

Educator Sexual Misconduct

A Bibliography



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Scope

This bibliography, while not comprehensive, provides an extensive list of citations and abstracts to articles, chapters, books, dissertations and theses, and reports that cover a wide variety of issues related to educator sexual misconduct. International publications are included.

Organization

Publications are listed in date descending order with links to full text provided when possible.

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Educator Sexual Misconduct

A Bibliography

Muniz, C. N., Powers, R. A., & Leili, J. A. (2021). The influence of gender on perceptions of culpability and victim status in statutory rape offenses involving teachers. *Sexual Abuse, 33*(5), 529-551. <https://doi.org/10.1177/1079063220928955>

Perceptions of child sexual abuse and statutory rape vary based on the gender of the victim, the perpetrator, and the combination of both. We extend existing research to examine attributions of responsibility and punitive preferences for student victims in student–teacher sexual relationships contingent on the gender dyad of the student and teacher and the interaction between the gender dyad and respondent gender. Participants (N = 648) were randomly assigned to vignettes wherein the gender of the student and teacher were manipulated (female teacher/male student; female teacher/female student; male teacher/female student; male teacher/male student). Overall, respondents were “pro-victim,” though results indicate significant differences in respondent gender and how the gender dyads were perceived. Students in the male same-sex dyads were attributed less responsibility than other students. Furthermore, men were less likely to perceive the student as a victim, and women were more likely to indicate the student should be punished.

Abboud, M. J., Wu, G., Pedneault, A., Stohr, M. K., & Hemmens, C. (2020). Educator sexual misconduct: A statutory analysis. *Criminal Justice Policy Review, 31*(1), 133-153. <https://doi.org/10.1177/0887403418806564>
[Full text](#)

Educator sexual misconduct is a problem that has gained increased attention because of the high-profile cases reported by the news media. Yet, the diversity in state law regarding this offense remains somewhat unexplored. In this article, we compare and evaluate state statutory provisions regarding educator sexual misconduct; our focus is on what constitutes educator sexual misconduct, and what penalties are provided for offenders. As such, we explore the differences and similarities in statutory provisions across states in terms of the definition of child sexual assault, the age of consent, the penalties for various types of sexual misconduct perpetrated by teachers, and any requirement for registration as sex offenders. Our findings indicate that though the number of applicable statutes has almost doubled since 2010, there remains a wide variety in the definition and penalties included in those laws, and 21 states have not chosen to enact a specific law at all.

Christensen, L. S., & Darling, A. J. (2020). Sexual abuse by educators: A comparison between male and female teachers who sexually abuse students. *Journal of Sexual Aggression*, 26(1), 23-35. <https://doi.org/10.1080/13552600.2019.1616119>
[Full text](#)

The study aimed to identify the differences in case characteristics and typologies of female and male teachers who perpetrated sexual abuse on students. Decisions of sexual misconduct reports in England from June 2006 to December 2016 were used. Quantitative and qualitative content analysis was conducted on 20 cases of male and female teacher sexual misconduct (N = 40). Regarding case characteristics, most were secondary school or college teachers, mid-career, with victims of the opposite sex. For differences, male teachers were older and more likely to have: perpetrated more severe and lengthier sexual abuse and previously received warnings. Interestingly, females and males were similar across the preliminary typology: minimisers and deniers; poor mental health or stressors; and young, early career. However, a fourth group of females emerged: “I was overpowered”. The study furthers the understanding of sexual misconduct by teachers and should assist in the development of policies, guidelines, and legislation around prevention.

Steely, M., & Ten Bensel, T. (2020). Child sexual abuse within educational settings: A qualitative study on female teachers who sexually abuse their students. *Deviant Behavior*, 41(11), 1440-1453. <https://doi.org/10.1080/01639625.2019.1624288>

Despite growing interest, research on female sex offenders has been limited. Previous research on female sex offenders has focused on understanding behaviors, patterns, and motivations of female sex offenders overall, but only a handful of studies have specifically focused on teachers who are convicted of sexually abusing underaged students. For the present study, we examined the nature of child sexual abuse among a sample of female teachers, focusing specifically on the onset, situational context, and conclusion of these sexual abuses. We examined interviews conducted with 35 female sex offenders who used their position as a teacher to engage in a sexual abuse of underage students from 1995 to 2016 in a southern state. Based on the narratives of both victims and offenders, our findings indicated several categories of female teacher offenders including predatory, sexual friendship, and emotionally dependent. We hope the findings of the current study will help inform educational policy in efforts to prevent the occurrence of these abuses in the future.

Canadian Centre for Child Protection Inc. (2019). The prevalence of sexual abuse by K-12 school personnel in Canada, 1997–2017. *Journal of Child Sexual Abuse*, 28(1), 46-66. <https://doi.org/10.1080/10538712.2018.1477218>
[Full text](#)

Studies surrounding the sexual abuse of children by school personnel in Canadian contexts are infrequent and often limited in their scope. The present study addresses this drawback with a contribution of data gathered from disciplinary decisions of educator misconduct, media reports, and published case law concerning child/student sexual abuse cases (between 1997 and 2017) that involved any individual employed (or formerly employed) in a Canadian K-12 school. The study revealed a number of interesting points about the larger student victim and offender demographic patterns and characteristics across Canada. The study found 750 cases involving a minimum of 1,272 students and 714 offenders, 87% of which were male. Moreover, 86% of all offenders were certified teachers, and offenders employed grooming as the main tactic in 70% of the cases. Of the child/student victims, 75% were female, 55% were sexually abused on school property, and more than two-thirds of all victims were in high school at the time the offense was committed. The study also found that excluding Ontario and B.C., the media was the sole source of information for 50–86% of all cases depending on the province/territory. Finally, almost three-quarters of offenders from the study were charged with at least one criminal offense, and of the cases that proceeded to trial, 70% resulted in findings of guilt.

Edwards, C. C. (2019). Exploring the role of school counselors in preventing and addressing educator sexual misconduct in K-12 school systems. In *Social Issues Surrounding Harassment and Assault: Breakthroughs in Research and Practice* (pp. 270-287). IGI Global.

The American School Counselor Association (ASCA) National Model for School Counseling highlights the role of professional school counselors in supporting the academic, personal social and career development of students. The ASCA Model further emphasizes the role of school counselors as leaders, advocates, consultants and collaborators for student development. The 2010 Ethical Standards for School Counselors further highlights students' rights to be treated with respect and dignity as well as their entitlement to a safe school environment that is free from abuse. This chapter explores the role of school counselors in working collaboratively to prevent and address sexual misconduct in schools. The author takes the position that the existence of sexual

misconduct in any form hinders student development and directly undermines the efforts of educators to support their growth. The chapter emphasizes the importance collaboration, collective responsibility and the adoption of policies that effectively prevent and address sexual misconduct in schools.

Grant, B. J., & Heinecke, W. (2019). K–12 school employee sexual abuse and misconduct: An examination of policy effectiveness. *Journal of Child Sexual Abuse*, 28(2), 200-221.
<https://doi.org/10.1080/10538712.2019.1580328>

Despite federal and state laws and policies aimed at preventing sexual misconduct by school employees, one in ten American students will experience sexual abuse or misconduct at the hands of a K-12 school employee. To explore why such sexual misconduct continues to occur, this study examined the effectiveness of education policies by investigating whether and how school employees understand these policies, how they are implemented, and how loopholes may undermine their intent. This qualitative case study was conducted in three Virginia school districts and included 46 semi-structured interviews with school district employees and county, state, and federal government employees associated with cases of school employee sexual misconduct, and extensive document analysis of school policies and procedures, laws, and court records. Analyses revealed an absence of policy implementation, demonstrated most seriously by a lack of awareness and understanding of policies among school employees, underreporting, and ineffective data collection. The study also identified a number of loopholes in the implementation of policies, resulting from a mismanaged intergovernmental system. The analysis suggests that understanding and implementation of policies meant to prevent sexual misconduct by school employees are fragmented; this fragmentation may be contributing to the continued prevalence of sexual misconduct by school employees.

Grant, B. J., Shakeshaft, C., & Mueller, J. (2019). Prevention of preK-12 school employee sexual misconduct and abuse. *Journal of Child Sexual Abuse*, 28(2), 125-128.
<https://doi.org/10.1080/10538712.2019.1580517>

The abuse of preK-12 students by school personnel is a pervasive, understudied topic that has behavioral, psychological and monetary consequences for victims, their families, and their communities. This special issue is the second of a two-part series and focuses on studies of school employee sexual misconduct prevention training programs and prevention issues and frameworks.

This compilation of articles presents evidence that effective training can lead to improved awareness and behavior changes, concerns about policy implementation that may contribute to continued prevalence and presents strategies and guidelines for prevention. These articles provide considerations for prevention including training, loopholes, and frameworks.

Grant, B. J., Wilkerson, S., & Henschel, M. (2019). Passing the trash: Absence of state laws allows for continued sexual abuse of K–12 students by school employees. *Journal of Child Sexual Abuse*, 28(1), 84-104. <https://doi.org/10.1080/10538712.2018.1483460>

“Passing the trash,” enabling teachers who sexually abuse students to pursue another job with no record of their sexual misconduct, is common practice for K–12 school district administrators who fear legal liability and tarnished reputations. The “Prohibition on Aiding and Abetting Sexual Abuse” provision in the United States Every Student Succeeds Act (ESSA) of 2015 aims to eliminate passing the trash. This study explores states’ progress toward developing and implementing relevant law and policy to comply with the provision. Researchers collected data from representatives of state departments of education, asking whether representatives were aware of the provision and what progress their state had made toward complying with it. Overall, researchers found that just four states had fully complied; several others were in the process of creating relevant policy and legislation and a few began the process in response to researchers’ queries. However, the overwhelming majority of states —39— had no plans to create relevant legislation or policy, either because they were unaware of the provision or because they believed, erroneously, that existing laws fulfilled the ESSA mandate. Passing the trash is clearly an unacceptable practice, yet research suggests it still occurs, and state-level laws and policies to prevent it are slow to emerge. The lack of knowledge or awareness exhibited by many state representatives suggests a need to educate policymakers and education leaders about what aiding and abetting sexual offenders consists of, what consequences it can have for vulnerable students, and what provisions states can enact to prohibit it.

Henschel, M. M., & Grant, B. J. (2019). Exposing school employee sexual abuse and misconduct: Shedding light on a sensitive issue. *Journal of Child Sexual Abuse*, 28(1), 26-45. <https://doi.org/10.1080/10538712.2018.1483459>

While the media continue to report incidents of school employee sexual misconduct, few empirical studies focus on this issue. To address this gap in the literature, expand knowledge and awareness around the problem, and inform future research and programs, this research intends to document and analyze the characteristics of school employee sexual misconduct cases reported in the media. The authors conducted a landscape analysis of 361 published school employee sexual misconduct cases in the United States from 2014, documenting factors such as offender and victim characteristics, type of incident, technology use, location of offense, and resulting disciplinary actions by schools and law enforcement. These analyses showed that offenders were most often male and general education teachers, with approximately a quarter identified as athletic coaches. Offenders' average age was 36 years, while the average age of victims was 15. More than half of incidents took place at school or school-related events. Results also showed that school employee sexual misconduct incidents most often involved physical contact; however, technology (i.e., cell phones, computers, cameras/video recorders, and storage devices) played an important role in three out of four cases. Finally, analyses of the criminal and school-related consequences showed that over half of offenders were placed on administrative leave or resigned immediately following their arrest and almost all were convicted of their crimes. Additional findings concerning this topic are also reported in this article.

Hernandez, F., McPhetres, J., & Hughes, J. (2019). Adolescent's perceptions of sexual relationships between students and teachers. *Journal of Child Sexual Abuse*, 28(1), 67-83. <https://doi.org/10.1080/10538712.2018.1505795>

Very little is known about how people perceive and respond to sexual relationships between students and teachers, and even less is known about how adolescents view these relationships. In this study, a large sample of high school students (N = 1203; Mean age: 16.83) responded to four scenarios describing a sexual relationship between a student and teacher. We manipulated student and teacher age, and the power differential between the student and teacher and we measured perceptions of wrongness and likelihood of reporting the situation. The data indicated that in situations of older students (18 vs. 14 or 16) and younger teachers (21 vs 30 or 40), they are less likely to be perceived as wrong and less likely to be reported. Likewise, situations were judged as

more wrong when the power differential between students and teachers was greater. Further, there were strong gender differences, such that females (vs. males) consistently viewed the situations as more wrong and were more likely to report. Implications for future research and policy are discussed.

Lipson, G., Grant, B. J., Mueller, J., & Sonnich, S. (2019). Preventing school employee sexual misconduct: An outcome survey analysis of making right choices. *Journal of Child Sexual Abuse*, 28(2), 129-143. <https://doi.org/10.1080/10538712.2018.1477002>

This treatment-only study examines the impact of Making Right Choices, an online course prevention program designed to promote the knowledge, awareness, and prevention of school employee sexual misconduct. The sample included 13,007 school employee participants who took the Making Right Choices course between May 6, 2011, and March 12, 2017, in California and New York. The 20-item measure, Preventing Misconduct Assessment, was administered to participants at the end of the online course; completion of the measure was voluntary. Descriptive statistics revealed that a large majority of participants reported increasing their knowledge and awareness of school employee sexual misconduct because of their participation in the Making Right Choices online course. This study yields important findings regarding the impact of a sexual misconduct prevention program and, specifically, the difference it may make for non-licensed school employees. These findings indicate that school employees are accepting of sexual misconduct training programs and rate them as having value.

Lundberg, A., & Dangel, R. F. (2019). Using root cause analysis and occupational safety research to prevent child sexual abuse in schools. *Journal of Child Sexual Abuse*, 28(2), 187-199. <https://doi.org/10.1080/10538712.2018.1494238>

Significant progress has been made in the past two decades understanding how child molesters gain access to children and molest them while manipulating others to not get caught. However, incidents of child sexual abuse in schools by educators, and by other children, continue. This manuscript suggests that a comprehensive solution involves two components: (1) using root cause analysis methodology to systematically identify and integrate repetitive causes; (2) to use the findings from voluminous occupational safety research focusing on low-frequency but high-intensity events. Additionally, this manuscript describes eight organizational operations and practices that may reduce the risk of sexual abuse of children by educators or peers in a school

setting. These findings were based on existing recommendations and on root cause analysis of thousands of incidents in schools and other youth serving organizations. Finally, the manuscript discusses how a framework drawn from occupational safety research can help schools and other youth serving organizations create environments that will help to create safe environments. Authors have used both components in working with thousands of organizations including faith-based, independent, and urban independent school districts, youth development programs, social service agencies, camps and so on serving diverse populations in 11 countries.

Robert, C. E., & Thompson, D. P. (2019). Educator sexual misconduct and Texas educator discipline database construction. *Journal of Child Sexual Abuse*, 28(1), 7-25.
<https://doi.org/10.1080/10538712.2018.1476999>

The purpose of this research is to describe Texas educator sexual misconduct (ESM) by examining 8 years of sanctions issued to educators (N = 1415) for either sexual misconduct or inappropriate relationships with students or minors. We first examine Texas ESM from the perspective of quality database construction and then describe the demographic characteristics of educators sanctioned for ESM between 2008 and 2016. Differences in the demographic characteristics of educators sanctioned for ESM vary according to the definition of ESM employed by the state education agency. Younger and early career educators are more likely to engage in inappropriate relationships with students or minors, whereas older and later-career teachers are more likely to engage in sexual misconduct as that term is defined by the state education agency. Over one-third of educators sanctioned for ESM were either new to the profession or new to their school district when sanctioned. Recommendations are offered for database construction, policy, and practice.

Shakeshaft, C., Smith, R. L., Keener, S. T., & Shakeshaft, E. (2019). A standard of care for the prevention of sexual misconduct by school employees. *Journal of Child Sexual Abuse*, 28(1), 105-124. <https://doi.org/10.1080/10538712.2018.1477219>

This article describes the development of a standard of care for the prevention of adult to student sexual abuse in pre K-12 schools. Standard of care is not a phrase often used in educational practice, and yet, it is a legal concept that may be useful for school administrators. A sample of administrators, child sexual abuse specialists, and attorneys with experience in school employee sexual misconduct responded to 101 items that the literature indicates should be included in a standard of care. There was agreement on 94 of these items by sample participants. Categories of

the standard of care were policies, hiring process, hiring screening, hiring interview, training, and reporting. Where there was disagreement by role of respondent, attorneys, child sexual abuse specialists, or both rated the item as more important for inclusion than did administrators.

Wurtele, S. K., Mathews, B., & Kenny, M. C. (2019). Keeping students out of harm's way: Reducing risks of educator sexual misconduct. *Journal of Child Sexual Abuse*, 28(2), 160-186. <https://doi.org/10.1080/10538712.2018.1486933>

Sexual misconduct by school staff, which we refer to as educator sexual misconduct (ESM), is a serious and damaging violation of the trust that parents and students put in the educational system. After reviewing the prevalence and consequences of ESM for all parties involved, the authors propose standards of practice based on the Situational Crime Prevention framework to prevent sexual abuse by altering the environment and reducing opportunities for offending. The strategies offered in this paper can help create a comprehensive approach to reducing sexual victimization of students by staff. The standards serve as an operational framework for prevention and reduce the likelihood of ESM and institutional legal liability. The seven standards include safe screening and hiring practices for staff, codes of conduct, ensuring safe environments, staff–student communication policy (including electronic communication), training staff, parents and students, monitoring and supervision, along with reporting questionable conduct. By implementing these standards, educational institutions can help ensure better protection of children from ESM.

Anderson, A., Wingrove, T., Fox, P., McLean, K., & Styer, E. (2018). Who is the rotten apple? Mock jurors' views of teacher–student sexual contact. *Journal of Interpersonal Violence*, 33(9), 1449-1471.

The present study investigated mock jurors' (N = 541) perceptions of a hypothetical case of teacher–student sexual contact. Mock jurors read a brief vignette describing an alleged sexual encounter where the gender and age of both the teacher and student were manipulated. Participants rendered legal decisions (i.e., verdict, degree of guilt, and sentence length), as well as culpability judgments pertaining to both the teacher and the student (i.e., blame, cause, and desire for the sexual contact). In addition, the effects of mock juror gender and attitudes regarding both rape myth acceptance and homophobia were investigated. Teacher gender and both teacher and student age predicted mock jurors' recommended sentences, with male teachers, older teachers, and

younger students leading to greater sentences. Overall, student age was most consistently related to multiple culpability judgments, and the culpability judgments regarding the victim were the most consistently predicted by the independent variables. We did not find any evidence of homophobic attitudes, meaning that same-gender teacher–student contact was not judged any differently than opposite-gender contact. Worth noting, we found an interaction such that male students victimized by female teachers were judged to have wanted the contact more than any other gender combination, especially by male participants. The authors discuss these findings in the context of the child sexual abuse (CSA) literature concluding that many of the findings of more prototypical CSA cases extend to the teacher–student context. We also discuss the implications of these findings in terms of gendered judgments of adolescents who are victimized by teachers, possibly decided by legal professionals, school administrators, and jurors themselves. In particular, the three-way gender interaction can be interpreted in the context of stereotypes regarding sexual development marking sexual contact between adolescent males and older females as a “rite of passage” into adulthood.

Darling, A. J., Hackett, S., & Jamie, K. (2018). Female sex offenders who abuse children whilst working in organisational contexts: Offending, conviction and sentencing. *Journal of Sexual Aggression*, 24(2), 196-214. <https://doi.org/10.1080/13552600.2018.1476601>

To date, there has been very little research into the phenomenon of female-perpetrated institutional child sexual abuse (CSA). This study explored 71 cases of CSA perpetrated by women working with children, considered by UK police and courts between 2000 and 2016. Qualitative and quantitative content analysis was employed to examine court reports, professional regulatory body decisions, media reports and an online sentencing database in order to identify perpetrator and victim characteristics, the nature of the offending behaviour, modus operandi and criminal justice system responses. Findings indicate most women offended alone and had no previous criminal or employment records of concern. Victims were typically male and 15–16 years old. Most women received custodial sentences, typically of 2–3 years in length. Implications for policy and practice are also discussed.

Koçtürk, N., & Yüksel, F. (2018). The characteristics of child sexual abuse in the school environment in Turkey. *Journal of Child Sexual Abuse, 27*(7), 852-869.

School may represent a protective factor, boosting the mental health of the student body, while also representing a risk factor that heightens the potential for mental health problems. The present study aims to identify the individual and familial characteristics associated with the incidents of child sexual abuse (CSA) in Turkey's school environment. The incidents involving school-related CSA constituted 5.6% (N = 125) of 2,238 cases. The following was discovered: an adult committed the majority (64%) of CSA in the school environment; most adult perpetrators were teachers (62.5%). This study determined that the perpetrators manipulated the victims via methods that included physical abuse (11.2%), threats (19.2%), tricks/deception (15.2%), and taking photographs/videos with sexual content (3.2%); and CSA incidents involved intercourse (15.2%); and almost three-quarter of the victims of CSA in the school environment reported the incident late. This study indicates that peer perpetrators abuse younger victims and a greater proportion of male victims relative to adult perpetrators. In light of these findings, school security must be improved, especially in public schools, and trainings aimed at preventing bullying and sexual abuse (SA) should be given to all school staff, students, and parents.

Pollack, D., & Seidule, G. (2018). [Battling the cover-up culture of child sexual abuse in schools.](#) *Policy & Practice.*

Too many schools are failing in their responsibility to keep children safe from sexual abuse. The doctrine of in loco parentis demands that schools assume the responsibility of the parent to keep a child safe at school. Often, instead of protecting children, schools have been covering up sexual abuse of children by teachers, failing to investigate and report alleged abuse, and allowing teachers to silently leave. Not surprisingly, this allows them to find employment as teachers elsewhere, free to resume their predatory behavior. This “passing the trash” policy has been well-publicized regarding sports, religious, and fraternal institutions. Schools are where children leave the protection of their parents to learn in a presumptive safe environment. How, and why, are some failing to adequately protect our children?

Shakeshaft, C. (2018). [Preventing sexual assault in schools: It is up to us](#). *Phi Delta Kappan*, 100(2), 40-45.

Shakeshaft, C. (2018). Because they can: Adult to student sexual abuse in preK-12 schools. In J. K. Beggan & S. T. Allison (Eds.), *Leadership and Sexuality: Power, Principles and Processes* (pp. 91-105). Cheltenham, UK: Edward Elgar Publishing, Inc.

Zack, E., Lang, J. T., & Dirks, D. (2018). [“It must be great being a female pedophile!”: The nature of public perceptions about female teacher sex offenders](#). *Crime, Media, Culture*, 14(1), 61-79.

Although female sex offenders have received increased scholarly attention in recent years, and have also gained widespread media attention, minimal research has focused specifically on public perceptions of their behavior. This study explores the nature of public perceptions of a group of offenders on which the media often focus—female teachers who assault adolescent male students—by examining reader comments posted on five Huffington Post articles published from November 2010 to November 2013. Using a thematic coding methodology to analyze over 900 online comments, we found that most comments recognize a current double standard in the sentencing process for female teacher sex offenders compared to their male counterparts. Comments also rely on traditional sexual scripts and/or gender role expectations to either acknowledge or deny a victim’s presence. Contrary to existing research that examined public perceptions and found that more punitive attitudes were expressed toward male sex offenders, these results suggest that the public believes in equality in sentencing for all sex offenders, regardless of gender. These results also confirm prior studies that find that the public perceives adolescent male victims of rape by older women “lucky.”

Mackelprang, E., & Becker, J. V. (2017). Beauty and the eye of the beholder: Gender and attractiveness affect judgments in teacher sex offense cases. *Sexual Abuse*, 29(4), 375-395.

The present study investigated the effects of gender and attractiveness on judgments of bail requirements, incarceration, and sex offender registration lengths, and attitudes toward offenders and victims in a teacher–student sexual perpetration scenario. Researchers presented 432 undergraduate students at a large southwestern university with one of four vignettes detailing a

sexual relationship between a 35-year-old teacher and a 14-year-old student. Vignettes varied by both attractiveness and gender of the offender (using heterosexual offender–victim dyads). Results indicate that both gender and attractiveness affect judgments of sex offenders; specifically, female sexual offenders were viewed more leniently and judged less punitively than male sexual offenders. Although attractive female sexual offenders were given particularly lenient treatment, attractiveness did not affect judgments toward male sex offenders. In addition, although male and female participants tended to rate male offenders similarly, male participants were more lenient toward female offenders than were female participants. Finally, post hoc analyses revealed that, for many variables, unattractive female sexual offenders may not be viewed differently from male sexual offenders. These results have serious implications for the legal system, sex offender management, and societal views regarding male and female sexual offenders and their victims.

National Child Traumatic Stress Network. (2017). [When a child alleges sexual abuse by an educator or other school staff: An educator's guide to appropriate response and support.](#) Author.

As educators, you play an essential role in children’s lives. Often, the safe classroom environment enables children to disclose troubling experiences to you. Child sexual abuse (CSA) is common and has serious and multiple negative consequences. Thus, you should be prepared to respond to these disclosures. This document addresses the types of responses that contribute to the best outcomes for children in an educational setting.

Ruffin, C. M. (2017). [School social workers' roles involving teacher-student sexual misconduct and exploitation \(Dissertation\).](#) Walden University.

Incidents of sexual misconduct by educators continue to become more prevalent in the United States, resulting in negative social, emotional, and psychological effects on many students. School social workers are professionals with backgrounds in prevention, intervention, and advocacy; however, very little literature has examined the roles of school social workers in preventing and addressing teacher-student sexual misconduct. This case study explored school social workers’ roles and their perceptions thereof in relation to incidents that involved teacher-student sexual misconduct and exploitation. General systems theory provided the framework for understanding the roles of social workers and their approaches to working with the different systems associated

and connected with the entire education system, including teachers and students. Nine school social workers participated in 30-45-minute audiotaped, in-depth, face-to-face interviews and provided data for this study related to their roles and responsibilities in addressing sexual misconduct in schools. Transcribed interviews were coded, first using emergent open coding and then using focused/axial coding, to form 2 main themes. School social workers in this district were identified as having no well-defined primary or secondary roles related to prevention of and response to teacher-student sexual misconduct, which was reported to result from a number of barriers to school social workers' ability to deliver effective services. A reevaluation of school social workers' roles to include addressing crises such as sexual misconduct has the potential to promote positive social change by improving the educational system and the school's ability to provide a healthier educational environment for students.

Spakowki, A. M., & Crespi, T. D. (2017). Sexual abuse with children: Educator infractions and counseling considerations. *The Online Journal of Counseling and Education*, 6(1), 30-40.

Sexual abuse of children by teachers represents a critical problem. In fact, it has been suggested that approximately 9.6% of children in grades 8 to 11 report unwanted teacher sexual misconduct, with more than 3.5 million students reporting inappropriate sexual contact with educators. Within schools, then, the issues are profound and the implications for counseling both children and teachers significant. This paper examines the issues.

Fibkins, W. L. (2016). *Sexual Misconduct in the Schoolhouse: Prevention Strategies for Principals, Teachers, Coaches, and Students*. Rowman & Littlefield.

Fromuth, M. E., Kelly, D. B., Brallier, C., Williams, M., & Benson, K. (2016). Effects of duration on perceptions of teacher sexual misconduct. *Journal of Child Sexual Abuse*, 25(2), 159-174.

This study explored how respondent gender, gender dyad (male teacher–female student versus female teacher–male student) and duration/frequency (weekly sexual contact over 4 months versus a single incident) affected perceptions of teacher–adolescent student sexual involvement. Respondents were 224 undergraduates (104 men, 120 women) recruited from a psychology research pool. Most (87%) were 18–21 years old, and 59% were Caucasian. Each respondent read one of four scenarios (varied by gender dyad and duration/frequency) depicting a teacher–

adolescent student sexual interaction and then completed a series of questions about his or her perceptions. Results indicated that men perceived these experiences less negatively than did women, and the female teacher–male student dyad was viewed less negatively than the male teacher–female student dyad. Relatively few significant interactions emerged, and the only main effect for duration/frequency was for commitment. Results are discussed in terms of the need for more research and education.

Brady, G. (2015). [Texas educators sanctioned for misconduct](#). (Master’s thesis). Texas State University-San Marcos.

The purpose of this study is to examine different types of offenses committed by educators, to examine how these different offenses are punished and whether there are differences among gender, race, age, and certificate groups. *Methods*. For this study, existing data was used from the Texas Education Agency for 582 educators that were disciplined for misconduct in the 2012-2013 school year. *Results*. Males, black educators, and younger educators are more likely to offend. They are not, however, treated most harshly when they are disciplined. There are some offenses committed more often by males, younger educators, and educators who have held their credentials for a shorter amount of time. *Conclusion*. Additional research is needed in this sparsely studied field to help further understand why some groups are more likely to offend or commit certain offenses, and whether there is any disparity in the manner in which educators are disciplined.

Coetzee, S. A. (2015). [Educator sexual misconduct: Exposing or causing learners to be exposed to child pornography or pornography](#). *PER: Potchefstroomse Elektroniese Regsblad*, 18(6), 2107-2139.

The law recognises that non-contact sexual offences can cause harm and several offences were created to regulate non-contact sexual child abuse offences. Several of these offences deal with the exposure or causing exposure of children to child pornography or pornography. Sexual grooming of children and the “Exposure or display of or causing exposure or display of child pornography or pornography to children” are criminalised in sections 18(2) and 19 of the Criminal Law (Sexual Offences and Related Matters) Amendment Act 32 of 2007. And offences in relation to exposing children to disturbing, harmful and age-inappropriate materials are criminalised in sections 24A(2) and (4) of the Films and Publications Act 65 of 1996. In this article the author considered the

content of the offences of “Exposure or display of or causing exposure or display of child pornography or pornography to children” in relation to the other offences dealing with exposure of children to child pornography or pornography. Benchmarked against these criminal offences the author then conceptualised exposing learners, or causing the exposure of learners to child pornography or pornography as forms of educator misconduct. The seriousness that should be attached to these forms of misconduct was considered in light of the various criminal offences. The review of the criminal offences and the forms of educator misconduct brought the ineffectiveness of current forms of serious educator misconduct to the fore. There is no form of serious misconduct that covers the transgression of educators who expose learners to child pornography or pornography that can be classified as “XX”. In conclusion a suggestion is made with regard to how a new form of serious misconduct could be worded so as to cover this gap, eg An educator must be dismissed if he or she is found guilty of – (g) exposing a learner to or causing exposure of a learner to material classified as “Refused” or “XX” in terms of the Films and Publications Act 65 of 1996.

Dubsky, R. C. (2015). [Professional boundaries in teacher-pupil relationships: Does the model of professional conduct in regulatory standards and codes of conduct impose teacher-pupil relationships that are pedagogically and personally limiting?](#) (Doctoral dissertation, Manchester Metropolitan University).

This thesis explores the impact of regulatory codes of conduct on the lived experience of being a teacher. It locates teacher practice within the context of an environment of moral panic and Performativity through which is filtered the propriety of teacher-student relating, and considers the resulting retreat to protective risk-averse practice. This study stems from the concern that teachers are sanctioned against vague, broad and universally stated expectations with no recognition of the active role of context in what constitutes ‘appropriate professional boundaries’. The foundational aim is to understand how, despite there being a known code of conduct, an educator who considers themselves caring, ethical and reflective, and strives to be a ‘good person’, might still act in ways that may be perceived as (and may constitute) misconduct

Maphosa, C., Bhebhe, S., & Dziva, M. (2015). [Interrogating the significance of professionalism and professional ethics in the teaching profession](#). *Journal of Sociology and Social Anthropology*, 6(2), 263-272.

The teaching profession is generally referred to as a noble profession. There are, however, numerous reported cases of professional misconduct by teachers in schools. In this concept paper the researchers explore the concepts professionalism and professional ethics in the teaching profession. The researchers further examine the importance of professionalism and professional ethics in the teaching profession. Teacher accountability as a way of ensuring the upholding of professional ethics is discussed. Teacher indiscipline as a result of lack of professionalism is explored and common forms of misconduct by teachers in schools are unearthed through examination of related studies. The researchers conclude by restating the significance of professionalism and professional ethics in the teaching profession, against the realisation that teachers deal with the moulding of future citizens, which should be done with utmost care and concern. In this paper the researchers recommend that teacher training programmes should place more emphasis on the teaching of professional ethics in the same way content and pedagogical expertise are valued. Continuous professional development programmes for practising teachers should expose teachers to the importance of professionalism and professional ethics. Measures should be put in place to hold teachers accountable for the ways in which they dispense their duties. Performance-related pay increases and licencing of teachers are some of the ways to ensure accountability.

Teasley, M. L., & Gill, E. (2015). School sports, sexual abuse, and the utility of school social workers. *Children & Schools*, 37(1), 4-7.

Sport participation is one hallmark of American childhood and adolescence. Approximately 25 million children and adolescents play competitive sports within schools and 30 to 45 million participate in at least one school or community-based athletic program (NYU Child Study Center, 2010). Young people who participate in sports earn higher grades, manage their time better, make quicker decisions, and experience better professional outcomes when compared with their nonathlete peers (Engle & Gurian, 2004). Because of the mentorship, time spent, and attention given, coaches contribute enormously to the development of student-athletes. Primary and secondary school coaches might have an even greater influence over student-athletes because, in many cases, they are also their teachers.

Caldas, S. J., & Betsy, M. L. (2014). The sexual maltreatment of students with disabilities in American school settings. *Journal of Child Sexual Abuse, 23*(4), 345-366.

This study presents results from the first nationwide survey of students with disabilities who were sexually maltreated in American schools. The Web survey results, which were mostly provided by caregivers, parents/guardians, and professional advocates, illuminate the types of sexual maltreatment committed, the characteristics of the victims and the abusers, where in the school setting the maltreatment occurred, the manner in which the maltreatment was reported, and the school's response to the maltreatment. More than two-thirds of the maltreated students experienced at least one form of contact sexual maltreatment, and fully 35% of all incidences of maltreatment occurred more than 10 times. The majority of the incidences of maltreatment were committed by school personnel.

Shakeshaft, C. (2013). [Know the warning signs of educator sexual misconduct](#). *Phi Delta Kappan, 94*(5), 8-13.

Educators can prevent much of the sexual misconduct in schools if they know how to recognize and respond to suspicious patterns and if administrators enforce an environment of high expectations for behavior.

Boyd, C. P. (2011). [Trust betrayed: Counseling girls who have been sexually abused by educators](#) (Master's thesis). James Madison University, Harrisburg, VA.

Educator sexual abuse is rarely discussed, although literature shows that it occurs at an alarming rate. This paper discusses the literature that does exist about educator sexual abuse, as well as the prevalence of this type of sexual abuse. Aspects of the trauma are discussed including grooming, blaming the victim, and the guilt and denial associated with the abuse. The paper concludes with recommendations for counselors who are working with girls who have experienced educator sexual abuse. Inner child work, guided imagery, and trauma-focused cognitive behavior therapy are referenced.

Joslyn, J. L. (2011). [Female teachers as sexual predators: A qualitative study of grades 7-12 in the state of Florida's public schools](#) (Doctoral dissertation). University of South Florida.

This study's purpose was to discover commonalities and differences among female predators and Florida female teachers who are perceived and reported to harass students sexually. When perceived and reported female sexual harasser and student safety was researched, a breath of studies did not occur. When current studies were reviewed, teacher sexual harassment continued to occur. In this qualitative study, ten Florida public school female teachers who were perceived and reported to sexually harass students were randomly selected. Findings indicted that further research is still needed on female teachers who are perceived and reported to sexually harass students. When researching the female teacher as a sexual predator, implications such as student safety in the public school system, school districts not reporting sexual harassment, and the need for additional research due to the minimal amount of completed research on the topic. When the differences and commonalities between female teachers who are perceived and reported to harass students sexually and female predators was studied, the results were not conclusive. The data displayed minimal commonalities and differences leaving no definitive answer but created numerous questions for future research. In addition, recommendations were made for school leaders and for future research.

Adkison, J. (2010). Practices and policies in high schools to prevent educator-to-student sexual misconduct: A principal's study of knowledge and experiences (Doctoral dissertation). University of North Texas.

The purpose of this study was to investigate high school policies and procedures that address educator sexual misconduct. High school principals completed an online questionnaire which addressed administrator knowledge of state and federal laws and regulations; knowledge of district policies and procedures; experience with educator sexual misconduct; training and communication available in their schools and school districts for staff, parents, and students; the policies and procedures in place in secondary schools to prevent educator sexual misconduct; and related problems that are reported to school administrators. Responses were compared by school size, community type, and Title I eligibility. The findings of the study revealed that principals feel they have knowledge of the federal and state laws and regulations, as well as the district policies and procedures. However, principals reported a lack of specific policies addressing sexual harassment

and discrimination of gay, lesbian, bi-sexual, and transgender students; training for students and teachers in recognizing and responding to sexual misconduct; and sexual misconduct related to students with disabilities. In addition, most principals stated that their schools have not surveyed students to determine the extent of sexual harassment on the campus. Principals of the largest schools and the urban and suburban schools were more actively involved in educator-to-student sexual misconduct investigations

Knoll, J. (2010). Teacher sexual misconduct: Grooming patterns and female offenders. *Journal of Child Sexual Abuse, 19*(4), 371-386.

Educator sexual misconduct has received increasing attention over the past decade. The attention has exposed a number of concerning issues, including a lack of formal research in the area and difficulties in recognizing and prosecuting cases. Public responses to high profile cases of sexual misconduct involving female teachers suggest that gender-biased views on sex offenders remain prominent in society. This article will review the literature on female teacher sexual misconduct in addition to what is known about grooming patterns and warning signs. Finally, current dilemmas in resolving cases of educator sexual misconduct will be discussed, and basic prevention strategies will be recommended.

Mulligan, K. R. (2014). [Ideological resilience and disruption: Reproducing and resisting gender and racial inequality in cases of teacher sexual misconduct](#) (Doctoral dissertation). UC Riverside.

Through a comparative analysis of the media coverage and legal treatment of a national sample of criminal cases involving sexual contact between teachers and their adolescent students, this research examines how gender and racial inequalities are reproduced and resisted in the news media and criminal justice system. Using regression analysis of sentencing outcomes, I find support for the selective chivalry hypothesis, which suggests that female defendants who adhere to dominant gender expectations experience leniency in the criminal justice system while female defendants who are viewed as gender deviants are treated especially punitively. I also employ qualitative discourse analysis of the new media coverage and court room construction of a subsample of 66 cases to consider how inequality is reproduced and resisted. I draw on a conceptualization of hegemonic ideology as a set of symbolic resources that individuals have

differential access to depending on their location in the matrix of privilege and oppression. Using this conceptualization, I elaborate how defense attorneys strategically draw on patriarchal views of women's passivity to reduce the culpability of their female clients, how prosecuting attorneys resist these hegemonic ideals and demand that the sexual perpetrating of both male and female defendants be taken seriously, and how judges discursively perform neutrality even while making sentencing decisions that are shaped by gender ideology. I also analyze the media framing of these cases, including how the explosion of discourse around cases involving white female perpetrators relates to the regulation of female sexuality and how the politics of Black respectability are used to frame cases involving Black male defendants. Finally, I analyze the constructed and contested nature of sexual victimhood, and how the differential access to claims of "worthy victimhood" identity relates to the race and gender of the adolescent victim.

Ratliff, L., & Watson, J. (2014). A descriptive analysis of public school educators arrested for sex offenses. *Journal of Child Sexual Abuse, 23*(2), 217-228.

This study examined trends and patterns in public school teacher convictions in order to create a descriptive profile of teachers who have offended against their students. To accomplish this goal, the authors reviewed public records for demographic information as well as the history and frequency of teacher arrests and convictions in the southeastern United States from 2007 to 2011 and created an offender profile. Subsequent analyses were conducted to assess whether gender differences among sexual misconduct offenders existed in terms of the age of their alleged victim, the grade level in which they were employed at the time of arrest or indictment, and the manner by which their alleged crimes were revealed and charges were brought against them.

Surface, J. L., Stader, D. L., & Armenta, A. D. (2014). Educator sexual misconduct and nondisclosure agreements: Policy guidance from Missouri's Amy Hestir Student Protection Act. *The Clearing House: A Journal of Educational Strategies, Issues and Ideas, 87*(3), 130-133.

When faced with allegations of sexual misconduct, districts may be tempted to enter into a settlement or non-disclosure agreement with alleged perpetrators in exchange for a resignation (Mawdsley and Permut, 2003; Walker 2012). The non-disclosure settlement agreement usually limits how much information the district can share with other school districts. This process, called "passing the trash", can be particularly troublesome (Gibbs and Vergon, 2010). Missouri's Amy

Hestir Student Protection Act provides policy guidance regarding non-disclosure agreements when allegations of educator sexual misconduct arise.

Burgess, A. W., Welner, M., & Willis, D. G. (2010). Educator sexual abuse: Two case reports. *Journal of Child Sexual Abuse, 19*(4), 387-402.

Sexual abuse by educators has become an increasingly noted type of sexual abuse, especially among adolescents, for two reasons. First, there is a potential for these cases to be silent and prolonged and second, when disclosed, the forensic implications usually include both criminal and/or civil sanctions. For forensic case evaluations, developmental traumatology, or the intersection of the traumatic event(s) at a particular age of the student, is often the evaluating framework. We report on two forensic cases of a female student and a male student to emphasize the dynamics of adolescent sexual victimization, its impact on adolescent development, and evidence-based practice for symptom identification and treatment.

Fromuth, M. E., Mackey, A. L., & Wilson, A. (2010). Effect of student vulnerability on perceptions of teacher-student sexual involvement. *Journal of Child Sexual Abuse, 19*(4), 419-433.

This study explored whether the vulnerability of an adolescent student affected perceptions of teacher sexual misconduct. Respondents (150 male and 150 female undergraduates) read scenarios depicting teacher sexual misconduct varied by respondent gender, gender dyad (male teacher–female student and female teacher–male student), and three levels of student vulnerability. The vulnerability of the student was found to have little impact on perceptions. On most variables, interactions emerged between respondent gender and gender dyad. Specifically, male respondents viewed the female teacher–male student dyad less negatively than the male teacher–female student dyad. Female respondents generally did not make distinctions based on gender dyad.

Moulden, H. M., Firestone, P., Kingston, D. A., & Wexler, A. F. (2010). A description of sexual offending committed by Canadian teachers. *Journal of Child Sexual Abuse, 19*(4), 403-418.

The aim of this investigation was to describe teachers who sexually offend against youth and the circumstances related to these offenses. Archival Violent Crime Linkage Analysis System reports

were obtained from the Royal Canadian Mounted Police, and demographic and criminal characteristics for the offender, as well as information about the victim and offense, were selected for analyses. A descriptive approach was used to analyze the qualitative reports for a group of 113 Canadian sexual offenders between 1995 and 2002. The results provide a description of adult male teachers who offended within their position of trust as well as offense and victim characteristics.

Simpson, R. E. (2010). An examination of the relationship of teacher certification area to sexual misconduct: Florida as a case study. *Journal of Music Teacher Education, 20*(1), 56-65.

The article presents a case study of the relationship of teacher certification area to sexual misconduct in Florida. Data from the Florida Department of Education's Discipline Against Educator Licenses database were randomly selected to examine the frequency with which teachers certified in music education were disciplined for child sexual abuse (CSA) or sexual misconduct. Results show that frequency CSA discipline is alarming and elementary teachers were second most likely to commit offenses.

Fromuth, M. E., & Holt, A. R. (2008). Perception of teacher sexual misconduct by age of student. *Journal of Child Sexual Abuse, 17*(2), 163-179.

This study explored whether student age influenced perceptions of teacher sexual misconduct. Participants (300 undergraduates) read scenarios depicting teacher sexual misconduct in which the student's age was varied (9, 12, 15), and then answered questions about their perceptions. Data were analyzed with 2 (respondent gender) x 2 (cross-gender dyads) x 3 (student age) MANOVAs. Experiences involving the youngest student were viewed as the most abusive, followed by the 12-year-old, and the 15-year-old. Gender differences were evident, with women viewing the experiences more negatively. Scenarios involving a male teacher/female student were viewed more negatively than a female teacher/male student dyad. These findings illustrate the importance of educating students and school personnel about teacher sexual misconduct.

Plaut, S. M. (2008). Sexual and nonsexual boundaries in professional relationships: Principles and teaching guidelines. *Sexual & Relationship Therapy, 23*(1), 85–94.

Healthy professional relationships require that certain boundaries be maintained, especially if there is a power differential between the parties (e.g., physician – patient; faculty – student). Boundary

violations can be generally divided into three types: sexual harassment (e.g., requests for dating, sexual innuendo, gender discrimination), sexual misconduct or exploitation (i.e., intimacy between professional and either patient or student), and nonsexual dual relationships (e.g., exchanging personal gifts, excessive disclosure, seeing students as patients while in a teaching role). Medical students may be victimized by faculty or residents who violate appropriate boundaries. They are also at risk for being potential offenders in the future. Both students and residents need to learn about risks and preventive measures in a way that is appropriate for their level of training. Both didactic teaching and discussion of relevant case vignettes can aid in this process.

Cairns, S. S. (2006). [School principals' knowledge and understanding of educator sexual misconduct against students](#) (Dissertation). University of South Florida.

The purpose of this research study was to explore what public school principals know and understand about educator sexual misconduct. This project attempted to provide a clearer picture of how administrators perceived and performed their leadership role as moral keeper of the school. In examining the literature, the researcher determined that there is a paucity of information concerning educator sexual misconduct. To accomplish the goals of this research project, the investigator paid particular attention to the study, *Educator Sexual Misconduct: A Synthesis of Existing Literature*, prepared by Shakeshaft in 2004 for the U.S. Department of Education. Insights afforded by Shakeshaft's study guided the construction of a field based investigation focusing on four elementary school principals, three middle school principals, and three high school principals within a large county district located in the western region of Central Florida. The researcher sought to investigate the language the school district and its principals use to define educator sexual misconduct and what administrators understand and know about the issue and their district policy, what they see as their legal responsibility, and what they would do should such an incidence occur at their site. In addition, the researcher explored state-level legislation that may affect district policy, while also investigating school-based programs for administrators, teachers, parents, and children regarding educator sexual misconduct.

Dollar, K. M., Perry, A. R., Fromuth, M. E., & Holt, A. R. (2004). Influence of gender roles on perceptions of teacher/adolescent student sexual relations. *Sex Roles, 50*(1-2), 91-101.

In this study we explored the effects of respondent gender and the specific gender combination (i.e., cross- and same-gender dyads) on perceptions of a sexual encounter between a teacher and an adolescent student. Respondents (120 male and 120 female undergraduates) read a brief scenario and answered questions about their perceptions of the encounter. Significant interactions emerged between teacher gender and student gender. For example, the male teacher/male student dyad was viewed as the least normative, and the female teacher/male student dyad was perceived as the most normative. Significant interactions also were found between teacher gender and respondent gender. Results generally were consistent with gender role stereotypes.

Shakeshaft, C. (2004). [Educator sexual misconduct: A synthesis of existing literature](#). Washington, DC: US Department of Education.

Shakeshaft, C. (2003). [Educator sexual abuse](#). *Hofstra Horizons, 10*-13.

The author performed secondary analyses of the AAUW Hostile Hallways data sets (1993 and 2001) and examined news coverage and legal documents of alleged incidents of educator sexual abuse. This article summarizes selected findings from this inquiry

Timmerman, G. (2003). Sexual harassment of adolescents perpetrated by teachers and by peers: An exploration of the dynamics of power, culture, and gender in secondary schools. *Sex Roles, 48*(5-6), 231-244.

The purpose of this study was to explore and compare the similarities and disparities between sexual harassment of students that is perpetrated by teachers and by peers. The study involved 2,808 randomly selected adolescents at 22 secondary schools from two regions in the Netherlands. The sample comprised 14- and 15-year-old students (55% girls and 45% boys). The majority of the students' parents were born in the Netherlands (86%); 14% were born outside the Netherlands (Morocco, Turkey, and Surinam). The data revealed important differences between peer sexual harassment and sexual harassment perpetrated by teachers. Unwanted sexual behavior by peers is a cultural phenomenon that occurs in public areas. The relatively low incidence of unwanted sexual

behavior (18%), however, does not fully reflect the Culture Model. Sexual harassment by teachers is a particularly detrimental experience for adolescents, and health-related problems are therefore reported in higher numbers. Contrary to the assumptions of the Power Model, sexual harassment perpetrated by teachers is not incidental (27%) and does not only occur in secluded places.

DeMitchell, T. A. (2002). [The duty to protect: Blackstone's doctrine of in loco parentis: A lens for viewing the sexual abuse of students](#). *Brigham Young University Education and Law Journal*, 1, 17-52.

Weiss, K. (2002). Authority as coercion: When authority figures abuse their positions to perpetrate child sexual abuse. *Journal of Child Sexual Abuse*, 11(1), 27-51.

This article discusses child sexual abuse by a person in a position of authority, such as the child's teacher, guardian, relative, sports coach, or other person with authority over a child because of his/her particular position. The article tracks the recent trend toward recognizing position of authority in both state legislation and judicial precedent. Understanding the confusion and intimidation surrounding a child's experiences as a result of being sexually abused by a person in a position of authority often explains why children often fail to report or delay in reporting such abuse. Thus, existence of a perpetrator's position of authority in a particular case of child sexual abuse should influence a court's rulings on the elements of sexual abuse or assault in particular state statutes, as well as what evidence should be admissible. Ultimately, the author concludes that all states should recognize position of authority in their child abuse statutes, that such statutes should be interpreted broadly by the courts, and, finally, that evidence of the defendant's prior acts of sexual abuse should almost always be admissible at trial.

Shakeshaft, C., & Cohan, A. (1994). [In Loco Parentis: Sexual abuse of students in schools. What administrators should know](#). Washington, DC: US Department of Education.