulated that radKIDS promotes conversation between parents and their children by being easy to understand. Due to the universal language used in radKIDS you were able to role play with your daughter and explain safety concepts to her. You even reinforced the radKIDS rules and used radKIDS specific lingo to keep the teaching consistent.

Furthermore, you acknowledged that you feel that radKIDS promote empowerment by teaching resistance. You feel that is important for your daughter to defend herself and get away from dangerous situations. Therefore, you practiced resistance techniques taught by radKIDS.

Finally, you believe that radKIDS is valuable and enjoyable and you appreciate the school for offering this program to students due to it being meaningful and beneficial.

Interview Summary Teacher Example

You stated that you have worked as a teacher for 15 years and all 15 of those years have been with culturally diverse students. In addition, you have an ESOL endorsement and have taken the Ruby Payne Diversity Training. Before, teaching you worked with the Head Start program with student living in poverty and it was an “eye opener” and provided you with a “change of lens” because their family values were so different from yours.

Furthermore, you acknowledge that you would hope that radKIDS would provoke conversation for your students and their families. You also wish that parents would be in agreement with the safety concepts presented in radKIDS and that their cultural values would be similar. In addition, you feel that your students are finding the information presented in radKIDS both valuable and enjoyable because they come to school telling you their passwords and continuing to discuss the concepts learned days after the lessons.

Moreover, you feel that radKIDS is for “every kid, every culture, every ethnicity.” However, you do believe that due to a lack of understanding from some cultures about the importance of knowing safety concepts it could become a barrier for diverse students if their parents do not sign the consent form for them to participate. You feel that is radKIDS is extremely important for those students because they are around lots of different people with different values.

In addition, you were very excited to see some of your more quiet ELL students being empowered. You were thrilled when your student who receives speech services was vocalizing during the resistance training and displaying so much confidence. Furthermore, radKIDS also allowed you to see which kids are more easily targeted and passive which is great conversation for you to have with their parents.

APPENDIX L

A PRIORI CODES

UNIVERSITY OF GEORGIA

CULTURE, DIVERSITY AND SCHOOL-SAFETY PROGRAMS

- **Hope that Safety is Culturally Universal**– One disadvantage of research on child sexual abuse is the belief that all American ethnic and/or cultural communities share the same definition of abuse as other ethnic groups (Lowe et al., 2005).

Sample Quote “I would hope all parents would have some discussion at some point about strangers and about safe passwords and codes; I would hope they would agree with no one touching them inappropriately, and I would hope their cultural values are similar.”
(Hannah)

- **Easy to Understand** – Some parents feel they do not have the necessary vocabulary or lack the knowledge and skill to discuss abuse with their children (Wurtle et al., 1992).

Sample Quote “I went over the radKIDS rules and I tied everything together so what I taught her before radKIDS but now I used the radKIDS lingo like stay back and no and I showed her the stance and how it’s not her fault so I just integrated everything and I specifically used the radKIDS lingo and rules” Rosalie

- **Promotes Conversations Regarding Culturally Taboo Subjects**– Many parents fear talking to their children about sexual thinking it will cause their children to learn about sex prematurely (Chen et al., 2007).

Sample Quote “Before radKIDS we really did not have a discussion, but now we are having more discussions around the dinner table to find out if he is being abused at school, or bullied at school, or even in the neighborhood” Amir

- **Promotes Empowerment of Culturally Diverse Students**– To give power or authority to; authorize, especially by official means (Wurtele & Kenny, 2010)

Sample Quote “Well yes, as a matter of fact, actually I like the radKIDS program I really do and I like that my little Marie who has a speech IEP and is a very timid shy student is yelling NO at the top of her lungs when she is doing the blocking. I think it is empowering and I think it gives all students no matter where they are with their language skills or anything else confidence” Hannah

- **Valuable and Enjoyable** – Recent evaluations examining several school-based safety programs have suggested that children both enjoy them and show significant improvements in safety and empowerment skills following participation (Binder & McNiel, 1987).

Sample Quote “My kid liked it and that made it more valuable to him” Simone

APPENDIX M

INDUCTIVE THEMES

UNIVERSITY OF GEORGIA

CULTURE, DIVERSITY AND SCHOOL-SAFETY PROGRAMS

- **Appropriate for all ethnicities-**

Sample Quote “I would say that the radKIDS program is for every kid, every culture, every ethnicity. I don’t know that it preferences one over the other. It’s a safety program that teaches kids how to stand up for themselves, how to be safe, how to practice good safety practices at home and at school. I don’t think it’s for one type, I think it is for every kid.” Hannah

All students are able to benefit from this program regardless of culture or ethnicity.

- **Meaningful and beneficial to students-**

Sample Quote: “I feel that radKIDS is beneficial to children in learning about safety concepts. radKIDS is a necessity for children who may be ignorant of safety concepts.” Becky

Students are learning concepts that are important and helpful through materials and interactive sessions having an impact on students’ knowledge acquired.

Common topics of these programs include appropriate and inappropriate touching, body ownership, assertiveness training, secrets, trusting intuition, reducing blaming, and utilizing support systems and student find them both meaningful and enjoyable (Asawa, Hansen, & Flood, 2008)

- **Awareness a priority-**

Sample Quote: “I feel that knowledge is the key to eradicating abuse.” Marie

When students are ignorant of safety concepts they became targets.

Research found that children who were victimized tended to possess certain risk factors including passive and trusting nature, depression, and a strong need for attention, affection, and approval (Finkelhor et al., 1990).

- **Parents Don’t Think radKIDS is Culturally Responsive in Terms of Corporal Punishment**

Sample Quote: “I am a disciplinarian and I spank my children and I don’t need unnecessary strife so I had to explain to my kids the difference between abuse and spanking.” Faith

Black parents tend to spank more frequently than parents of other ethnic groups (McLoyd & Smith, 2002).

APPENDIX N

INDIVIDUAL PARTICIPANT ANALYSIS EXAMPLE

UNIVERSITY OF GEORGIA

CULTURE, DIVERSITY AND SCHOOL-SAFETY PROGRAMS

Parents Don't Think radKIDS is Culturally Responsive in Terms of Corporal Punishment

- “I don't spank, but my husband does.”

Promotes Conversation Regarding Culturally Taboo Subjects

- “He has been coming back and telling us about it, and I think it's very good. I see some progress. I noticed some change. I noticed that he talks about it very good. I was thinking after I am done reading it I will talk to Lance about it because he needs to know these things, he is growing, and parents have to teach because we are the guide for them so we need to address it. I want to teach it because he does not know how to read yet”

Promotes Empowerment of Culturally Diverse Students

- “I think that mostly it teaches him not to be afraid. I think that it teaches him some phrases that he can tell the bully if the teacher is not around”

Hope that Safety is Culturally Universal

- “I am Hispanic and from another country and I believe that safety needs to be known by all children because we live in the United States and they need to know what is acceptable here and what is practiced in this country”

APPENDIX O

DATA COLLECTION AND GENERATION

UNIVERSITY OF GEORGIA

CULTURE, DIVERSITY AND SCHOOL-SAFETY PROGRAMS

Interview Transcript Example

Interviewer: Good afternoon and thank you for agreeing to participate in this interview about radKIDS. This interview is designed to get your perceptions about the influences of radKIDS, culture, bullying and abuse. This interview should last 20-30 minutes, and your identity will be kept confidential. This interview will be digitally recorded for the purposes of transcribing the information. The audio-recordings will be destroyed after they have been transcribed. The researcher will share the final report with the school district after all data has been de-identified. At the end of the interview you will receive a \$20 Walmart gift card for your participation. Are there any questions before we begin?

What are your perceptions of the radKIDS Family Safety Manual?

Rosalie: I think it is an amazing tool to use to protect our children and teach them about strangers and touching so I think it is a wonderful program.

Interviewer: How would you describe the radKIDS program?

Rosalie: radKIDS is a program designed to from my observation protect children, teach children about a good touch and a bad touch and its safety for children.

Interviewer: How, if at all, do you perceive radKIDS addresses the needs of diverse students?

Rosalie: I believe that radKIDS does address the needs for all persons because it uses universal language using the word no everybody knows what that means using the words stay back everyone knows what that means so I think it the needs of diverse students.

Interviewer: For the classrooms with a bilingual co-teacher what role did the bilingual co-teacher have in the classroom?

Rosalie: She assisted those children that perhaps did not understand because of the language barrier and help them say the proper words and how to do the stance and make sure they understood what they were doing and why they were doing it.

Interviewer: What does child abuse mean to you?

Rosalie: Child abuse means to me is when someone tries to hurt a child either physically, mentally, or sexually.

Interviewer: In what ways, if at all, have you discussed child abuse with your child?

Rosalie: I role played with her. I explained to her that there are good people and bad people and sometimes good people can become bad people. I explained to her where her private parts were and who were the only people ever be able to look at her private parts or touch them such as a doctor or her mommy. That's it.

Interviewer: How, if at all, did you discuss child abuse with your child before radKIDS?

Rosalie: Well I explained to her what abuse was which is when someone tries to hurt you. Then I explained that there are three different types of abuse you have emotional which is when someone speaks really ugly to you or curses at you and are nasty, the second is physical which is when someone tries to hit you or hurt you and the other is sexual when someone tries to do bad things or touch your private parts to make you feel uncomfortable.

Interviewer: How, if at all, did you discuss child abuse with your child after radKIDS?

Rosalie: I went over the radKIDS rules and I tied everything together so what I taught her before radKIDS but now I used the radKIDS lingo like stay back and no and I showed her the stance and how it's not her fault so I just integrated everything and I specifically used the radKIDS lingo and rules.

Interviewer: What is the difference between spanking and child abuse?

Rosalie: Spanking and child abuse, well spanking is when you tap a child to get their attention but you are not leaving any marks, bruises or abrasions. Child abuse is when you are hurting a child physically by hitting them not just with your hands but with other objects and you are leaving marks um bruises um or worse broken bones.

Interviewer: What do you think should happen to family members or friends who inappropriately touch children?

Rosalie: They should be taken to jail.

Interviewer: What does bullying mean to you?

Rosalie: Bullying is when someone tries to intimidated you and scare you by being physically hurtful, aggressive or verbally.

Interviewer: What advice if any do you give to your child about bullying?

Rosalie: I always tell her that when it comes to bullying it's always important to let an adult know what is going on and it's also important to defend herself so I always say the first thing you do is let the teacher know and mommy and daddy exactly what is going on so that everyone knows then if they do it again you are going to have to defend yourself but at least everyone knows what is going on.

Interviewer: What would you do if your child was being bullied at school?

Rosalie: If my child were being bullied at school I would have a meeting with the teacher, the guidance counselor, if there is a social worker so we can figure out what we need to do to stop this or prevent this if that means we need to have a meeting with the parent of the other child along with the child we all need to work collaboratively.

Interviewer: What would you do if your child was the bully?

Rosalie: If my child was the bully I would sit with her and talk to her and try to understand and explore what is causing her it is to gain attention is it peer pressure is it because maybe that person does not want to be her friend there has to be a reason why she is doing this so I would first try to explore what that reason was then find different ways to better handle it and also explain to her that bullying is wrong and there are serious consequences and how that makes another person feel when you bully them.

Interviewer: How do your perceptions of bullying differ from the school's perceptions of bullying?

Rosalie: They really don't I totally agree. I know they have a no tolerance policy now and I know they um any degree whether I think its minor or whether I think it's big if you are making a child feel uncomfortable or sad or crying then it should be addressed. If that child feel its bullying it should be addressed it does not matter how big or small it is.

Interviewer: What is your ethnicity?

Rosalie: I am Puerto Rican.

Interviewer: How many kids do you have?

Rosalie: I have one daughter.

Interviewer: Thank you for participating in the interview I appreciate it.

Rosalie: Sure my pleasure.

Artifact Example

radKIDS Pre-Test

If someone tries to trick or hurt you, could it be your fault?	Yes	I'm not sure	No
Is hitting the best way to stop a bully?	Yes	I'm not sure	No
Is a hammer strike a kind of kick?	Yes	I'm not sure	No
If you felt bad or confused about something a person did to you, would you tell an adult you trust?	Yes	I'm not sure	No
Does peppering mean poking someone in the stomach?	Yes	I'm not sure	No
If someone was trying to hurt you, would you call 911?	Yes	I'm not sure	No
If someone touched you and told you to keep it a secret, would you tell an adult you trust?	Yes	I'm not sure	No
Do you need money to dial 911 on a public telephone?	Yes	I'm not sure	No
If a grown up you didn't know said, "I need you to help me," would you help them?	Yes	I'm not sure	No
Does anyone ever have the right to trick or hurt you?	Yes	I'm not sure	No

Artifact Example

radKIDS Post-Test

If someone tries to trick or hurt you, could it be your fault?	Yes	I'm not sure	No
Is hitting the best way to stop a bully?	Yes	I'm not sure	No
Is a hammer strike a kind of kick?	Yes	I'm not sure	No
If you felt bad or confused about something a person did to you, would you tell an adult you trust?	Yes	I'm not sure	No
Does peppering mean poking someone in the stomach?	Yes	I'm not sure	No
If someone was trying to hurt you, would you call 911?	Yes	I'm not sure	No
If someone touched you and told you to keep it a secret, would you tell an adult you trust?	Yes	I'm not sure	No
Do you need money to dial 911 on a public telephone?	Yes	I'm not sure	No
If a grown up you didn't know said, "I need you to help me," would you help them?	Yes	I'm not sure	No
Does anyone ever have the right to trick or hurt you?	Yes	I'm not sure	No

Did you talk with your family about what you learned in radKIDS?	Yes	I'm not sure	No
Did radKIDS teach you things you didn't know about safety?	Yes	I'm not sure	No

APPENDIX P

CURRICULUM VITAE

Jennifer Lena' Bussey**Curriculum Vitae****1062 High Point Terrace****Atlanta, GA 30315****JLBussey77@aol.com****404-216-7148**

PROFESSIONAL OBJECTIVE:

Meet the educational needs of individual students, communities, and society by providing leadership in teaching and learning about counseling through research, advocacy, scholarship, teaching, and social justice training.

EDUCATION EXPERIENCE:**The University of Georgia, Athens, GA****Ph.D., in Counseling & Student Personnel Services-August 2015****Dissertation Topic: Culture, Diversity and School-Safety Programs**

Lincoln Memorial University, Cleveland, TN

Ed.S., in Administration & Supervision - July 2006

State University of West Georgia, Carrollton, GA

M.Ed., in School Counseling - December 2002

Brenau University, Gainesville, GA

B.A., in Early Childhood Education - May 1999

LICENSES and CERTIFICATIONS

Licensed Professional Counselor Eligible

PROFESSIONAL CERTIFICATIONS

T-Early Childhood Education #FLD 808 (Georgia)

L-Educational Leadership #FLD 704 (Georgia)

S-School Counseling #FLD 709 (Georgia)

PROFESSIONAL WORK HISTORY:

School Counselor – *August 2003 to Present*

Park Street Elementary School, Marietta, GA

Administrators: Corey Lawson & Logii Pinion

- Implemented a school-based safety empowerment curriculum, radKIDS, with Board approval

- Homeless liaison and student advocate
- Partner in Education liaison effectively advocating for funding to promote school based programs

Teacher – *August 1999 to May 2003*

Fickett Elementary School, Atlanta, GA

Administrator: Barbara Culp

- Taught first grade science
- Manage school field trips and school-based science partners (Zoo Atlanta, High Tech/High Touch & WellStar)
- School-based technology facilitator (Emory-APS Systemic Initiative)

TEACHING and SCHOLARLY EXPERIENCE

Guest Speaker – *October 2013*

Clark Atlanta University, Atlanta, GA

- Examine school counseling as a profession
- Advocate for conference participation & professional development
- Examine the benefits of the LPC & PhD

Teaching Assistant – *June 2012 to July 2012*

University of Georgia, Gwinnett, GA - ECHD 9850

- Taught cross-cultural counseling
- Supervise student learning and personal development

Teaching Assistant – *June 2012 to July 2012*

University of Georgia, Gwinnett, GA - ECHD 9850

- Taught interventions & applied projects
- Supervise student learning and personal development

Preparing Future Faculty – *June 2012 to July 2012*

University of Georgia, Gwinnett, GA - ECHD 8000

- Examine issues and trends in higher education
- Examine different types of higher education institutions
- Gather information on the academy as a possible career path

PUBLICATIONS

Bussey, J.L. (Fall, 2014). radKIDS personal safety empowerment education. (*Innovations & Inspirations*).

PROFESSIONAL PRESENTATIONS

Bussey, J.L. (2014, February). radKIDS Personal Empowerment Safety Education.

Presented at the Cobb School Counselor Association Conference, Marietta, GA.

Bussey, J.L. (2014, February). radKIDS Personal Empowerment Safety Education. Poster

Presentation at the University of Georgia's Diversity Conference, Gwinnett, GA.

HONORS and AWARDS

Marietta City Schools - Kiwanis Club of Marietta GEM Award 1/08

Marietta City Schools - Above and Beyond the Call of Duty Award 2/09

State University of West Georgia - Counseling Practitioner of the Year 4/09

Cobb School Counselors Association - Nominated Counselor of the Year 3/09

Cobb School Counselors Association - Nominated Counselor of the Year 3/10

Cobb School Counselors Association – Nominated Writer of the Year 5/15

PROFESSIONAL MEMBERSHIPS

American School Counselors Association (ASCA)

Georgia School Counselors Association (GSCA)

Cobb School Counselors Association (CSCA)

Cobb Education Consortium (CEC)

RESEARCH INTEREST

Child abuse prevention

Empowerment interventions

School-based safety programs

Social justice counseling

Multicultural counseling

Critical race theory

SKILLS

Soft Skills

- Professional, leadership, interpersonal, communication, problem solving, conflict resolution, planning & organizational skills, advocacy, cultural competence, and social justice change agent

Technical/Computer

- PC/MAC, SMART

REFERENCES

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