



The Prevention of Child Sexual Abuse Based on Research Intervention Subjects: Scoping Review Methods

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Abstract. Child sexual abuse is a serious public health problem that requires effective prevention. To help overcome the issue of child sexual abuse, prevention efforts in the form of program interventions are needed. The intervention needs to target children and people around children. The purpose of this study was to understand the subject of intervention in child sexual abuse prevention programs. This scoping review was conducted by searching for articles from Science Direct, Pubmed, ProQuest, and Ebsco published from 2022 to 2024. Articles were searched using specific keywords on search engines and met the inclusion criteria. Scoping review was conducted by following the PRISMA flow chart method. A total of 10 studies were used in this review. In this study, three target groups were found to be the intervention subjects in the child sexual abuse prevention program: 1) children, 2) parents, and 3) teachers. Each subject was identified regarding the form of intervention provided, duration of delivery, etc. All target groups of the program are intended to prevent child sexual abuse, but the subjects of intervention are different. Understanding the subject of intervention will make determining the technique, delivery duration, intervention media, and substance easier. The right subject approach will make the sexual violence prevention program more effective.

Keywords: Child sexual abuse prevention, parent, teacher, subject of intervention.

1 Introduction

Globally, it is estimated that up to 1 billion children aged 2 - 17 years have experienced violence. One form of violence is sexual violence (1). Child sexual abuse is an act with or without sexual contact. Adults or children can commit these acts to obtain sexual gratification, where the child victim cannot give consent or has the capacity but does not give valid consent (2). Child sexual abuse can occur to both girls and boys. Sexual violence against girls is generally more prevalent than against boys. Still, in certain organizational settings (e.g., religious/social organizations), more boys report experiencing sexual violence from adults (3). One in 5 women and 1 in 13 men report having experienced sexual violence between the ages of 0 and 17 years (4). Child sexual abuse is, therefore, a serious public health problem that requires effective prevention.

To help overcome the problem of sexual violence in children, of course, prevention efforts in the form of program interventions are needed. The program provided can certainly focus on teaching children to be able to identify signs of sexual violence, resist perpetrators of sexual violence, and be able to report incidents of sexual violence (5). However, in this case, children are not the main target in the sexual violence prevention intervention program, so it requires an expansion of the target that is the subject of the prevention program intervention. Interventions need to target the people around the child. (6,7).

Some programs target the prevention of child sexual abuse to people who are close to children, in this case, parents. Parents are important to the family because they are responsible for child protection (6). The form of protection they can do for children is one of them in providing education about preventing sexual violence. Parents, besides having a role in educating children, also have a role in child supervision. It's just that the form of education and parental supervision in the prevention of sexual violence is still a concern (8).

Apart from parents, the people who are close to children are teachers. They meet every day at school. Many studies of school-based child sexual abuse prevention programs have shown positive results. However, to optimize the effectiveness of school-based child sexual abuse prevention programs, it is necessary to pay attention to the characteristics of participants, including teachers (9). The purpose of this study was to understand the subject of intervention in child sexual abuse prevention programs.

2 Literature Review

Child sexual abuse is the involvement of a child (under 18 years of age) in sexual activity from the actions of another person. Child sexual abuse is both illegal and a social taboo. In this sexual activity, the child does not fully understand, is not developmentally ready, and cannot give consent (2).

Sexual violence prevention efforts can be primary, secondary and tertiary. Primary prevention aims to reduce or eliminate risk factors for becoming victims and perpetrators of sexual violence. Meanwhile, secondary prevention is directed so that programs, treatments, and policies are able to detect early and intervene with individuals who are at higher risk as perpetrators or victims. Tertiary interventions aim to restore the functioning of survivors (victims) and prevent perpetrators from reoffending (10).

Primary prevention is done by increasing individual knowledge and skills, encouraging community involvement, educating service providers, fostering partnerships, changing organizational practices to care about sexual violence prevention, and changing policies and laws. In primary prevention, interventions are often given to children and those close to them. one of them is parents. Parenting practices by parents with good communication and supervision/monitoring of children can protect children from sexual violence (6,10). In addition, teachers also have a role

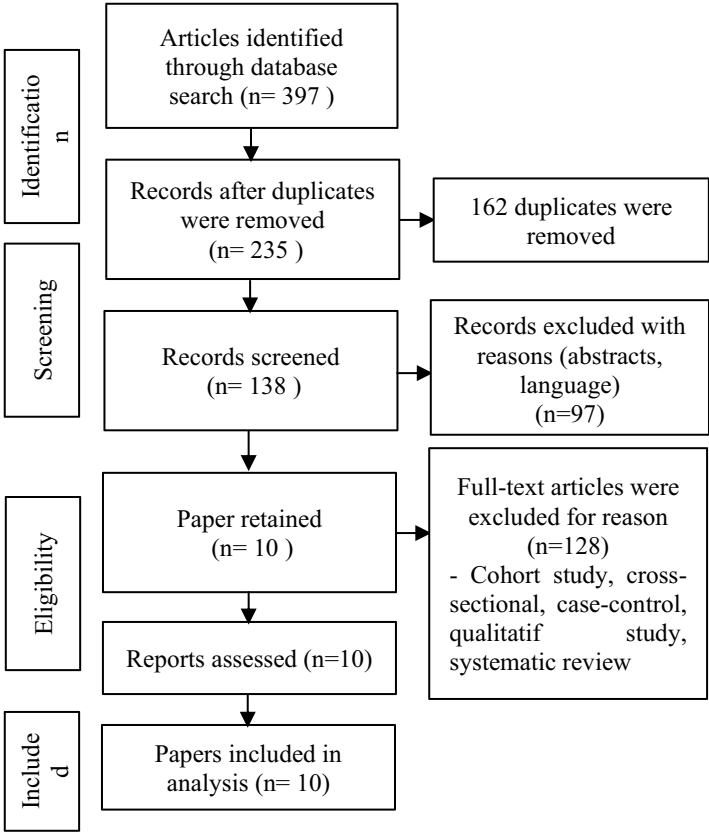


Figure 1 PRISMA flowchart of the review process

as a subject of intervention in the prevention of sexual violence because children interact more with teachers while at school (9).

3 Methods

This scoping review was conducted by searching for articles from Science Direct, Pubmed, ProQuest, and Ebsco. An electronic database search system was conducted to search for studies published in 2022-2024. The search used keywords such as: child* AND (sexual abuse* OR sexual assault* OR sexual violence*) AND (Prevention* OR Preventive*) AND (Program* OR Intervention*) AND (parent* OR mother* OR father* OR teacher). Studies were selected with inclusion (full paper, English language) and exclusion criteria (design: cohort study, cross-sectional, case-control, qualitative study, systematic review). Scoping review was conducted by following the PRISMA flow chart method.

4 Results

An initial database search returned 397 articles after identifying and removing 235 articles. The articles were selected through an exclusionary process after screening titles and abstracts that matched the inclusion criteria. Finally, ten articles were recruited from the databases that met the inclusion criteria for review. This study selected articles using the PRISMA Flow Chart presented in Figure 1.

4.1 Characteristics of Study

A total of 10 studies were included in this scoping review. The studies were conducted in the Americas (n=2), Asia (n=6), and Europe (n=2). The year of publication ranges from 2022 to 2024, the majority in 2022 (n = 4), 2023 (n=3), and in 2024 (n = 3). The purpose of the study was generally to evaluate the effectiveness of child sexual abuse prevention programs based on the theoretical approach used. All analyses were conducted with an intervention. The majority of experiments used a control group to compare the results.

4.2 Subject of Intervention

Based on Table 1, the results of the analysis of CSA prevention intervention research subjects can be seen as follows: three main themes were identified, namely: 1) children; 2) parents; 3) teachers.

Children

Five studies used children as experimental subjects and a total of 2,647 children responded.

1. Gender

Based on the gender of the children used as subjects, two studies used only girls (11,12), 1 study used both girls and boys (13), and two studies unspecified gender (14,15).

2. Age

The children used in the studies were between 4 and 14 years old. The majority of studies were conducted on prepubertal and pubertal children. Most studies used primary school-aged children aged 6 – 12 when grouped by school age. There was only one study that provided intervention from preschool age (≤ 5 years) (14).

3. Intervention

The duration of the intervention for children varies, with some up to 6 weeks of sessions. The minimum duration for each session is about 45 minutes. The interventions provided are:

- Training with interactive education: board games, role-play, discussion, storytelling, and audiovisual aids (11,12)
 - Watching animated cartoon media daily (13)
 - Teaching from the teacher (curriculum) (14)
 - Doll Program (Educational Toolkit) parental participation (15)
4. Assessment Focus
- The majority of the studies reviewed measured children's knowledge of sexual violence prevention. This can be seen as follows:
- Knowledge (11,12,14,15)
 - Awareness (13)
 - Skill (12)
 - Behavior (11,12)

Children

Table 1 shows six studies in this review used parents as experimental subjects. The total number of respondents used was 849 parents.

1. Gender
 - Parents

Based on the gender of the parents used as subjects, three studies used only mothers (16–18), 1 study used both fathers and mothers (19), and two studies unspecified gender ratio (15,20).
 - Children

There was one study that explained that the parents selected were parents who had daughters (18). The other study did not specify the gender of the child used.
2. Age of Children

The child's age is a criterion when selecting parents as study respondents. Most studies used school-age children, but two studies selected parents of preschoolers (16,20). Only 1 study selected parents of junior high school-age children (18).
3. Intervention

The time the intervention was provided to parents varied from a 2-hour meeting to being assessed one week after the intervention. Some are accompanied for several weeks to be evaluated at 3 months later. The parent interventions provided were:

 - Training (16–18)
 - Extension (19)
 - Media (posters, brochures, films, animations) (16)
 - Module (20)
 - Doll Program toolkit (15)
4. Assessment Focus

The focus of the assessment carried out on parents related to the child sexual abuse prevention program starts from measuring knowledge to measuring parental behavior in preventing child sexual abuse. This can be seen as follows:

 - Knowledge of child sexual abuse (16,17,19,20)
 - Attitude (16,17,20)

- Subjective Norms (16)
- Awareness (self-reported) (18)
- Sense of Competence (18)
- Skill (16,18,19)
- Behavioral Intention (16,18)
- Behavioral (20)

Teacher

There was only 1 study that used teachers in this review. Teachers were trained to increase their awareness and commitment to teaching students about sexual violence prevention and to be confident in reporting sexual violence. The training provided to teachers certainly provides an outcome on students' knowledge and ability to recognize, refuse, and report child sexual abuse (14).

4.3 Effectiveness of the CSA Prevention Program

A total of 10 studies reviewed to date show that child sexual abuse prevention programs have effective outcomes for improving knowledge and behavior. Parents, children, or teachers can use sexual violence prevention programs.

There is only one study of concern where the intervention subjects were children with intellectual disabilities. The sexual violence prevention program for children with intellectual disabilities in the study showed no significant increase in behavior (11). Therefore, it is necessary to look for weaknesses in the study to improve the intervention.

Table 1. Data Charting.

Title / Author / (Publication of year)	Country (Place of Study)	Objective	Methods	Participant /Sample Size	Intervention	Assessment Focus	Result
The effect of educational intervention based on theory of planned behavior on mothers' skills in sexual care of children.	Lecture Notes	This study investigates the effect of educational intervention based on the Theory of Planned Behavior (TPB) on mothers' skills in the sexual care of children	Quasi-experimental (with a control group)	200 mothers of children aged 5 to 6 years. (100 intervention and 100 control)	The educational intervention consisted of seven 55-60 minute sessions using posters, brochures, films, animations, and PowerPoints. This educational session is held once a week. A Whatsapp group was set up to exchange information once a week. 3 months after the intervention, the	- Knowledge - Attitude - Skill - Perceived Behavioral Control - Subjective Norms - Behavioral Intention	Based on the research results, TPB constructs' Effectiveness in adopting the level of mothers' skills in the sexual care of children
Jeihooni et al., 2022 (16)							

Knowledge hardly translates to reality- A randomized controlled trial on sexual abuse prevention for girls with intellectual disabilities.	Germany	This study aimed to demonstrate the efficacy of a Prevention Program on sexual abuse for children with	Randomized controlled trial	103 girls aged from 8 to 12 years with intellectual disabilities (64 intervention and 39 control)	second group completed a final assessment questionnaire.	- Preventive knowledge (board game, verbal report - Preventive behavior (role-play, in situ tests)	The intervention group showed a significant increase in prevention knowledge compared to the control group, but prevention behavior did not increase significantly. In situ tests with realistic seduction situations revealed no improvement.
					The intervention group received a training program about sexual abuse Prevention. The control group received a training program to prevent accidents and enhance traffic safety. The methods used in this intervention and assessment are role play, board games, verbal reports, and in situ. In situ tests were carried out following a standardized procedure. Participants' behaviors were videotaped and rated by three blinded raters.		
Child sexual abuse prevention involving mothers: A Quasi-experimental study with Protection Motivation Theory-based intervention Bhagyalakshmi & Kumar, 2022 (17)	India	Promote knowledge and attitude toward child sexual abuse prevention among mothers through a psychoedu	Quasi-experimental (with a control group)	67 mothers of preadolescent children. (33 in the experimental and 34 in the control group)	The experimental group received a 5-hour intervention program of two and half hours each with a gap of 1 week.	- Knowledge of child sexual abuse - An attitude of mother based on Protection Motivation	The research results showed significant changes in knowledge and attitude among the participants after the intervention.

Parent-Focused Sexual Abuse Prevention: Results From a Cluster Randomized Trial	Mid-Atlantic state	cation program.	This study to evaluate the impact of the addition of the child sexual abuse - module, Smart Parents-Safe, and Healthy Kids (SPSHK), on the efficacy of Parents as Teachers (PAT)	Cluster Randomized Trial (with 2 groups intervention)	110 parents of children under five years (<5). (unspecified gender)	Parents were given intervention in each group in the form of modules on Parents as Teachers (PAT) with Smart Parents-Safe and Healthy Kids (SPSHK) and PAT as usual (PAT-AU). Assessments were conducted at baseline, 2 times post-PAT + SPSHK, and 1 month post-intervention (follow-up)	Parents' awareness (self-reported) Knowledge of CSA Positive attitudes toward CSA prevention Parents' behaviors regarding CSA prevention	Based on the research results, the PAT+SPSHK group had significantly greater awareness of CSA and used protective behaviors more often (which were maintained at follow-up) compared to the PAT-AU group
Enhancing children's awareness of sexual abuse in Pakistan with video literacy interventional cartoons. (13)	Pakistan		This study to evaluate student's awareness	Mixed-methods (experimental & qualitative interviews)	experimental: students aged 9–12 years. 120 students (M = 59, F = 61) of intervention group and 40 (M = 15, F = 25) students of control.	The experimental group was given intervention in 6 weeks (30 sessions in 1-h units, 5 days a week). The experimental group students watched the animated cartoon daily, then did exercises including answering questions, drawing, participating 'in role plays', discussions, and entertaining activities to keep	Childrens' awareness	The results showed an increase in awareness about 'personal safety' and "space bubble." They are more responsive and open to discussing these topics. The experimental group of students was willing to talk about instances of harassment or exploitation

					students engaged and motivated.		
The Role of Parents in Preventing Child Sexual Abuse: Evaluation of Previous Knowledge and the Results of a Training Program.	Spain	This study evaluates the prior knowledge of a group of parents and the changes that were made after taking part in a training program on the prevention of child sexual abuse	Experimental (One group of pre-test and post-test)	Parent of 8 to 12 year old children. 252 parents (120 males and 132 female)	The intervention is given in the form of a sexual violence prevention program for about 2 hours of meeting. assessment is carried out a week before and after the intervention	- parent's knowledge on child sexual abuse skills : - parent-child communication about this topic, and responses to a possible disclosure of abuse	The results showed, after taking part in the program, parents significantly improved their knowledge about child sexual abuse, and parents perceived coping skills
The Role of Second Step Child Protection Unit Online Teacher Training in Explaining Teacher and Student Outcomes: Multilevel SEM Analysis.	USA	This study to assess the immediate effect of online teaching training	Experimental (with a control group)	Teacher and student (4 - 12 years). 131 teachers and 2,172 students. (unspecified gender ratio)	Teachers in the intervention condition completed two online training modules: All-Staf Training (75-90 min) and Teach the Lesson (45-75 min). After receiving training, teachers are prepared to interact with students in preventing CSA for a longer time.	- Teacher: awareness, commitment, and confidence in reporting - Student: CSA knowledge and ability to recognize, refuse, and report CSA	Based on the research results, online teacher training had a significant direct impact on improving teacher prevention outcomes.
Effectiveness of Adolescent Interactive Education Program on Knowledge	India	Pre-experimental (One group of	30 early adolescent girls	The intervention uses role-play,	Knowledge about CSA and self-protection	Knowledge about CSA and self-protection	Based on the research results, there were significant changes in the

About Child Sexual Abuse and Self-Protection Among Early Adolescent Girls from Selected Urban School of Bengaluru, Karnataka			pre-test and post-test)		discussion , storytelling, and audiovisual aids. The interactive education program was administered to the participants for 45 minutes on six consecutive days, and a post-test was carried out a week after the intervention.		knowledge score of the pre-test from the post-test ($t = -5.722$, $P < 0.001$). The mean for self-protection was significantly lower than the post-test mean.
Enhancing Child Sexual Abuse Prevention Knowledge With an Educational Toolkit-Evaluation of the Chinese Doll Program.	China	This study to evaluate the effectiveness of the Doll program in preventing CSA	Randomized controlled trial	181 Children (elementary school students) and 60 parents. Group 1: 60 students. Group 2: 60 students & parents. Group 3: students.	Respondents were selected and divided into 3 groups. Groups 1 (Children's group) and 2 (Children and parents' group) were given the Doll Program toolkit, while group 3 was the control group. The intervention was given for 5 weeks.	- Children's knowledge of sexual abuse prevention	Based on the research results, children in the Doll Program group (1 and 2) showed a significant increase in their knowledge ($p < 0.001$)
Effect of Sexual Health Education of Mothers on Their Comfort and	Iran	This study investigates the	A Controlled Intervent	160 mothers of 13- to 16-	For the intervention group, four 90-min training	Intention to Discuss with the Girls About Sex Topic	The results in the intervention group showed an increase in

Intention to Discuss Sex-Related Topics with Adolescent Girls: A Controlled Intervention Study Gheysari et al., 2024 (18)	effect of sexual health education of mothers on their comfort and intention to discuss sex-related topics with adolescent girls.	ion Study	year-old girls. (80 intervention group and 80 control group)	sessions for 10 persons were held weekly. Sexual health training included a lecture, group discussion, question and answer, educational package, and CD. Assessments were conducted before the intervention and 1 month after the end of the intervention session.	Mothers' Comfort in discussing sex topics Mothers' sense of competence (Self-efficacy & Satisfaction)	parents' intention to discuss sex topics with their children (except childbirth and menstruation) (p<.05). Mean pre-to-post scores of sense of Competence in child rearing (p = .04) and self-efficacy (p = .037) were significantly increased in the intervention group, while they were not significant in the control group.
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5 **Discussions**

Understanding the subject of the intervention that will be used in the child sexual abuse prevention program makes it easier to determine the approach model in the program. Children are the direct target of delivering sexual violence prevention programs. Some studies prioritize girls as the subject of intervention (11,12). This may be a consideration because girls are vulnerable to sexual violence and are often the victims. The shy and fearful characteristics of girls make them the main target for victimization (21). However, boys are also an important target group for sexual violence prevention, as they can also become victims (13).

The age of the child is also a concern in determining the subject of intervention in sexual violence prevention programs. Primary school-age or prepubertal children are the target group of the child sexual abuse prevention program (11–15). This is also the case with parents who are the intervention subjects. More parents of elementary school-aged children were used as intervention subjects (15,17,19) than preschool-aged children (16,20) a or junior high school-aged children (18). Primary school-aged children or prepubertal children are children with a high risk of becoming victims of sexual violence. The primary school age group ranges from 6-12 years old (22,23).

Although the ultimate goal of the program approach in the reviewed studies is that children have the knowledge or behavior to prevent sexual violence. However, what is of concern in this review is the number of studies that approach parents as intervention subjects in child sexual abuse prevention programs (15–20). Parents can indeed be the most important subject in child sexual abuse prevention programs. They are the closest person to the child who provides care within the family. Therefore, parents are the main source of information for children in introducing sexual violence prevention (24,25). However, many programs on child sexual abuse prevention only use mothers as the intervention subjects (16–18). This may be a consideration because mothers have a

better level of closeness with children than fathers. Mothers' attitudes and involvement in parenting or educating children in daily practice may also be a consideration for mothers as intervention subjects (26). However, it should be noted that fathers also have a role in the daily care of children. Therefore, they (fathers) are also important as the subject of the approach used in the child sexual abuse prevention program (19).

The closest person to children besides parents in children's lives is the teacher. Every day, children meet with teachers at school. In addition to being educators, teachers are also supervisors for children at school. Therefore, approaching teachers as the subject of intervention in child sexual abuse prevention programs is an effective action. Teacher involvement in child sexual abuse prevention programs can be incorporated into the school curriculum. In this case, teachers need to be trained to educate children with more interactive education (14). In addition to teaching methods, teachers also need the substance of structured child sexual abuse prevention education for children facing barriers and obstacles in preventing child sexual abuse (27).

Understanding the subject of the intervention can also consider the techniques, media, and duration. In the target group of children, of course, the duration of the intervention is faster, for example, about 45 minutes per meeting (14). The duration of the meeting with children is a concern because they will get tired quickly if it is too long. Meanwhile, in the group of adults who are the intervention's subject, the meeting duration reaches 2 hours (19). The technique of providing interventions and the media used must be more interesting so that they are not bored and easily understand the material provided. The study of Olaf et al. (2022) is of concern; even though the media and techniques used are interesting or fun, the special target group has not been able to change their behavior. This is because the intervention subjects are children with intellectual disabilities. Therefore, providing interventions with naturalistic environmental conditions and repeating the same topic must be a concern so that they can understand how to change their behavior (11). Some things need to be considered in providing sexual education in the prevention of sexual violence in children, namely how to convey information, the ability of children to understand and apply prevention strategies, and the substance that suits the needs of children (28).

6 Conclusion

In this review, all target groups are intended to prevent child sexual abuse, but the subject of intervention is different. Approaches to child sexual abuse prevention programs need to be designed according to the subject of intervention. Understanding the subject of intervention will make determining the technique, delivery duration, intervention media, and substance easier. Therefore, the accuracy of the approach will make the sexual violence prevention program more effective.

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