

Health Education TEKS (K-12)

Content Advisors Draft Recommendations Review

Introduction: This feedback covers review of draft recommendations developed by the workgroups. The current continuum draft is from Workgroup E. Furthermore, the feedback examines each of the provided strands taking into consideration the previous input from the framework proposed in the **Commissioner’s Health Study Recommendations**. The approach allows for the examination of the standards for both vertical and horizontal alignments.

(A) Feedback: Each grade level in **Strand 1** follows a complete and logical development of health education concepts. Correct vocabulary and terminologies are used except for the review provided below for Grade 2.1.A with suggested replacement for grade appropriateness and clarity in implementation. The level of rigor is appropriate for each grade level. Concepts are introduced at the appropriate grade level. Student expectations are clear and specific except for the review provided below for Grade 2.1.A., Grade 5.2.A. and Grade 6.2.B. The TEKS are aligned horizontally and vertically. All student expectations can be reasonably taught within the amount of time typically allotted for each grade level from K-12. Workgroup was judicious in eliminating duplicate standards and streamlining student expectations where necessary. Concepts are addressed for continuity with current research in the field.

Strand 1	Physical Health and Hygiene Strand
Substrand	Body Systems
Knowledge and Skills (KS) Statement	The student examines the structure, function, and relationships of body systems and their relevance to personal health.
Specific SE in Review	Grade 2.1.A.
Student expectations (SE)	The student is expected to <i>“describe ways to protect the five senses”</i>
Topic	Anatomy and Physiology
Review	The italicized statement in the SE is ambiguous and could present a challenge to teachers in implementing the standard. Instead of using “describe ways to protect the five senses” replace with <i>“explore how the five senses functions”</i>

Strand 1	Physical Health and Hygiene Strand
Substrand	Personal Health and Hygiene
Knowledge and Skills (KS) Statement	The student understands health literacy, preventative health behaviors, and how to access and evaluate health care information to make informed decisions.
Specific SE in Review	Grade 5.2.A
Student expectations (SE)	The student is expected to explain how to manage common minor illnesses such as colds and skin infections.
Topic	Health Care Literacy -care
Review	Consider revising student expectation in light of Covid19 to include general comparison and contrast of the common cold versus Covid19 symptoms.

Strand 1	Physical Health and Hygiene Strand
Substrand	Personal Health and Hygiene
Knowledge and Skills (KS) Statement	The student understands health literacy, preventative health behaviors, and how to access and evaluate health care information to make informed decisions.
Specific SE in Review	Grade 6.2. B
Student expectations (SE)	The student is expected to develop evaluation criteria for health information.
Topic	Health Care Literacy - information
Review	To ensure teachers have a clear understanding on how to guide their students learning, the student expectation needs clarification. What are some examples of the evaluation criteria? How would students go about developing the evaluation criteria? Answers to both questions will provide a better clarification that can then be used to revise the current student expectation.

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(B) Feedback: In **Strand 2** few student expectations and topics need revision in alignment to developmentally appropriate levels using concepts of Bloom’s Taxonomy and Depth of Knowledge. In these few cases correct vocabulary and terminologies are not used. The review provides suggestions for revision. These few instances for revision does not alter the level of rigor in Strand 2 across all grade levels. Concepts are introduced at the appropriate grade level. Few student expectations need revision for depth of knowledge and developmental alignment. Reviews provided for K.3.A., Grade 1.3.A., Grade 2.3.A., Grade 3.3.A., Grade 7-8.3.B., K.3.E., Grade 1.3.E., Grade 6.6.A., and K.6.A. The TEKS are aligned horizontally and vertically. All student Expectations can be reasonably taught within the amount of time typically allotted for each grade level from K-12. Major recommendation for Workgroup is aligning student expectation in developmentally appropriate ways. Concepts are addressed for continuity with current research in the field.

Strand 2	Mental Health and Wellness Strand
Substrand	Social Emotional Health
Knowledge and Skills (KS) Statement	The student identifies and applies strategies to develop socio-emotional health, self-regulation, and healthy relationships.
Specific SEs in Review	K.3.A. and Grade 1.3. A.
Student expectations (SEs)	The student is expected to identify their own feelings and emotions.
Topic	Social Emotional Development-Feelings and Emotions
Review	To align the SEs addressed to Bloom’s Taxonomy developmentally appropriate levels, there should be a difference in K and Grade 1 SEs. In accordance to grade appropriateness the K.3.A SE can be revised to state, “name or identify at least five of their own feelings and emotions.” For Grade 1.3.A SE needs to differentiate learning objective to state, “describe their own feelings and emotions.” This difference provides a continuum in learning objectives.

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Strand 2	Mental Health and Wellness Strand
Substrand	Social Emotional Health
Knowledge and Skills (KS) Statement	The student identifies and applies strategies to develop socio-emotional health, self-regulation, and healthy relationships.
Specific SEs in Review	Grade 2.3.A. and Grade 3.3.A.
Student expectations (SEs)	The student is expected to express needs, wants, and emotions in healthy ways.
Topic	Social Emotional Development -Feelings and Emotions
Review	Similar to the K and Grade 1 SEs addressed, Grade 2 and Grade 3 needs to be aligned to Bloom’s Taxonomy developmentally appropriate levels, with a difference in the objectives. In accordance to grade appropriateness the Grade 2. 3.A. SE can be revised to state, “express needs, wants, and emotions in healthy ways”, while Grade 3.3.A states, “discuss the importance of expressing needs, wants, and emotions in healthy ways.” This difference in terminology provides a continuum in learning objectives across grade levels.

Strand 2	Mental Health and Wellness Strand
Substrand	Social Emotional Health
Knowledge and Skills (KS) Statement	The student identifies and applies strategies to develop socio-emotional health, self-regulation, and healthy relationships.
Specific SEs in Review	Grade 7- 8.3. B.
Student expectations (SE)	The student is expected to describe and apply healthy techniques for managing reactions in times of emotional stress.
Topic	Self-Regulation
Review	SE needs a terminology that will convey the intent of the TEKs to empower middle school students in responding in healthy ways instead of reacting in times of emotional stress. The SE currently conveys self-regulation at the lower levels of Bloom’s Taxonomy. Suggested revision should state, “the student is expected to manage responses and self-awareness in times of emotional stress.” The emphasizes is on the terminology “ <i>manage.</i> ”

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Strand 2	Mental Health and Wellness Strand
Substrand	Social Emotional Health
Knowledge and Skills (KS) Statement	The student identifies and applies strategies to develop socio-emotional health, self-regulation, and healthy relationships.
Specific SE in Review	K.3.E and Grade 1.3.E.
Student expectations (SEs)	The student is expected to recognize and describe individual differences and communicate appropriately and respectfully with all individuals.
Topic	Healthy and Unhealthy relationships-communication
Review	The current SE for K.3.E is best suited to Grade 13.E. While the current SE for Grade 1.3.E. <i>“the student is expected to list ways to respectfully communicate verbally and nonverbally”</i> is best suited for Kindergarten. Recommendation is to switch the SEs for both grade levels to be grade appropriate.

Strand 2	Mental Health and Wellness Strand
Substrand	Identifying and Coping with Mental Health and Wellness
Knowledge and Skills (KS) Statement	The student will develop and use appropriate skills to identify and cope with conditions related to mental health and wellness.
Specific SE in Review	Grade 6.6.A.
Student expectations (SE)	The student is expected to demonstrate knowledge about personal and family health concerns (history) .
Topic	Long term illness/chronic conditions
Review	The SE would better serve students learning objective in developing healthy lifestyle by demonstrating knowledge about their family health history. The terminology “concerns” as part of the SE suggest a contradiction to developing healthy lifestyles and habits based on family health history. Recommendation is to change “concerns” to history and remove the word “concerns” in the substrand statement. Substrand should read as stated in this review without the word “concerns.”

Strand 2	Mental Health and Wellness Strand
Substrand	Identifying and Coping with Mental Health and Wellness
Knowledge and Skills (KS) Statement	The student will develop and use appropriate skills to identify and cope with conditions related to mental health and wellness.
Specific SE in Review	K.6.A.
Student expectations (SE)	The student is expected to discuss how to treat peers with different learning needs with dignity and..
Topic	Issues that impact learning
Review	This Kindergarten SE is missing the terminology “ respect ” at the end of the statement to complete the SE to make it consistent across the grade levels addressed. The word “respect” should be added to complete the SE.

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(C) Feedback: Workgroup E did a thorough review of **Strand 3** and ensured that duplicate student expectations were streamlined where appropriate. Clarifying language was added where necessary across grade levels and student expectations. Grade level follow a complete and logical development of health education concepts. Correct vocabulary and terminologies are used. The level of rigor is appropriate for each grade level. Concepts are introduced at the appropriate grade level. Student expectations are clear and specific except for the review provided below for SE 8 across Kindergarten to Grade 6 (K.8.A., Grade 1.8.A., Grade 2.8.A., Grade 3.8.A., Grade 4.8.A., Grade 5.8.A., and Grade 6.8.A.). Feedback is provided below with rationale. The TEKS are aligned horizontally and vertically. All student expectations can be reasonably taught within the amount of time typically allotted for each grade level from K-12. Concepts are addressed for continuity with current research in the field.

Strand 3	Healthy Eating and Physical Activity Strand
Substrand	Physical Activity
Knowledge and Skills (KS) Statement	The student identifies, analyzes, and applies strategies for enhancing and maintaining optimal personal physical fitness throughout the lifespan.
Specific SE in Review	K.8.A., 1.8.A., 2.8.A., 3.8.A., 4.8.A., 5.8.A., 6.8.A.
Student expectations (SE)	The student is expected to <i>“identify and practice personal health habits that help individuals stay healthy such as proper amount of sleep and daily physical activity”</i>
Topic	Health benefits of being physically active (stress reduction, healthy weight/body composition, and cardio-vascular health).
Review	The italicized statement not just in the kindergarten SE was deleted all through to Grade 6. Workgroup rationale for deleting these SEs across the 7 grade levels stated the SE is covered in PE and in other strands. The concept topic is focused on physical activity and appropriate for all 7 grade levels. It is highly recommended to reinstate the SE across all 7 grade levels and not till middle school for students to have the opportunity to develop the necessary skills for a healthy lifestyle. The rationale is based on curriculum design standards that calls for deep conceptual understanding which requires in depth exploration of concepts in a variety of contexts in this case both in PE and Health Education.

(D) Feedback: In **Strand 4** few student expectations and topics need revision in alignment to developmentally appropriate levels using terminology of Bloom’s Taxonomy and Depth of Knowledge. In these highlighted cases developmentally appropriate terminologies are suggested for the revision. These highlighted examples for revision does not alter the level of rigor in Strand 4 across all grade levels. Concepts are introduced at the appropriate grade level. The student expectations in need of revision for developmentally appropriate terms are explained in each review. The TEKS are aligned horizontally and vertically with all student expectations reasonably taught within the amount of time typically allotted for each grade level from Kindergarten to Grade 12. Major recommendation addresses the use of developmentally appropriate terminologies. Concepts are well addressed for continuity with current research in the field.

Strand 4	Injury and Violence Prevention and Safety Strand
Substrand	Safety Skills and Unintentional Injury.
Knowledge and Skills (KS) Statement	The student identifies and demonstrates safety and first aid knowledge to prevent and treat injuries.
Specific SE in Review	K.12.A.
Student expectations (SE)	The student is expected to discuss and demonstrate procedures for responding to emergencies including reporting to a trusted adult or contacting 911.
Topic	First Aid-including accessing emergency services.
Review	The terminology used in this kindergarten SE is not developmentally appropriate. Suggested revision using grade appropriate Bloom’s taxonomy is, <i>“the student is expected to role play procedures for responding to emergencies including reporting to a trusted adult or contacting 911.”</i>

Strand 4	Injury and Violence Prevention and Safety Strand
Substrand	Safety Skills and Unintentional Injury.
Knowledge and Skills (KS) Statement	The student identifies and demonstrates safety and first aid knowledge to prevent and treat injuries.
Specific SE in Review	K.12.B.
Student expectations (SE)	The student is expected to identify the purpose of and demonstrate proper use of protective equipment such as a seat belts and booster seats and a bicycle helmet.
Topic	WGD- safety awareness
Review	The terminology used in this kindergarten SE is not developmentally appropriate. Suggested revision using grade appropriate Bloom's taxonomy is, <i>"the student is expected to list, and role play proper use of protective equipment such as a seat belt and booster seats and a bicycle helmet."</i>

Strand 4	Injury and Violence Prevention and Safety Strand
Substrand	Healthy relationships and conflict-resolution skills
Knowledge and Skills (KS) Statement	The student differentiates between healthy and unhealthy relationships and demonstrates effective strategies to address conflict.
Specific SE in Review	K.13.A.
Student expectations (SE)	The student is expected to identify and use refusal skills to avoid unsafe behavior situations such as saying no in unsafe situations and then telling a parent/trusted adult if he/she is threatened.
Topic	Healthy and unhealthy communication
Review	Revise SE using appropriate terminology for this grade level. For example, "the student is expected to list and role play refusal skills to avoid unsafe behavior situations such as saying no in unsafe situations and then telling a parent/trusted adult if he/she is threatened. This gives continuity to the SE in the next grade.

Strand 4	Injury and Violence Prevention and Safety Strand
Substrand	Healthy home, school and community climate.
Knowledge and Skills (KS) Statement	The student understands that individual actions and awareness can impact safety, community, and environment.
Specific SE in Review	Grade 2.14.C., Grade 3. 14. C and Grade 4.14.D
Student expectations (SEs)	The student is expected to discuss hazards of unsupervised and improper handling of guns and other weapons.
Topic	Situational and Weapon Awareness and Safety
Review	Revise SEs for Grade 2, Grade 3 and Grade 4 with appropriate terminologies. For example, Grade 2.14.C should be “identify” , Grade 3.14.C should be “discuss” and Grade 4.14.D. should be “demonstrate” which is an impactful terminology that combines identify and discuss in one word.

Strand 4	Injury and Violence Prevention and Safety Strand
Substrand	Digital citizenship and media.
Knowledge and Skills (KS) Statement	The student understands how to be a safe and responsible citizen in digital environments.
Specific SE in Review	Grade 1.15.A., Grade 2.15.A., and Grade 3.15.A.
Student expectations (SEs)	The student is expected to discuss hazards of unsupervised and improper handling of guns and other weapons.
Topic	Online safety (including identity protection, see something-say something, online predators)
Review	Revise SEs for Grade 1, Grade 2 and Grade 3 with appropriate terminologies. For example, in Grade 1.15.A. revise as, <i>“The student is expected to role play scenarios of how to get help from a teacher, parent, or trusted adult when made to feel bullied, uncomfortable, or unsafe online.</i> For Grade 2.15.A. revise as, <i>“the student is expected to recognize and identify necessary responses to unsafe requests made in a digital environment.”</i> For Grade 3.15.A. revise as, <i>“the student is expected to demonstrate needed skills for safety awareness in a digital environment.”</i>

Strand 4	Injury and Violence Prevention and Safety Strand
Substrand	Interpersonal violence.
Knowledge and Skills (KS) Statement	The student understands the impact of interpersonal violence and the importance of seeking guidance and help to maintain personal safety.
Specific SE in Review	K.16.B., and Grade 1.16.B.
Student expectations (SEs)	The student is expected to identify replacement behaviors to avoid bullying.
Topic	Bullying, Cyberbullying and Harassment
Review	To make the Kindergarten SE developmentally appropriate, revise SE as, <i>“the student is expected to list and role play replacement behaviors to avoid bullying.”</i> For Grade 1 SE , revise as, <i>“the student is expected to identify and discuss ways of actively discouraging bullying.’</i>

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(E) Feedback: In **Strand 5** the Workgroup’s judicious efforts are evident with very few needed revisions. The student expectations are streamlined to make the learning objectives easily accessible to all students across the grade levels. There are only two student expectations and topics that require revision in alignment to developmentally appropriate levels using terminology of Bloom’s Taxonomy and Depth of Knowledge. In both cases developmentally appropriate terminology is suggested for the revision. Also, both cases do not alter the level of rigor in Strand 5 across the grade levels. The concepts covered in Alcohol, Tobacco and Other Drugs are introduced at the appropriate grade level. The TEKS are aligned horizontally and vertically with all student expectations reasonably taught within the amount of time typically allotted for each grade level from Kindergarten to Grade 12. Concepts covered in Alcohol, Tobacco, and Other Drugs are well addressed for continuity with current research in the field.

Strand 5	Alcohol, Tobacco, and Other Drugs Strand
Substrand	Use, Misuse and Physiological Effects
Knowledge and Skills (KS) Statement	The student understands the difference between use and misuse of different substances and their impact on health.
Specific SE in Review	K.17. A.
Student expectations (SE)	The student is expected to discuss the proper usage of medications.
Topic	Over the Counter and Prescription Drugs
Review	Current SE needs revision to align it with Bloom’s developmentally appropriate terminology. The previous reviews by preceding workgroups states this SE with the terminology “ define. ” Current term used is developmentally inappropriate for Kindergarten to “discuss” the proper usage of medications. Recommendation of preceding workgroups should be adhered to in this topic. K.17.A. should be revised as, “ <i>the student is expected to list and learn about the proper usage of medications.</i> ”

Strand 5	Alcohol, Tobacco, and Other Drugs Strand
Substrand	Use, Misuse and Physiological Effects
Knowledge and Skills (KS) Statement	The student understands the difference between use and misuse of different substances and their impact on health.
Specific SE in Review	K.17. B.
Student expectations (SE)	The student is expected to discuss the harmful effects of alcohol, tobacco, and drugs on physical health.
Topic	Dangerous substances, illegal drugs, alcohol (including alcohol poisoning), tobacco, and current trends (for example vaping) on physical health.
Review	The current terminology for kindergarten students to “discuss” in this SE is developmentally inappropriate. Previous SE from preceding workgroups affirmed the use of “define” for students learning objective. Revision of K.17.B SE should state, <i>“the student is expected to list and learn about the harmful effects of alcohol, tobacco, and drugs on physical health.”</i>

(F) (i) Public Workgroup D Feedback: In Workgroup D recommendations for **Strand 6** (reproductive and sexual health), the following organizations: Texas Campaign to Prevent Teen Pregnancy, Healthy Futures of Texas, and North Texas Alliance to Reduce Unintended Pregnancy in Teens provided feedback to the Workgroup D draft recommendations of the Texas Essential Knowledge and Skills (TEKS) language around **Strand 6**. The overall feedback focused on the case of developmentally appropriate and evidence-based education on reproductive and sexual health. The feedback also aimed at changes to the proposed language to incorporate medically accurate information to be presented in a neutral tone. I commend the dedication of these three organizations to have a voice in the process and guide the critically important area of health education for millions of Texas students. After a review and further research on the data and information presented, as a content advisor my focus is for the intent of curriculum standards in our Texas public schools. The Health Education curriculum standards seek to educate, equip, and empower Texas students in K-12 grades with the skills and tools necessary to develop and maintain healthy lifestyles. Concepts in Strand 6 are evidence based; hence the concepts are void of tone as feedback document suggested. Furthermore, curriculum standards are aligned based on systems of instruction, assessments, grading, and reporting with all students demonstrating understanding and/ or mastery of the required essential knowledge and skills. Texas Health Education TEKS are aligned this way in accordance to Texas Education Code (TEC) §28.002(a)(2)(B) and Texas Administrative

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Codes (TAC) §74.1(a)(2)(B). Additionally, school districts have the option to add elements at its discretion without deleting or omitting instruction. Curriculum standards are not aligned on effective practices or priorities of a majority of people or Texans as the feedback document stated. On the other hand the feedback document provides guidance for further workgroups to ensure that all students K-12 grades acquire the concept of consent as a necessary skill that is critical for youth to make healthy lifestyle decisions in Strand 6. Concept that emphasizes both refusal and boundaries skills are explained in the feedback document. Both skills are critical in Health Education TEKS K-12 grades.

(F) (ii) Public Workgroup D Feedback: In Workgroup D recommendations for **Strand 6** (reproductive and sexual health), the following organization: Medical Institute lead by Dr. Joe S. McIlhane affirms the statutory requirements of Texas Education Code 28.004. This affirmation from a medical institution on Strand 6 indicates Medical Institute's understanding of curriculum design in accordance to state guidance and statutes to ensure all Texas children develop the necessary skills for a healthy lifestyle. Furthermore, Medical Institute emphasized the importance of medical accuracy in Strand 6, as an essential component for deep conceptual understanding. Lastly, Medical Institute affirmed the importance of including language in the Health Education TEKS in Strand 6 that provides students with the knowledge to acquire ***“refusal”*** and ***“boundaries”*** skills which were highlighted in feedback for the following organizations: Texas Campaign to Prevent Teen Pregnancy, Healthy Futures of Texas, and North Texas Alliance to Reduce Unintended Pregnancy in Teens. The repetition from another organization signifies how important ***“refusal”*** and ***“boundaries”*** skills are to Strand 6 of the Health Education TEKS.

(G) Feedback: In **Strand 6** Workgroup E omitted some key concepts highlighted in the reviews provided below. Correct vocabulary and terminology are used throughout Strand 6. The level of rigor is appropriate for each grade level. The few student expectations that are not clear are highlighted in the reviews with suggestions to ensure clarity and specificity. The TEKS are aligned horizontally and vertically with all student expectations reasonably taught within the amount of time typically allotted for each grade level from Kindergarten to Grade 12. The key missing concept (s) are addressed in the review below with suggestion and research to make revisions.

Strand 6	Reproductive and Sexual Health Strand
Substrand	Personal Safety, limits and boundaries.
Knowledge and Skills (KS) Statement	The student understands how to set and respect personal boundaries to reduce the risk of sexual abuse and harassment.
Specific SE in Review	Grade 6. 23.A.
Student expectations (SE)	The student is expected to describe the impact of sexual abuse and harassment
Topic	Sexual abuse and harassment and dating violence (rape, incest).
Review	Workgroup E moved this SE to high school with the rationale that in high school students will be able to better understand the impacts on both the abuser and the one who is abused. According to data by RAINN (Rape, Abuse, & Incest National Network) this rationale is inaccurate. It is developmentally appropriate for students in Grade 6 to learn about the impact of sexual abuse and harassment rather than at the high school as proposed. Data from RAINN shows that ages 12-34 are the highest risk years for rape and sexual assault with 15% of cases happening at ages 12-17. Grade 6 are typically age 11-12 years old. Based on this critical data, this SE needs to be taught in Grade 6 and not high school as proposed. To wait till high school is to fail our Grade 6 students.

Strand 6	Reproductive and Sexual Health Strand
Substrand	Anatomy, Puberty, Reproduction and Pregnancy.
Knowledge and Skills (KS) Statement	The student analyzes adolescent development, the process of fertilization, and healthy fetal development.
Specific SE in Review	Grade 4. 24.A.
Student expectations (SE)	The student is expected to identify male and female reproductive anatomy and the changes that occur during puberty.
Topic	Puberty and adolescent development.
Review	Workgroup E indicated its preference to move this SE to Grade 5 with the rationale of concern about the age of the student and the most appropriate time to begin talking about this topic. Furthermore, Workgroup E indicate that the move to Grade 5 would align with introduction of the reproductive system topic in Grade 5 in the physical health and hygiene strand. In contrast, Workgroup E recommended in the draft framework to introduce the menstrual cycle in Grade 4. Reviewing these contradictions, this SE is developmentally appropriate for Grade 4 and not Grade 5 as proposed. Examining the evidence-based rationale of introducing menstrual cycle in Grade 4; it is developmentally appropriate to teach the reproductive system in Grade 4 and not Grade 5. The menstrual cycle is part of the reproductive system and cannot be taught in isolation but taught holistically for vertical and horizontal alignment. Introduction of the reproductive system topic in Grade 5 in the physical health and hygiene strand provides a continuum of the concept and opportunity for mastery for students.

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Strand 6	Reproductive and Sexual Health Strand
Substrand	Sexual Risk
Knowledge and Skills (KS) Statement	The student understands that there are risks associated with sexual activity and that abstinence is the only 100%-effective method to avoid risks.
Specific SE in Review	Grade 6. 25.H.
Student expectations (SE)	The student is expected to list emotional risks that can be associated with sexual activity for unmarried persons of school age, including potential stress, anxiety, and depression.
Topic	Emotional Risk
Review	Workgroup E indicated its rationale for deleting this SE at Grade 6 in its entirety because there was concern about presenting so many negative impacts of sexual activity at such an early age. Examining evidence for curriculum alignment (vertical and horizontal), this SE is developmentally appropriate as part of the middle school curriculum. As part of the middle school curriculum the SE provides a continuum of the concept and concrete building block into the high school course. The SE (Grade 6.25.H.) is necessary in Grade 6.

References:

1. Department of Justice, Office of Justice Programs, Bureau of Justice Statistics, National Crime Victimization Survey, 2018 (2019). **Note:** RAINN applies a 5-year rolling average to adjust for changes in the year-to-year NCVS survey data.
2. Department of Justice, Office of Justice Programs, Bureau of Justice Statistics, Sexual Assault of Young Children as Reported to Law Enforcement (2000).
3. D.S. Riggs, T. Murdock, W. Walsh, A prospective examination of post-traumatic stress disorder in rape victims. *Journal of Traumatic Stress* 455-475 (1992).
4. J. R. T. Davidson & E. B. Foa (Eds.) *Posttraumatic Stress Disorder: DSM-IV and Beyond*. American Psychiatric Press: Washington, DC. (pp. 23-36).