

# STANDARDS CHECKLIST

## WHY THIS LIST

The Indiana Prevention Education Coalition created this checklist to promote high-quality child abuse prevention programs for every K-12 student statewide. Developed through collaborative discussions, it highlights essential standards to ensure all students receive consistent, critical information, regardless of the curriculum being implemented.

## HOW TO USE THIS LIST

Use this checklist as a guide for program content, structure, and delivery according to best practices. While working in schools can present challenges, this list helps track progress each semester and identifies areas for improvement. It's divided into three levels—*Basic*, *Intermediate*, and *Advanced*. Focus on completing all *Basic* items each semester while progressing toward *Intermediate* and *Advanced* goals over time.

## PROGRAM STRUCTURE

### *Basic:*

- Developed based on quality research, theoretical frameworks, and prevention best practices (**evidence-informed**) and/or has undergone rigorous testing by an independent party (**evidence-based**)
- Content is age- and developmentally-appropriate
- Language and activities are trauma-informed

### *Intermediate:*

- Aligned with the state's educational standards and health standards
- Includes supplemental materials for parents/caregivers to continue the conversation at home

### *Advanced:*

- Number of lessons provides sufficient dosage, but is still feasible with school/classroom constraints
- Customizable for specific community needs and cultural relevance
- Includes supplemental materials and/or training for educators and school personnel to reinforce concepts

## *Basic:*

- Teaches students they have autonomy of their own bodies
- Teaches students they have the right to be safe and to trust their instincts
- Teaches students that safe adults are responsible for their safety and well-being and are available to help them if needed
- Encourages students to identify at least 2 safe adults they can talk to
- Teaches students about who may be offenders (adults, children, people they know/love/trust)
- Teaches students about keeping private body parts safe and private (inappropriate touches, pictures, etc.)
- Teaches students abuse is not their fault and helps to reduce shame/stigma
- Teaches students where to find resources and how to make a report
- Identifies red flags/grooming/manipulative behaviors

## *Intermediate:*

- Is engaging, interactive and uses varied teaching methods, including opportunities for discussion and skills practice (**multimodal**)
- Covers online safety and exploitation
- Discusses healthy vs. unhealthy relationships
- Includes definitions of all forms of abuse (emotional, physical, sexual, relationship, and neglect)

## *Advanced:*

- Includes component on perpetration prevention and seeking help for unwanted thoughts/behaviors
- Fosters responsibility, independence, and improved self-esteem in students
- Fosters positive relationships and communication between parent/caregiver and child regarding safety
- Adaptable for special education students or has a special education component included
- Adaptable for English-learner students with materials available in student and parent/caregiver's native language

## **Basic:**

- Includes effective training for program presenters
- Includes implementation manual or resources
- Provides standardized scripts and presentation materials to ensure consistency
- Promotes small group instruction vs. assembly style

## **Intermediate:**

- Requires the classroom teacher to be present during implementation
- Includes evaluation resources for use with curriculum (i.e. pre/post-tests)
- Program is updated regularly to ensure relevance to youth (at least every 2 years)

## **Advanced:**

- Offers a fidelity checklist for program presenters
- Curriculum developer provides responsive customer service/technical support
- Minimum of 2 lessons per grade per year are delivered

## **FOLLOWING CHECKLIST COMPLETION:**

Once you've completed the checklist at the end of the semester, look closely at the boxes that are unchecked and consider the following questions:

- Is this something within our control to change?
  - If so, is there a cost associated with the change, or could it be implemented for free?
- Does the curriculum developer plan to update the program to help us meet more criteria?
- Are the schools we work with resistant to changes that would allow us to check more boxes?
  - If so, are other organizations facing similar resistance?
- How can we learn from other coalition members who have successfully checked different boxes?
- Which criteria have we met that we are most proud of, and why?