

## **TITLE IV WAIVER REQUEST**

### **Proposed Program Title**

**Program Title:** New Jersey Child Assault Prevention (NJ CAP) – Teen CAP Curriculum (Grades 7 – 12)

### **Proposed Program Description**

**Developer:** International Center for Assault Prevention (ICAP)

**Goal:** To provide students and adults with information, skills and strategies that reduce adolescent vulnerability to verbal, physical and sexual abuse and assault.

**Description:** Teen CAP is comprised of a series of workshops for school staff, parents and students. Adult workshops include instruction to increase awareness of assault against teens, recognize possible assault victims, and respond effectively to teen disclosure of abuse/assault, and include an overview of student workshops. The interactive Student Workshops are conducted in individual classrooms by male and female CAP facilitators on three separate days. Day 1 of the student workshop begins with a discussion of personal safety rights, common types of assault against adolescents, and strategies for handling dangerous situations. Male and female students meet separately on days 2 and 3 to facilitate more comfortable interaction and honest discussion on the topics of dating relationships, physical and sexual aggression, social and sexual stereotypes, sexual harassment, the various types of sexual assault, and strategies for self-protection.

**Components:** All workshops are conducted on site by trained CAP facilitators CAP's three-pronged approach to prevention education includes the following: School Staff In-service (1 ½ hrs.), Parent Program (1 ½ hrs.) and Individual Classroom Workshops (40 – 45 mins. on three separate days). At the conclusion of each classroom workshop, a 30-minute 'Review Time' period is available for students to speak one-on-one with a CAP facilitator to review and reinforce the concepts and strategies learned and to discuss any issues that may concern them.

### **Explanation & Research Justification**

**Priority Problem:** This program addresses personal safety rights, common types of assault against adolescents, strategies for handling dangerous situations, dating relationships, physical and sexual aggression, social and sexual stereotypes, sexual harassment, sexual assault, and strategies for self protection for students in Grades 7 to 12. Please select the one(s) that best fit your identified need: 22-Violence, 30-Victimization, 33-Sex/gender issues, 34-Interpersonal conflict, 35-Intergroup conflict/bias, 36-Negative Peer influence, 37-School safety, 38-School climate/environment, and 39-Risk factors.

**Justification:** Research documents the vulnerability of adolescents to abuse and assault.

**Area Measured:** Increased awareness/knowledge of personal safety rights, the various forms of abuse and assault, the cycle of violence, dating responsibilities and boundaries, and the strategies and skills required to recognize and handle dangerous situations, including when and how to ask for help.

**Research:** Finkelhor, D. (2007). Prevention of sexual abuse through educational programs directed toward children. *Pediatrics*. Vol. 120. No. 3. [www.pediatrics.org](http://www.pediatrics.org). This article cites CAP.

Goldman, J. et al. (2003). *A coordinated response to child abuse and neglect: The foundation for practice*. Child Abuse and Neglect User Manual Series. Washington, DC: Government Printing Office. [www.childwelfare.gov/pubs/usermanuals/foundation/index.cfm](http://www.childwelfare.gov/pubs/usermanuals/foundation/index.cfm). This manual discusses the role of prevention education as a protective factor in child abuse. CAP is founded on concepts and strategies that parallel the programs cited herein and is, therefore, also likely to reduce vulnerability.

A list of CAP research and evaluations is available at [www.njcap.org](http://www.njcap.org)