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## Robot-based psychological intervention program for the prevention of child sexual abuse

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**We use this protocol and it's working**

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## Abstract

Sexual abuse of children is an important issue with severe consequences, so self-care education programs increase children's awareness, knowledge, and skills against sexual abuse. It has been considered as one of the priorities of health and treatment issues in different countries of the world. The purpose of the present study is to investigate the program of psychological interventions with a robot on the sexual care of children. The results showed that psychological interventions with robots are effective on children's sexual care. The prevention program is to prevent sexual victimization of children by helping them learn skills to protect themselves and teach them to recognize good and bad contact and seek a trusted adult for help and can be considered as a treatment method by counselors and psychologists.



## A Summary of the Content of the Program of Psychological Intervention with Robot for Sexual Care in Children

11w 3d 7h 30m

### 1 Starting the training program - introducing the robot - pre-testing:

1w 1d 0h  
45m

First, two groups (namely, experimental and control) complete a researcher-made questionnaire (Tahan, 2019) on the prevention of child sexual abuse. The experimental group will then receive talks separately in a classroom about the educational program within a short period of time for a few days per week and for a few hours in each session, and they finally get acquainted with the training robot and the tasks performed by it during the sessions.

**Task:** Pre-testing

### 2 Introducing and explaining the body parts:

1w 1d 0h  
45m

The therapist first talks briefly about the body parts and the way each part is capable of performing a series of tasks. Various parts from head to toe are then described to the children by the robot as their functioning.

**Task:** Displaying the photo of a girl/boy's body Writing the name of each body part separately, coloring it, and talking about the functioning and efficiency of each one

### 3 Identifying and gaining knowledge of important parts of the body as well as intimate ones:

1w 1d 0h  
45m

Therapist:

Describes a body part that is particularly important to other ones in such a way that if they are not available, some parts of the individual's life is disrupted or they are unable to live

Therapist:

Explains the body parts and the fact that some are personal and no one has the right to look at or touch them except the individual by oneself

Robot:

Introduces the important body parts, e.g., eyes, hands, legs, head, and abdomen

Robot: Provides a general introduction of the intimate parts



**Task:** Photographing the whole body, separating each body part, naming each part independently, identifying the position of intimate parts, and distinguishing the sensitive and important ones

4 Learning to recognize family members, acquaintances, and strangers:

1w 1d 0h  
45m

Therapist:

An explanation of the people around an individual Who do you know?

Family 1:

father - mother - sister - brother

Family 2:

grandparents - uncle - aunt

Acquaintances:

neighbors, mother or father's friend, and sibling's friend

Stranger:

People you do not know

Robot:

Talks about family members, acquaintances, and strangers and tells the difference between them

**Task:** Displaying the photos of family members, acquaintances, strangers - a photo of a hypothetical person, family introduction, as well as getting to know acquaintances and strangers, and identification of the person in each of the sections

5 Learning how to communicate with family members, acquaintances, and strangers:

1w 1d 0h  
45m

Therapist:

Explains how individuals relate to those around them. To what extent?

Explaining and introducing interactions with others, how to communicate with them, and the type of communication with others (touch, sight, and talking)

Robot:

Explains how to communicate properly with family members, acquaintances, and strangers (how to communicate by touch, sight, and talking with family members, acquaintances, and strangers)

**Task:** Displaying the photo of how a person communicates with family members,



acquaintances, and strangers

6 Diagnosing risky and traumatic situations and moments:

1w 1d 0h  
45m

Therapist:

A brief description of the moments and situations that can occur to anyone

The robot fully explains these moments:

Family:

Being alone at home and the situations that may arise in terms of touch, sight, and talking

Acquaintances and strangers:

Situations that may take place outside the home

Conditions noticed by children:

Showing dissatisfaction with some actions, and having prolonged and frequent upsetting situations leading to disgust

**Task:** Displaying the photos of dangerous, sensitive moments - family members, acquaintances, and strangers

7 Recognizing and introducing risky and traumatic situations and moments and how to deal with them (family members):

1w 1d 0h  
45m

Therapist:

A description of situations, places, moments, and all things an individual might be exposed to

Robot: Practices all the dangerous moments with an expert and what should be done as their reactions at these moments

**Task:** Dealing with a risky and sensitive moment with family members

What is the right thing to do? Two modes: Right / Wrong

8 Recognizing and introducing risky and traumatic situations and moments and how to deal with them (acquaintances):

1w 1d 0h  
45m

Therapist:

A description of situations, places, moments, and all things an individual might be exposed to

Robot: Practices all the dangerous moments with an expert and what should be done as their reactions at these moments

**Task:** Dealing with a risky and sensitive moment with acquaintances

What is the right thing to do? Two modes: Right / Wrong

9 Recognizing and introducing risky and traumatic situations and moments and how to deal with them (strangers):

1w 1d 0h  
45m



Therapist:

A description of situations, places, moments, and all things an individual might be exposed to

Robot: Practices all the dangerous moments with an expert and what should be done as their reactions at these moments

**Task:** Dealing with a risky and sensitive moment with strangers

What is the right thing to do? Two modes: Right / Wrong

- 10    Overviewing past sessions and reviewing all items in question - assessing all stages - post-testing

1w 1d 0h  
45m

**Task:** Post-testing

#### Citation

Tahan M (2023)

. Robot-based psychological intervention program for the prevention of child sexual abuse: An overview.

<https://doi.org/>

LINK