

Evaluation of a Preventive Approach Book in the Prevention of Child Sexual Abuse

Avaliação de um Livro de Abordagem Preventiva na Prevenção Ao Abuso Sexual Infantil
Evaluación de un Libro de Abordaje Preventivo en la Prevención del Abuso Sexual Infantil

RESUMO

Introdução: O abuso sexual infantil é considerado um problema de saúde pública, com alta taxa de incidência e que acarreta consequências físicas e psicológicas para as vítimas e seus familiares. Por outro lado, Livros Infantis de Abordagem Preventiva têm sido utilizados com a finalidade de informar, prevenir e identificar casos de abuso sexual infantil. **Objetivo:** Assim, o presente estudo tem o objetivo de avaliar o potencial de prevenção de um livro infantil brasileiro especializado, por meio de um instrumento de avaliação baseado em critérios da literatura internacional. **Método:** Foram selecionados 07 juízes pesquisadores na área de ASI, contactados por e-mail. Após aceite, os juízes receberam o livro em formato PDF (Portable Document Format), e o instrumento de avaliação (CAL), inserido na plataforma Google Formulários. **Resultados e Conclusão:** Como resultados o livro apresentou potencial no desenvolvimento das habilidades autoprotetivas: Reconhecer, Resistir e Relatar situações de abuso sexual infantil.

DESCRIPTORES: Prevenção ao Abuso sexual infantil; Violência sexual infantil; Livros infantis

ABSTRACT

Introduction: Child sexual abuse is considered a public health problem, with a high incidence rate and significant physical and psychological consequences for victims and their families. On the other hand, preventive children's books have been used to inform, prevent, and identify cases of child sexual abuse. **Objective:** Thus, the present study aims to evaluate the preventive potential of a specialized Brazilian children's book using an assessment instrument based on criteria from the international literature. **Method:** Seven expert judges in the field of child sexual abuse (CSA) were selected and contacted by e-mail. Upon acceptance, the judges received the book in PDF (Portable Document Format) and the assessment instrument (CAL), administered through the Google Forms platform. **Results and Conclusion:** The results showed that the book demonstrated potential in the development of self-protective skills: Recognizing, Resisting, and Reporting situations of child sexual abuse.

DESCRIPTORS: Child Sexual Abuse Prevention; Child Sexual Violence; Children's Books.

RESUMEN

Introducción: El abuso sexual infantil es considerado un problema de salud pública, con una alta tasa de incidencia y que ocasiona consecuencias físicas y psicológicas para las víctimas y sus familiares. Por otro lado, los libros infantiles de enfoque preventivo han sido utilizados con la finalidad de informar, prevenir e identificar casos de abuso sexual infantil. **Objetivo:** Así, el presente estudio tiene como objetivo evaluar el potencial preventivo de un libro infantil brasileño especializado, mediante un instrumento de evaluación basado en criterios de la literatura internacional. **Método:** Se seleccionaron siete jueces investigadores en el área de abuso sexual infantil (ASI), quienes fueron contactados por correo electrónico. Tras aceptar la invitación, los jueces recibieron el libro en formato PDF (Portable Document Format) y el instrumento de evaluación (CAL), disponible en la plataforma Google Forms. **Resultados y Conclusión:** Como resultado, el libro presentó potencial para el desarrollo de las habilidades de autoprotección: Reconocer, Resistir y Reportar situaciones de abuso sexual infantil.

DESCRIPTORES: Prevención del Abuso Sexual Infantil; Violencia Sexual Infantil; Libros Infantiles.

RECEIVED: 11/10/2025 APPROVED: 12/17/2025

How to cite this article: ATiago RLB, Teixeira CM. Evaluation of a Preventive Approach Book in the Prevention of Child Sexual Abuse. *Saúde Coletiva* (Brazilian Edition) [Internet]. 2026 [cited year month day];18 (111):20670-20685. Available from: DOI: 10.36489/saudecoletiva.2026v18i11p20670-20685

**Rayssa Lima Braga Tiago**

Psychologist. Federal University of Maranhão (UFMA). Specialist in Third-Generation Contextual Therapies. Master's candidate in Psychology (UFMA). ORCID: <https://orcid.org/0000-0003-0005-9419>

**Catarina Malcher Teixeira**

Psychologist and Professor. Federal University of Maranhão (UFMA). Ph.D. in Psychology. ORCID: <https://orcid.org/0000-0002-9987-7528>

INTRODUCTION

Child sexual abuse is characterized by the involvement of a child or adolescent in any sexual act—whether completed or not—that occurs between a child or adolescent and another person in a position of power through coercion⁽⁽¹⁻²⁾⁾. Child sexual abuse (CSA) is considered a public health problem with a high incidence rate, present in the daily lives of children and adolescents⁽³⁾. In Brazil, between 2015 and 2021, 202,948 cases of child sexual violence were reported⁽⁴⁾.

Despite these figures, this type of violence is difficult to report due to the social taboo surrounding discussions of sexual matters⁽⁵⁾ and because such abuses occur most frequently in environments where the child should be protected and cared for⁽⁴⁾. Most (82.5%) of the abuses were committed by people known to the victim, with 40.8% being parents or stepfathers; 37.2% siblings, cousins, or other relatives; and 8.7% grandparents⁽⁶⁾.

Child sexual abuse (CSA) has both short- and long-term consequences: effects on physical and psychological health⁽⁷⁾, difficulties in intellectual and academic development⁽⁽⁸⁾⁾ and difficulties in intimate relationships⁽⁹⁾. Given the evidence presented regarding the serious consequences of CSA, it is essential to invest in preventive measures. In the literature, prevention programs

that include Self-Protection Skills (SPS) training have been effective in promoting behavioral changes in children and adolescents.^(1,10)

These skills include: Recognizing inappropriate advances by an adult and identifying a risk; Reacting by developing verbal responses (e.g., saying “No!” aloud) and motor responses (e.g., walking away); and Reporting the incident to someone⁽¹⁰⁾. Within these programs, various resources are used to develop these skills. Among them are the Preventive Approach Children's Books (LIAPs), which enable challenging topics to be addressed in a playful manner, capturing the attention of children and adolescents⁽¹¹⁾.

Through literature, children have the opportunity to make new discoveries and have new experiences about the world around them⁽¹²⁾ and develop the ability to solve problems similar to those faced by the characters^{((11,13))}, through elements such as engaging stories and narratives, identification with the characters, illustrations, and accessible language⁽¹³⁾. As a result, the stories told in books serve as tools to facilitate discussions about children's daily lives and address topics related to the violence they have experienced⁽¹¹⁾.

A survey of LIAPs, conducted using the databases of Brazilian publishers' websites that publish materials aimed at educators, educational psychologists, and psychologists—with the search ter-

ms “child sexual abuse” and “children's book”—identified twenty-three works published between 2008 and 2023. Of the works identified, only six were evaluated for their potential to prevent abuse, which corroborates previous findings that highlighted the scarcity of Brazilian studies assessing the preventive potential offered by these books⁽¹¹⁾.

One study compiled 27 criteria from the international literature into a Brazilian assessment tool for LIAPs, called CAL—Criteria for the Evaluation of LIAPs—Children's Books with a Preventive Approach—with the aim of evaluating Brazilian children's books on the prevention of sexual abuse. As a result, they identified six Brazilian children's books that show potential for the prevention of child sexual abuse, although none of them met all the criteria analyzed. Most of the books depict the abuser as a family member or acquaintance. Three of the evaluated books did not meet the criterion for teaching resistance skills, and only one book encouraged reporting cases of abuse⁽¹¹⁾.

Similar results were found in an analysis of 44 books, which found that, although most books follow advice derived from the academic literature, only 7 books contained 70% or more of the information considered essential^{((1,10))}.

One study suggested, among various research possibilities, that researchers should focus on validating these materials at the national level with regard to

their capacity to prevent child sexual abuse, as this indicates the materials' impact on the process of teaching HA ⁽¹¹⁾.

Although national research focuses largely on childhood and adolescence, there is still little research on the evaluation of prevention programs, and the evidence of their efficacy and effectiveness remains weak. This makes it necessary to assess the actual impacts and benefits of the tools used for prevention, evaluating whether, in fact, they contribute to the development of skills for dealing with situations of abuse ^(1,10). In this context, the present study aims to analyze children's literature and the prevention of sexual abuse, with a focus on "AFFECTION YES, ABUSE NO: Learning from Ivete."

METHOD

Participants

Seven judge-researchers in the field of child sexual abuse (ASI) were invited. The judges who participated in the evaluation of the book **AFFECTION*

*YES, ABUSE NO: Learning from Ivete** have backgrounds in psychology and psychiatry, spanning different levels of academic qualifications, including undergraduate, specialization, master's, and doctoral degrees.

Regarding their experience with child sexual abuse (ASI), most of the judges work directly in the field, whether in clinical practice, in the public sector (such as the Unified Social Assistance System—SUAS and the Specialized Social Assistance Reference Centers—CREAS), or in academic and research contexts. Some judges work specifically with victims of child sexual abuse, while others are involved more broadly—professionally and/or academically—in the protection of children and adolescents.

There are also judges with doctoral degrees who have extensive professional experience and serve as researchers in the field of instrument validation, but do not work directly with victims of child sexual abuse, which may have contributed to differing perspectives on the effectiveness of the criteria evalua-

ted. The diversity in the judges' backgrounds and experience contributed to a broad and multifaceted analysis of the book, taking into account both clinical and psychological aspects as well as institutional and public policy perspectives focused on child protection.

Instrument

The evaluation was conducted based on criteria defined in the literature, organized into an instrument called the Criteria for Evaluating LIAPs, abbreviated as CAL ⁽¹⁰⁾. The instrument includes 27 criteria drawn from the international literature. The instrument is divided into four categories: recognition, resistance, reporting, and others. These criteria were developed based on previous studies ^(12,13), with the aim of promoting effective characteristics in the creation of books that truly serve the purpose of preventing child sexual abuse. For each criterion, the response options are: Meets the criterion (Y), partially meets the criterion (P), and does not meet the criterion (N).

Table 1—Criteria for Evaluating LIAPs (Children's Books with a Preventive Approach)

Self-Protection Skills	Criteria
RECOGNIZE	Does it present positive role models?
	Does it teach critical thinking and decision-making skills?
	Does it feature characters with whom readers can identify?
	Does it teach about private parts and the anatomy of one's own body?
	Does it demystify sex and promote healthy attitudes toward their sexuality and their bodies?
	Does it provide explicit guidance on ownership of one's own body (my body belongs to me)?
	Does it avoid simplistic solutions that aren't helpful or realistic, since there are no happy endings without hard work?
	Does it help distinguish between appropriate and inappropriate touch?
	Does it help distinguish between secrets and surprises, emphasizing that some secrets should be shared?
	Does it teach that adults sometimes act inappropriately or in an inappropriate manner?
	Does it seek to differentiate between types of sexual abuse, distinguishing between abusive caresses and affectionate touches?
	Does it include information to help readers recognize if they are victims of abuse?
	Is it careful in how it portrays the perpetrator?
	Does it emphasize that an adult's inappropriate behavior is never the child's fault?
	Does it teach that victims do not fit a stereotype—that is, they can be of any gender, age, or ethnicity?
	Does it teach that there is no stereotypical offender, and that the offender can be a male or female adult, or even an older child or teenager?
	Do you teach that offenders can be people you trust or people you know?

RESIST	Does it teach children general safety guidelines (address, phone number, emergency numbers)?
	Does it teach the child that they can say no and reject unwanted advances?
	Does it provide repeated exposure to safety messages?
	Does it emphasize that children have the right to be safe?
REPORT	Does it teach children to identify people they can trust?
	Does it encourage children to tell a trusted adult about things that bother them?
	Does it encourage reporting and notifying authorities about incidents?
OTHER	Does it provide opportunities for children to actively participate during reading?
	Does it provide support materials for parents and teachers?
	Does it avoid graphic depictions of abuse and violence?

Note. (Soma & Williams, 2017)

Materials

Book *LOVE YES, ABUSE NO: Learning with Ivete* ⁽¹⁵⁾: This is a LIAP whose main objective is to inform, prevent, and identify cases of child sexual abuse. It can be used by professionals in the fields of psychology, education, and social work for the specific purposes of: (a) raising children's awareness about the issue of child sexual abuse; (b) informing children about what sexual abuse is and that they can say NO to the advances of an abuser; and (c) informing them whom to turn to if they identify a situation of sexual abuse involving themselves or others. It tells the story of a little ant named Ivete, who lives with her mother and younger siblings. In the neighborhood where Ivete lives, there is

Mr. Itamar's grocery store; he is a male ant who always seems willing to help Ivete. By approaching Ivete with the false intention of helping her, Mr. Itamar becomes a sexual offender. After attending a lecture at school on "child sexual abuse," Ivete begins to understand what is happening in her life and feels motivated to report the incident. However, it is only after witnessing another child being victimized and receiving guidance from a teacher that she and her mother are able to report the offender; the case is referred to the appropriate authorities, and the offender faces the full force of the law.

Procedures

The participating judges were recruited via email and, upon acceptance,

received the LIAP in PDF (Portable Document Format) and the assessment instrument (CAL) via Google Forms. Instructions on the study and how to complete the assessment instrument were included in the body of the email.

RESULTS

The instrument used is divided into four criteria: recognize, resist, report, and others. Table 2 shows the evaluations of the 7 judges for each of these criteria, rated on a *Likert-type* scale with three response levels: Meets the criterion (S), Partially meets the criterion (P), and Does not meet the criterion (N).

Table 2. Responses from Expert Judges to the Book *Affection Yes, Abuse No*

Criterion	Judge 1	Judge 2	Judge 3	Judge 4	Judge 5	Judge 6	Judge 7
Presents positive role models	S	S	S	S	S	S	S
Teaches critical thinking and decision-making	S	S	S	S	S	S	S
Features relatable characters	S	S	S	S	S	S	S
Teaches about private parts and anatomy	P	P	P	N	P	N	N
Demystifies sex and promotes healthy attitudes	S	P	P	P	S	N	P
Provides explicit instructions regarding body possession	S	P	P	S	S	N	S
Avoid simple solutions that aren't useful or realistic, because there are no happy endings without hard work	S	S	S	S	S	S	S
Helps distinguish between appropriate and inappropriate touch	S	S	S	S	S	S	S
Helps distinguish between secrets and surprises	S	S	P	P	S	S	S
Teaches that adults sometimes act inappropriately	S	S	S	S	S	S	S
Distinguishes between different types of abuse and inappropriate touching	S	S	S	S	S	S	S
Helps readers recognize abuse	S	S	S	S	S	S	S

Be careful when introducing the offender	S	S	S	S	S	S	S
Emphasizes that a child is not to blame for an adult's inappropriate behavior	S	S	S	S	S	S	S
Teaches that victims do not fit stereotypes	P	S	S	S	S	P	P
Teaches that offenders do not fit stereotypes	P	P	S	S	S	P	P
Teaches that offenders can be identified	S	S	S	S	S	S	S
Teaches general safety rules	N	S	N	P	P	P	N
Teach your child that it's okay to say no	S	P	S	S	P	S	P
Provides repeated exposure to safety messages	S	S	S	S	S	S	S
Emphasizes that children have the right to safety	S	S	S	S	S	S	S
Teach them how to identify people they can trust	S	S	S	S	S	S	S
Encourages children to tell an adult about any problems	S	S	S	S	S	S	S
Encourages reporting and notification of cases	S	S	S	S	S	S	S
Encourages children to actively participate in reading	S	S	S	S	S	S	S
Provides support materials for parents and teachers	S	S	S	S	S	P	S
Avoids graphic scenes of abuse and violence	S	S	S	S	S	S	S

Note: S = Fully meets the criterion; P = Partially meets the criterion; N = Does not meet the criterion

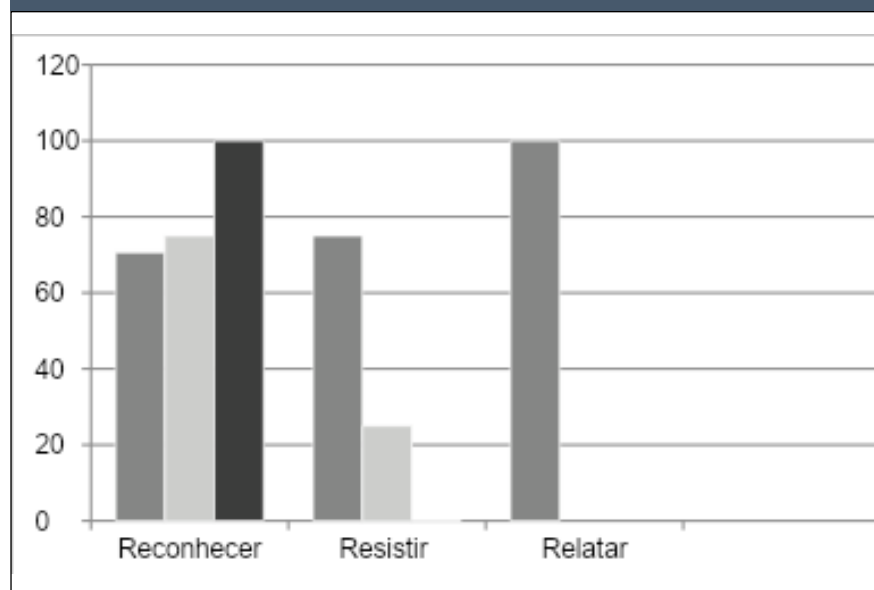
The level of agreement among the judges ranged from moderate to nearly perfect, depending on the criterion evaluated. The judges showed a high degree of agreement on criteria such as *“Encourages reporting”* (Kappa = 0.85) and *“Presents positive role models”* (Kappa = 0.75), whereas for *“Teaches general safety rules”* (Kappa = 0.40), there was less consensus, with moderate agreement—that is, there was some level of consensus, but still with significant differences. This may indicate that some judges considered the criterion to be met, while others assessed it as only partially met or not met, leading to variation in the responses.

Figure 1 shows the frequency with which the criteria were met for each skill. For the “Recognize” skill, of the 17 criteria included in *the CAL*, 70.6% were fully met, 23.5% were partially met, and 5.9% were not met. The book proved effective in teaching children to identify inappropriate touching, recognize suspicious behavior, and understand that offenders can be people they know, as well as to differentiate between abusive touching

and affectionate touching. However, some aspects, such as the explanation of offender stereotypes and the demystification of sex, were considered insufficient. In the “Resistance” skill, 75% of the criteria were fully met, 25% were partially met, and 0% of the criteria were not met. The book consistently emphasized the importance of children saying “no” in uncomfortable situations, rejecting unwanted

touching, and reaffirming their right to safety. However, the judges noted that information on general safety guidelines, such as emergency numbers, should be included. In the “Reporting” skill (3 criteria), 100% of the criteria were fully met, emphasizing the importance of telling a trusted adult and reinforcing that the victim is not to blame.

Figure 1. Frequency of criteria met (M), partially met (P), and not met (N) by skill.



Thus, it can be stated that the work met most of the criteria for the “Recognize” skill, featuring positive role models, teaching critical thinking, explaining that offenders can be trusted individuals, and encouraging the recognition of inappropriate touching. However, it only partially met the criteria regarding teaching about private parts and body anatomy, as well as types of sexual abuse and abusive touching. Regarding the “Resist” skills, the LIAP satisfactorily conveyed messages about children’s right to safety and the importance of saying no to unwanted touching. However, it did not meet the criterion of teaching general safety guidelines (such as address and emergency phone number), which was identified as a limitation.

Regarding the “Reporting” skill, the book was well-evaluated for encouraging reporting, urging children to report uncomfortable situations, and highlighting the importance of identifying trusted adults. However, three (3) evaluators suggested that it would be helpful to include an explicit indication of where to seek help (Child Protection Agency, specialized police station, etc.), which could make the guidance clearer for readers.

In the CAL’s open-ended question, the experts praised the LIAP for its accessible language, engaging and easy-to-understand story, reflections and questions that encourage children’s active participation, inviting illustrations, and playful approach. They also highlighted that the use of animal characters was effective in creating emotional distance, allowing children to identify with the story without excessive distress.

DISCUSSION

This study, which aims to analyze Children’s Literature and the Prevention of Sexual Abuse through an analysis of “AFFECTION YES, ABUSE

NO: Learning with Ivete” using the CAL instrument—with regard to the criteria identified in the literature for the development of self-protection skills aimed at preventing child sexual abuse—found that, although gaps such as general safety guidelines and instruction on anatomy and private parts were identified, the evaluated children’s literature on child sexual abuse prevention (LIAP) demonstrates potential for preventing child sexual abuse. It addresses such a complex topic in an accessible way, without being overly graphic or frightening, while maintaining the reader’s engagement through engaging literary language. Ideally, the work should cover the various aspects of prevention in a playful, informative, and sensitive manner⁽¹³⁾.

In this regard, LIAP succeeded in balancing various elements without sacrificing playfulness, as the judges highlighted in their qualitative analyses. The language used contributes significantly to its effectiveness and was described as accessible, relatable, and engaging. The use of animals as characters and the setting in familiar scenarios allow children to identify with the story with emotional security, without intensifying any potential traumatic experiences.

Although playful, it incorporated all the essential aspects for developing self-protection skills. The ability to Recognize—which is fundamental for children and adolescents to identify risky situations and minimize the potential impacts of abuse⁽¹⁾—involves knowing how to differentiate between appropriate and inappropriate touch, as well as understanding that certain body parts are private and should not be touched without consent⁽¹⁰⁾. These topics were addressed: all judges assigned the rating “Meets the Criterion (S)” to the items “Distinguishes between types of abuse and abusive touching” and “Helps distinguish between appropriate

and inappropriate touching,” highlighting the book’s effectiveness in this regard. Judge 7 noted:

“I found the contextualization brilliant, as well as the playful choice of animals and the revelation that Ademar was actually an anteater. This aspect reinforces what we emphasize when discussing abuse prevention: there is no single profile of an abuser.”

However, some judges rated the book as “Partially Meets Criteria” (P) for criteria such as “Teaches that offenders can be of any age, gender, or ethnic group,” noting that the offender portrayed fits the classic stereotype of an adult man. The literature indicates that it is essential to deconstruct such stereotypes, as abusers can also be adolescents, women, or family members⁽²⁾. This limitation underscores the importance of broadening the representation of potential abusers so that children can recognize real risks, even if they come from people close to them or from unexpected sources.

The second skill, Resisting, refers to the ability to reject inappropriate advances and remove oneself from uncomfortable situations. This skill is related to the development of assertiveness—that is, the ability to express feelings, desires, opinions, and rights clearly, directly, and respectfully, taking into account both one’s own rights and those of others⁽¹⁶⁾. The book addresses this skill in a positive manner, with 57.1% of the judges rating it as “Meets the Criterion (S)” for the item “Teaches the child to say no,” and 42.9% as “Partially Meets (P).”

The skill of Reporting is related to the other two, since it is not enough to recognize and resist if the child cannot tell a trusted adult⁽¹¹⁾. It involves not only reporting the incident but also the child’s confidence in telling a trusted adult and the assurance that they will be supported and protected. Studies indicate that many victims do not report abuse for fear

of not being believed or because they feel guilty ⁽¹⁷⁾.

In this regard, the book was unanimously well-rated: 100% of the criteria were marked as “Meets the Criterion” (S). The story highlights that Ivete’s account was not properly acknowledged at first, forcing her to repeat her story later—an experience that causes significant emotional distress and accurately reflects the reality of many victims ⁽¹⁸⁾.

Nevertheless, the judges pointed out the absence of practical instructions on where to report abuse: there is a lack of clear information on the role of the Child Protection Agency, the police station, or reporting channels. This absence directly impacts two criteria: “Teaches general safety guidelines” and “Provides support materials for parents and teachers.” Although the book provides important guidance at the end, this guidance is not woven into the narrative, which makes it difficult for readers to internalize the information as they read. The literature recommends that such information be functionally integrated into the story so that children and adults can respond more clearly to risky situations ⁽¹⁰⁾.

It is important to note that these skills may be related to a repertoire of social skills ⁽¹¹⁾. The skill of “Recognizing,” for example, involves the ability to perceive when a situation is uncomfortable or inappropriate, interpret the social cues sent by others, and name one’s own feelings. For this to happen, the child must have developed certain important social skills, such as self-control, empathy, and emotional expressiveness ⁽¹¹⁾. These skills enable the child to better understand their own reactions, identify when something is not right, and communicate how they feel. LIAP contributes to this by featuring characters who demonstrate emotions, express discomfort, and face situations of doubt and confusion, which can

help the child reader identify with them.

The ability to Resist, on the other hand, involves saying “no,” removing oneself from threatening situations, and rejecting invasive behaviors. These attitudes are directly linked to assertiveness, and deficits in assertive skills can make girls more vulnerable to sexual violence and revictimization ^(11,19). It is observed that the main characters face situations in which they must take a stand, and the story reinforces that children have the right to protect themselves, say “no,” and seek help.

Finally, the ability to Report requires that children know whom to trust, be able to talk about what happened, and believe that they will be listened to and supported. This is a complex skill that depends on the development of skills such as emotional expressiveness, self-control, the ability to make friends, and, once again, assertiveness ⁽²⁰⁾. Many children do not report abuse out of fear, shame, or because they do not believe they will be taken seriously ⁽¹⁷⁾. Therefore, it is essential that LIAPs present successful reporting models and showcase adults who listen and provide a supportive environment. In the book, this skill is portrayed in a way that is quite true to reality: the character Ivete has to repeat her story to be heard, which shows children that it is not always easy to speak up, but that persistence is important, and that speaking up can indeed lead to protection. Therefore, it can be stated that the development of self-protection skills is directly related to the strengthening of broader social repertoires. Children’s books such as the one analyzed here, when carefully crafted, can contribute significantly to this development.

CONCLUSION

The book *AFFECTION YES, ABUSE NO: Learning with Ivete*

serves as a valuable tool for the prevention of child sexual abuse, covering the main aspects of self-protection: Recognize, Resist, and Report. The approach is accessible and playful, allowing children to understand complex concepts without losing engagement with the narrative.

However, it is essential to emphasize that, although the book successfully balances information with playfulness, fully meeting all the criteria for a LIAP remains a challenge. Furthermore, the children’s book should be viewed as a complementary resource within a broader prevention approach that involves open dialogue, active participation by educators and family members, as well as other educational strategies. Given the results of this study, it would be interesting for future research to explore, for example, whether there is a difference in how children understand and engage with the content when the book is simply read aloud versus when it is narrated with expressive techniques, such as variations in tone of voice and characterization. Studies that assess the retention of learning over time and the reception of the material by teachers, caregivers, and children could also contribute to expanding knowledge about the potential of LIAPs in different educational and preventive contexts.

Thus, the LIAP contributes to information, prevention, and the identification of ASI cases and should be used in conjunction with other tools within prevention programs.

REFERENCES

1. Ferragut, M., Cerezo, M. V., Ortiz-Tallo, M., & Rodríguez-Fernández, R. (2023). Effectiveness of child sexual abuse prevention programs: A meta-analysis. *Child Abuse & Neglect*, 146, 106489. <https://doi.org/10.1016/j.chabu.2023.106489>
2. Centers for Disease Control and Prevention (CDC). (2022). Preventing child sexual abuse. <https://www.cdc.gov/violenceprevention/childabuseandneglect/childsexualabuse.html>
3. Miranda, M. H. H., Fernandes, F. E. C. V., Melo, R. A., & Meireles, R. C. (2020). Violência sexual contra crianças e adolescentes: Uma análise da prevalência e fatores associados. *Revista da Escola de Enfermagem da USP*, 54, e03633. <https://doi.org/10.1590/S1980-220X2019013303633>
4. Ministério da Saúde. (2023). Notificações de violência sexual contra crianças e adolescentes no Brasil (Boletim Epidemiológico, Volume 54, nº 08). Secretaria de Vigilância em Saúde e Ambiente. Recuperado de <https://www.gov.br/saude/pt-br/centrais-de-conteudo/publicacoes/boletins/epidemiologicos/edicoes/2023/boletim-epidemiologico-volume-54-no-08> Serviços e Informações do Brasil+2.
5. Santos, F. A., & Lima, R. S. (2023). O tabu social e a subnotificação do abuso sexual infantil. *Revista Brasileira de Crescimento e Desenvolvimento Humano*, 33(1), 150–158.
6. Brasil. (2022). Fórum Brasileiro de Segurança Pública: Anuário Brasileiro de Segurança Pública – 2022. Fórum Brasileiro de Segurança Pública.
7. Centre Expertise on Child Sexual Abuse. (2023). Impacts of child sexual abuse: A summary of key messages from research. <https://www.csacentre.org.uk/research-resources/key-messages/impacts-of-child-sexual-abuse>
8. NIHR Evidence. (2022). Sexual assault has lasting effects on teenagers' mental health and education. <https://evidence.nihr.ac.uk/alert/sexual-assault-lasting-effects-teenagers-mental-health-education>
9. Independent Inquiry into Child Sexual Abuse (IICSA). (2020). The nature and effects of child sexual abuse. <https://www.iicsa.org.uk/reports-recommendations/publications/inquiry/interim/nature-effects-child-sexual-abuse/effects-child-sexual-abuse.html>
10. Craig, E. (2022). Teaching safeguarding through books: A content analysis of child sexual abuse prevention books. *Journal of Child Sexual Abuse*, 31(3), 257–275. <https://doi.org/10.1080/10538712.2021.1985672>
11. Soma, S. M. P. (2014). Contação de histórias como estratégia para a prevenção do abuso sexual infantil (Dissertação de mestrado, Universidade Federal de São Carlos). Repositório Institucional UFSCar. <https://repositorio.ufscar.br/handle/ufscar/3881>
12. Silva, T. R., & Medeiros, F. A. (2022). Desafios na identificação e denúncia do abuso sexual infantil. *Psicologia & Sociedade*, 34(spe), e020019.
13. McDaniel, C. (2001). Children's literature as prevention of child sexual abuse. *Children's Literature in Education*, 32(3), 203–224. <https://doi.org/10.1023/A:1010402202633>
14. Huang, S., & Cui, C. (2020). Preventing child sexual abuse using picture books: The effect of book character and message framing. *Journal of Child Sexual Abuse*, 29(2), 145–164. <https://doi.org/10.1080/10538712.2020.1719449>
15. Teixeira, C. M., & Del Prette, Z. A. P. (2025). *Carinho sim, abuso não: aprendendo com Ivete* (1ª ed.). Hogrefe.
16. Del Prette, Z. A. P., & Del Prette, A. (2021). *Inventário de Habilidades Sociais – IHS-Del-Prette 2: Manual técnico*. São Paulo: Hogrefe.
17. Lev-Wiesel, R., & First, M. (2022). Predictors of non-disclosure of child sexual abuse: A national survey. *International Journal of Environmental Research and Public Health*, 19(19), 12617. <https://doi.org/10.3390/ijerph191912617>
18. Kobulsky, J. M., et al. (2020). *Child Sexual Abuse Recurrence*. Philadelphia Children's Alliance & Temple University.
19. Fernández-Fuertes, A. A., Fernández-Rouco, N., Lázaro-Visa, S., & Gómez-Pérez, E. (2020). Myths about sexual aggression, sexual assertiveness and sexual violence in adolescent romantic relationships. *International Journal of Environmental Research and Public Health*, 17(23), 8744. <https://doi.org/10.3390/ijerph17238744>
20. Brennan, E., & McElvaney, R. (2020). What Helps Children Tell? A Qualitative Meta-Analysis of Child Sexual Abuse Disclosure. *Child Abuse Review*, 29(2), 97–113. <https://doi.org/10.1002/car.2617>