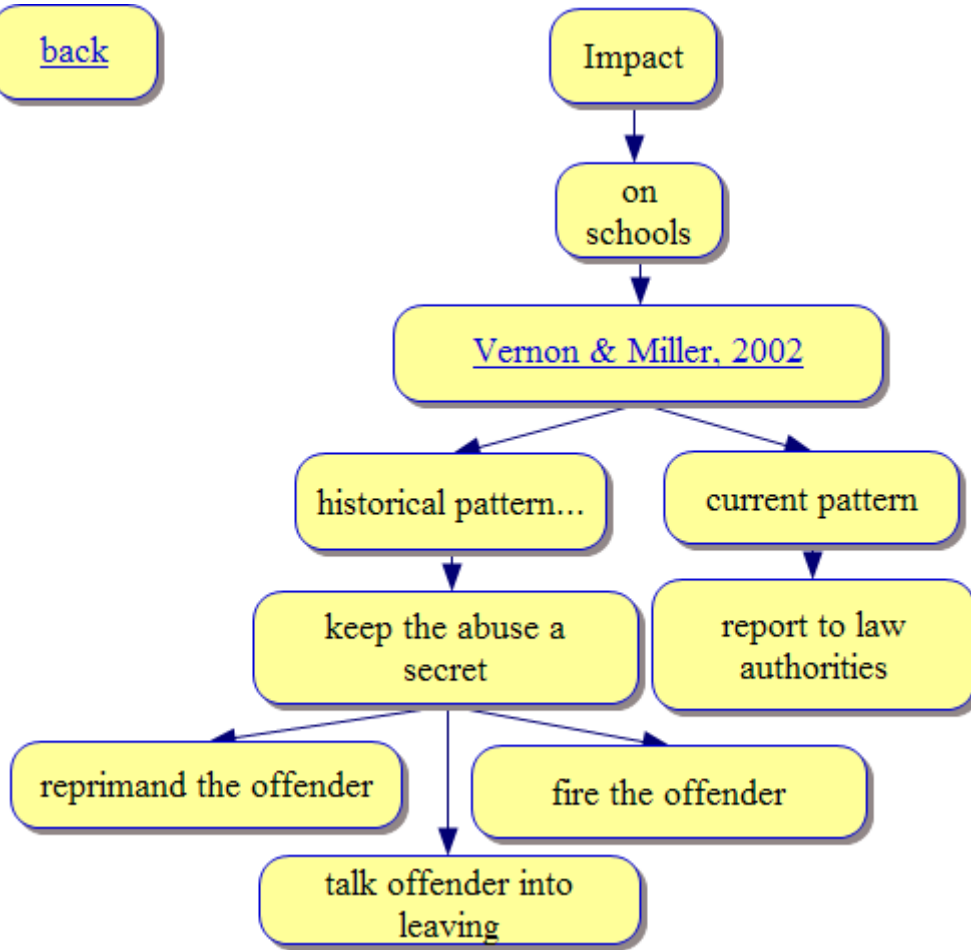


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Impact

I. on schools

A. [Vernon & Miller, 2002](#)

1. historical pattern...

"Historically, all of the service organizations we have mentioned handled the problem of child sexual abuse, once it was discovered, in basically similar ways (Boyle, 1994; Tiechroeb, 2002). First, every effort was made to keep the problem as secret as possible, especially from the media, but also from coworkers, parents, teachers, and boards of directors or other superiors... With the advent of laws that make the reporting of sexual abuse mandatory, the practice of

secrecy has been significantly reduced."

"The second way sexual abuse was handled historically was either to reprimand the offender, talk to the offender into leaving, or terminate the offender's employment."

"In schools for the Deaf, because the offense was usually not prosecuted in court, pedophiles often obtained positions in different schools...in addition to wanting to protect the school from harmful publicity, administrators did not want to destroy the career and family of a respected, well-liked coworker...the administrators did not fully understand the nature of pedophilia. They felt that by lecturing or dismissing the pedophile, they would teach the individual a lesson and that he or she consequently would not longer sexually abuse children....Sometimes it was allowed to happen because those in charge did not know it was going on. In other instances, administrators were simply covering up the activity to protect themselves, their friends, or the reputation of the school."

- a. **keep the abuse a secret**
 - (1) **reprimand the offender**
 - (2) **talk offender into leaving**
 - (3) **fire the offender**
- 2. **current pattern**
 - a. **report to law authorities**

