

MARINA M. KOVAČEVIĆ LEPOJEVIĆ*
NIKOLETA M. GUTVAJN**
Institute for educational research
Belgrade

UDC 176:371(497.11)
Review work
Received: 24.04.2020
Approved: 07.05.2020
Page: 91-102

CHANGES IN SOCIAL REACTION TO CHILD SEXUAL ABUSE: TOWARDS SITUATIONAL CONTROL IN EDUCATIONAL SETTING***

Summary: Most of the treatment of sexual offenders is based on a cognitive behavioral therapy (within RNR approach) aimed to detect cognitive distortions, bad emotions and cognitive and behavioral change. Empirical evidence suggests that effect size is very much related to offender characteristics. There can be found different kind of perpetrators (e.g. online or contact perpetrators; situational, opportunistic, predatory types). The aim of this paper is reviewing most popular treatment programs in related to research evidences, discussing sexual abuse typologies and to present comprehensive model of situational control of child sexual abuse at the educational setting.

Situational approach is presented as additional model of society protection which is at the same time victim/perpetrator/context-based intervention. Some situational prevention techniques in educational setting involving the increasing efforts are: target hardening (e.g., support of the vulnerable groups of children), access control (e.g., predicting the rules and procedures for kindergartens/school/campus visitors), deflecting potential perpetrators (e.g. recommending school teachers not to communicate with students by their private e-mails or phone numbers). Formal surveillance (e.g. video surveillance) should increase the risk. Controlling prompts means identifying and removing situational triggers (e.g. programs with offenders). Reducing permissibility provides techniques that clarify responsibility, personalize victims, setting rule and clarify consequences (e.g. public education campaign, alcohol reduction measures).

Key words: child sexual abuse, treatment, situational control, educational setting, Serbia

Introduction to treatment of sexual abusers

Risk Need Responsivity (RNR) approach, for now is the most effective approach to sexual offender treatment(Andrews & Bonta, 2010). Approach is

* marina.lepojevic@gmail.com

** gutvajnnikoleta@gmail.com

*** This research was funded by the Ministry of Education, Science and Technological Development of the Republic of Serbia (Contract No. 451-03-68 / 2020-14 / 200018).

introduced by Canadian authors Andrews, Bonta and Hoge (1990), and it's based on empirically tested understanding of the reasons for which individuals engage in criminal behavior- the psychology of criminal conduct (Andrews & Bonta, 2010). It shows that treatment is most effective when programs: (1) target offenders who are at moderate to high risk to reoffend, (2) target changeable risk factors that are empirically linked to recidivism, and (3) ensure maximum benefits for individual offenders depending on their own circumstances and capabilities and doing so using a cognitive-behavioral approach. But, despite empirical support (Hanson & Yates, 2013), the RNR approach has not been widely adopted in the treatment of sexual offenders. As the most promising sexual offender treatment programs aim to change cognitive, attitudinal, affective, and behavioral patterns associated with sexual aggression, introduce adaptive patterns, and skills necessary to manage the dynamic risk factors associated with recidivism risk (Hanson & Yates, 2013).

A lot of other approaches are adopted to sexual offender treatment. For example, Relapse Prevention (RP approach) despite the absence of research support is widely recommended by therapist. It's originally developed within a medical model to assist alcoholic patients to maintain abstinence following treatment for alcohol addiction. Treatment within this approach is based on assisting sexual abusers to develop an understanding of those situations which place the individual at risk for recurrence of the problem behaviors, developing strategies to avoid these situations, learning skills and adaptive mechanisms to cope with high-risk situations (Marques et al., 2005).

Further, early treatment effort in implementing medical and pharmacological intervention are seeing as "innovative" (Wong, 2001). Common for these approaches are that are not supported by research and besides it's ineffective might be very harmful.

Good Lives Model (GLM) of offender treatment have been recently developed (Marshall et al., 2011). Although the GLM shares certain features of cognitive-behavioral treatment, its roots are in humanistic and positive psychology. GLM treatment assists offenders to meet their needs and goals in life in a manner that is appropriate and prosocial. According to the model, the attainment of life goals, well-being, and psychological satisfaction will diminish the attraction for offending and increase motivation for treatment. As this model is relatively new, there are some empirical evidence in reducing sexual offending (Marshall et al., 2011). PPD - The Berlin Prevention Project Dunkelfeld is another alternative approach. The aim of this project is to reach individuals with pedophilic and hebophilic interest by media campaign. The actual treatment program involves a combination of cognitive behavioral interventions, elements of the Good Lives Model, and, selectively, androgen-deprivation medications (Beiler et al., 2009).

In society based on humanity, public and practitioners need to know better than "lock and throw the key" politics related to sexual abusers. Similar, authors

refuse to see drastic medical and pharmacological intervention as “innovative”. Low risk sexual abusers have been treated the same as high risk, which might lead to increasing the risk. Child sexual abusers are most often treated the same as adult sexual abuser, which might be very wrong, ineffective and even harmful. Community based programs for child sexual abusers almost doesn't exist. Great number of child sexual abusers are not detected, and ex sexual offenders are coping with great temptation with almost any support. The aim of this paper is to explore some additional ways of social reaction, with special attention to educational context (maintain reaction to situation of child sexual abuse above pedophilia).

Typology of child sexual abusers

In legislation child sexual offenders are typically seen as one homogenous group. For example, in Serbian Criminal Code contact offender (Copulation with a Child, Article 180) and and pornographic, online and technology initiated offending are recognized (Exhibition, Procurement and Possession of Pornographic Materials and Exploiting Juveniles for Pornography, article 185; Incitement to Minors to Attend Sexual Acts, 185a; and Abuse of Computer Networks or other Technical Communication Means for Committing Sexual for Committing Sexual Offences against Sexual Freedom of Juveniles, 185b) (Official Gazette of the RS, 2005). However, these acts, do not cover all actions that may have consequences for the child's mental and physical health, and the qualification itself is often criticized by experts (Bjelajac, Merdović, 2019:196). Clinical studies of the offender behavior show the differences in criminal motivations, previous victimization/criminalization status, social competence, treatment and risk for recidivism, etc. (Groth & Burgess, 1977; Knight, Carter & Prentky, 1989; Danni & Hampe, 2000; Tener, Wolak & Finkelhor, 2015). Authors suggest that unlike sexual aggressors of women, child abusers cannot be grouped into a reasonably small number of categories (Beauregard & Proulx, 2016). Related to modus operandi characteristics it could be stressed to several key typologies (Table 1).

Table 1. Review of sexual abusers of children typologies

Criterion	Types	Description	Research studies
Motivation	Predatory	high-frequency, chronic offenders; most of them commit sexual and unsexual offences	Cornish & Clarke, 2003
	Mundane / opportunistic	occasional, low-level criminality; invoke neutralizations for offences	
	Provoked / situational	usually offended within the family, reacting to particular set of environmental circumstances	

Sexual gratification strategy	Sex force abuser	Sexual gratification through force (exploitive and sadistic subtypes)	Groth & Burgess, 1977
	Sex pressure abuser	Relative absence of physical force (e.g. engaging the child through persuasion)	
Abusers' psychological characteristic	Fixation type of abuser	Usually commits planned offences	Groth & Burgess, 1979
	Regression type of abuser	Commits offences triggered by situation	
Contacts with child	Interpersonal	Relationship or multiple contacts with the victim prior to the crime	Knight, Carter, Prentky, 1989
	Narcissistic	Selects stranger victims	
	Exploitative	Uses no more force than necessary to secure victim compliance	
	Muted sadistic	Non-damaging insertion of foreign objects in the victim, sadistic fantasies, and sodomy	
	Aggressive	Tendency to inflict severe physical injury on the victim	
	Sadistic	Intense sexual arousal with great pain and fear of victims	
Child victim characteristic	Pedophile abuser	Prefer pre-pubertal victims	Danni & Hampe, 2000 Pendergast, 1991
	Hebophile abuser	Prefer their victims to be post pubertal or orgasmic	
	Incest abuser	Usually has successful adult sexual relationships, high social competence, aggressive in family relations	
Patterns of online communication	Experts	More than one (and more) victim; selecting victims based on special preferences; online or/and offline abuse	Tener, Wolak & Finkelhor, 2015
	Cynical	Less sophisticated and less extreme comparing to experts; Less victims	
	Affection – focused	Genuine feelings of love, care, and affection for victims. Less manipulative behavior (if any) comparing to experts and cynical.	
	Sex – focused	Looking for immediate sexual encounters; generally presented their true identities; sexual intentions were explicit from both sides.	

Sexual abuse typologies must be considered with caution. Research suggests that some child sex offenders do not fit precisely into one typology, as pedophiles for example that are hard to categorize because of high manipulability of the offender (Danni & Hampe, 2000). Research suggest that both affection- and sex-focused are rarely aware of being sexually involved with underage partners and it's questionable if these types will benefit from the common treatment

strategies involving rehabilitation concept (Tener, Wolak & Finkelhor, 2015). Some categories of sexual abusers are intentionally missed, for example typology by gender or by age of a perpetrator. It seems to be that juvenile sexual abusers are not typical sexual offenders. For example, research studies show that majority of juvenile sexual offender has higher rates of nonsexual recidivism, and the relatively low rates of sexual reoffending, suggesting that a relatively small group goes on to commit additional sexual offenses or both sexual and nonsexual crimes (Righthand & Welsh, 2004). Even majority of sexual offenders are male, females commit sexual offences too, more likely to have a history of prior abuse or maltreatment perpetration than male sexual abusers and with the identification of their offending behaviors starting later in life than that of male (McLeod, 2015).

Authors present model for situational control in educational setting related to abusers' characteristics mentioned above.

Situational control of child sexual abuse in educational setting

Situational approach to crime prevention emerged inspired by the effectiveness of a problem-oriented approach to crime control which gained popularity because of its wide range of applicability to various criminal situations. According to definition, situational prevention means to identify, modify and control factors influencing a situation associated with criminal behaviour (Cornish, Clarke, 2003). The main question in this criminological approach is investigating immediate environments that encourage or permit crime to occur. After decades of focusing attention to rehabilitation of the perpetrators, situational prevention introduce attention to "potential" of crime scene situation. Creating safe environment instead of safe "individuals" becomes the priority (Wortley & Smallbone, 2006).

Considering that sexual abuse is not rational choice (mostly involves some emotional and psychological deficits), researchers would say that situational crime prevention has had very little to say about sexual offending. Critics say that situational prevention may be effective for prudent crimes (e.g. burglary) with a clear monetary gain involved, but application to crimes of passion (such as acts of expressive violence), or ones involving strong drives and deviant impulses (e.g. sex offenses) might be deeply questionable (Wortley, 2010). At contrary, it could be noticed that sexual abuse is not randomly distributed in time and space, it follows some patterns. Based on the Smallbone & Wortley research study (2001) key child abuser characteristics is summarized: late onset of the behaviour, low incidence of chronic sexual offending, high incidence of previous non-sexual offenses, low incidence of stranger abuse, low incidence of networking among offenders, low incidence of child pornography use, and low incidence of paraphilic (sexually deviant) interests. Based on the research of sexual abuse

in youth-oriented organizations, Leclerc & Cale (2015) summarized: the number of victims reported per offender was average 21 victims; average age of offenders at their first self-reported sexual offence was 23 years old; 78% had never been arrested for a sexual offence prior to being caught and convicted for their current offences; found that most episodes of sexual contact between offenders and their victims occurred outside the youth-oriented organization (most often in the offender's home); offenders reported having had worked in an organization for an average of 16 years before being caught; more than half of offenders sought work in a youth-oriented organization specifically for the purpose of gaining access to children, etc. Rare research studies involving sexual offenders in Serbia shows that sexual offenders do not start their criminal career with child sexual abuse (nor sexual abuse in general). For example, based on the prisoner statements they are on third and more place and almost all at the age over 21 (Lukić, 2012). Serbian official statistics show that number of child sexual abuse offenders grow with perpetrators age (especially after 30 years) (Statistical Office of Republic of Serbia, 2020).

Gottfredson and Hirschi (2016) stressed that crime prevention strategy should be based on relative stability of perpetrators tendency to offend. At first, it's necessary to meet the conditions under whom child abuse occurs, modus operandi and types of sexual offenders.

Based the classification of situational crime prevention techniques given by Cornish and Clarke (2003), situation prevention of child sexual abuse measures given by Wortley & Smallbone(2006), situation prevention of sexual child abuse in youth-oriented organizations given by Leclerc, Feakes & Cale (2015), actual context of Serbia, model of situational prevention of child sexual abuse in educational setting is suggested. Presented situational interventions involve general measures (typical for almost any offence) and set of measures that are specific for sexual abuse.

Increasing effort. In course of making it harder for potential offenders to obtain children to abuse it's can be use set of measures. Policies instituted by most educational facilities regulate access to the grounds by visitors. School Parental Council make the decisions at school level about hiring security officer or applying other security measure that requires parental financing (e.g. smart ID identification, which is experimentally applied, as access control measure in some schools and kindergartens). Access control can be regulated by teachers, students or school support staff (e.g. caretakers), but it's been suggested that about half of school practice secondary surveillance (Žunić-Pavlović, Kovačević-Lepojević & Merdović, 2011). It's very important to regulate minimal age for school children for walking home from/to school without parental supervision. Serbian Family Law (Article 69) and Draft of Serbian Civil Law (article 2206) outline parental obligation of supervision of preschool children. It's in accordance with practice of Serbian preschool and school administration. Nevertheless, it's questionable if 7-year-old child is capable for being out of parental

supervision after classes. The author recommends collecting children only by parents until 5th grade. Offenders reports that parents should have an open dialogue with their children, discuss with them the reality of sexual abuse and teach them to say no, in course of increasing children awareness but more importantly, building children's self-confidence and resilience (Leclerc, Feakes & Cale, 2015).

Educational institutions in Serbia practice screening employees to prevent people with previous convictions for sexual offenses from working with children. It might be very important, for example research suggest that child sexual abusers choose their profession because of the possibility to have easier access to potential victims (Leclerc & Cale, 2015; Sullivan & Beech, 2004). Educator child sexual abuse came in focus lately, especially female educator child sexual abuse (Knoll, 2010). It's important for education legislation to foreseen policies against educators in course of preventing child sexual abuse. For example, Title IX, a federal law that provides guidelines for prevention efforts and responses to school employee sexual misconduct in K–12 schools includes requirements for 1) comprehensive policies and procedures, 2) prevention efforts, 3) training for staff, students, and parents, 4) timely reporting, 5) thorough and coordinated investigations, and 6) effective response. The Law on Juvenile Offenders and Criminal Protection of Juveniles and The law on Special Measures to Prevent the Commission of Crimes Against Sexual Freedom of Minors in Republic of Serbia (publicly referred to as "Maria's Law") restricts perpetrators movements far from educational facilities (Article 9) and forbid employment related to children in 20 years (Article 6). Child focus programs helps as a strategy of target hardening as they include assertiveness component (e.g. learn how to say no). Study on effectiveness of the school-based child sexual abuse programs shows that all studies found a small but significant average gain in self-protective knowledge, but he impact of the programs on self-protection skills was unclear and in some cases the evidence was conflicting (Topping & Barron, 2009).Serbian school are still far of introducing sexual education, it seems that it might be space for gaining self-protective knowledge and skills related to child sexual abuse. In course of controlling tools, educational institutions should prohibit educator – student communication by private phones. Schools should regulate giving/accepting of presents.

Increase the risk. Increasing risks involves making it more likely that abuser's behavior will be detected. Increasing risk includes extending guardianship, strengthening formal surveillance, increasing natural surveillance, and utilizing place managers (Cornish & Clarke, 2003). Education facilities need to establish policy which prohibit educators to stay alone with child. Campus should regulate visits by educators and other visitors in special rooms with natural surveillance. Serbia started with a school police experimental programme in some schools in 2002. Today there are a total of 341 school police officers employed in 682 schools in Serbia (Politika, 2019). The school police officers are usually

engaged from 8:30 to 16:30 in schools operating in two shifts, and from 8:30 to 15:00 in schools operating in one shift. In schools that share one school police officer, the surveillance is organized in alternate visits to schools by the police officer. In order to successfully perform these tasks, it is recommended that the school police officer is present in the school at the beginning and at the end of classes, during the breaks and in other situations assuming a great number of students (Žunić-Pavlović, Kovačević-Lepojević&Merdović, 2011). Latest research stresses the importance of the role of the school recourse officer (e.g. besides law enforcement role, teaching and mentoring role) for school crime prevention (Devlin & Gottfredson, 2018). Security officers are supposed to assist the police in resolving potential incidents in school, visit critical locations in school, keep the school administration informed about potential problems, provide information to students how they can exercise their rights and refer them to the appropriate staff, promote the school code, escort visitors, assist the school administration in searching student closets, etc. Compared to the school police officers, they have limited powers, they are not as visible, do not wear uniforms or weapons, and therefore their capacity for formal control is lower (Nikolić, 2010). Educational facilities need to be covered by central monitoring system in local police stations which allows simultaneous monitoring of areas covered by all school cameras, zoom frame, rewind, retention and storage of records. Video surveillance in some Belgrade school include face recognition option, which might be important in access control of potential perpetrators of child sexual abuse (e.g. schools at Palilula municipality), and at the other side in some schools cameras are not so sophisticated, cover only the interior of the school, mostly the hallways, stairs and other places with the highest frequency of students (e.g. schools at Zvezdara municipality) (Kekić & Spasić, 2018). Covering all education facility area relevant for child sexual abuse might be of great importance. School uniform is easy way to separate students and visitors (unwanted). That is the way for reducing vulnerability of the victims related to socioeconomic status, etc. The authors note this is the most important factor in potential offenders' decision making.

Controlling prompts. Controlling prompts involves identifying and removing such situational triggers. In context of child sexual abuse it might be applying strategies against seeing children vulnerable and in some other way “provocative” for offenders. Practice of wearing student uniforms might help but security experts often disagree about it (Zhang, 2018). Wortley & Smallbone (2006) noticed that demonizing sexual offenders may be counterproductive because it leaves them struggling with temptations confused and provide specific programs instead.

Reducing Permissibility. Reducing permissibility should help for sexual abusers to see criminality of their behaviour and deliberating from various excuses. Specific techniques include clarifying responsibility, personalizing victims, rule setting and clarifying consequences. Policies against alcohol/drug con-

sumption at educational institutions is necessary. In course of discourage imitation, awareness sessions for educators and other staff on recent cases of unacceptable conduct should be provided. PICK (Plan, Identify, Check and Keep) is a model proposed for safer recruitment of adults seeking positions in youth-oriented organization (Cleary, 2012:128). Planning involves providing a clear definition of the role of staff, safeguarding responsibilities, values and actions of the organization. Expectations and procedures must be set clearly especially sanctions against those who fail to protect children. In course of identifying potential offenders, the model recommends a face to face interview to assess many of the factors just discussed above (i.e., motivations, preferences). The third step where checks are conducted should include the verification of references, criminal record checks, etc. At the end, fourth step involves keeping the focus thorough induction of new recruits, ongoing training, regular supervision and management of performance issues, the use of codes of conduct and whistle blowing policies. Leclerc, Feakes & Cale (2015) mentioned perpetrators among educators who are often covered by their colleges related to child sexual abuse. After “incidence” they usually change school and crime offence stays unreported.

Conclusion

Context-based child sexual abuse (situational) control approach comparing to psychological intervention, seems to be neglected in academic circles especially at the example of educational setting. Besides critiques that some of situational interventions applied in educational institutions might be considered as ethically questionable, in combination with existed intervention focus on perpetrators and children might be of great relevance.

If we are supporting child sexual abuse offenders only in correctional institutions, we cannot expect greater changes. RNS as well as GLM approach in sexual abusers’ treatment which incorporate positive psychology interventions and can be adopted in various contexts might be consider as promising at community level. Positive change involving security culture and prevention of sexual offences need to come from practice. Special value of situational prevention strategy is based on the analysis of child sexual perpetrators modus operandi related to context and perpetrators perceptions of child abuse prevention. Additionally, authors recommend that improvement in security practice in educational context should incorporate broader goals of well-being of all relevant actors.

References:

1. Andrews, D. A., & Bonta, J. (2010). Rehabilitating criminal justice
2. policy and practice (5th edition). *Psychology, Public Policy, and Law*, 16(1), 39–55.

3. Andrews, D. A., Bonta, J., Hoge, R. D. (1990). Classification for effective rehabilitation: Rediscovering psychology. *Criminal Justice and Behavior*, 17(1), 19–52.
4. Beier, K. M., Ahlers, C. J., Goecker, D., Neutze, J., Mundt, I. A., Hupp, E., & Schaefer, G. A. (2009). Can pedophiles be reached for primary prevention of child sexual abuse? First results of the Berlin Prevention Project Dunkelfeld (PPD). *The Journal of Forensic Psychiatry & Psychology*, 20(6), 851-867.
5. Beauregard, E., & Proulx, J. (2016). Models of Modus Operandi in Sexual Offending: A Criminological Perspective. In D. P. Boer (Eds.), *The Wiley Handbook on the Theories, Assessment and Treatment of Sexual Offending* (337-356). West Sussex: John Wiley & Sons
6. Bjelajac, Ž. Merdović, B. (2019), Nasilje nad decom u porodici, Kultura polisa, Institut za Evropske studije Beograd, Br. 39, godina XVI (2019) str. 191-202.
7. Cleary, K. (2012). Safer recruitment—guidance for organizations. In M. Erooga (Ed.), *Creating safer organizations: Practical steps to prevent the abuse of children by those working with them* (122-140). London: Wiley-Blackwell.
8. Cornish, D. B. & Clarke, R. V. (2003). Opportunities, Precipitators and Criminal Dispositions: A Reply to Wortley's Critique of Situational Crime Prevention. In: M. J. Smith and D.B. Cornish (Eds.), *Theory and Practice in Situational Crime Prevention*. (Crime Prevention Studies, vol. 16.) (41-96). Monsey, NJ: Criminal Justice Press.
9. Danni, K. A., & Hampe, G. D. (2000). An Analysis of Predictors of Child Sex Offender Types Using Presentence Investigation Reports. *International Journal of Offender Therapy and Comparative Criminology*, 44(4), 490–504.
10. Delvin, D. & Gottfredson, D. (2018). The Roles of Police Officers in Schools: Effects on the Recording and Reporting of Crime. *Youth Violence and Juvenile Justice*, 16(2), 208-223.
11. Gottfredson, M. R., & Hirschi, T. (2016). The criminal career perspective as an explanation of crime and a guide to crime control policy: the view from general theories of crime. *Journal of Research in Crime and Delinquency*, 53(3), 406-419.
12. Građanski zakonik (nactr) 28. Maj. 2019.
13. Grant et al. (2017). *A Case Study of K–12 School Employee Sexual Misconduct: Lessons Learned from Title IX Policy Implementation*. US Department of Justice.
14. Groth, A. N., & Burgess, A. W. (1977). Motivational intent in the sexual assault of children. *Criminal Justice and Behavior*, 4, 253–264.
15. Hanson, R. K., & Yates, P. M. (2013). Psychological treatment of sex offenders. *Current Psychiatry Reports*, 15, 1–8.
16. Kekić, S. & Spasić, D. (2018). Učešće policije u video nadzoru u školama na području Policijske uprave za grad Beograd – tredicija, stanje i perspective razvoja. U: M. Lipovac, S. Stanarević & Ž. Kešetović (Ur.), *Bezbednost u obrazovnovaspitnim ustanovama i video nadzor* (97-111). Beograd: Univerzitet u Beogradu, Fakultet bezbednosti.
17. Knight, R. A., Carter, D. L., & Prentky, R. A. (1989). A system for the classification of child molesters: Reliability and application. *Journal of Interpersonal Violence*, 4(1), 3-23.
18. Knoll, J. (2010). Teacher sexual misconduct: Grooming patterns and female offenders. *Journal of Child Sexual Abuse*, 19(4), 371-386.
19. 20. Krivični zakon, Službeni glasnik PC, broj 85/2005, 88/2005- ispr., 107/2005-ispr., 92/2009, 111/2009, 121/2012, 104/2013, 108/2014, 94/2016, 5/2019)
20. Leclerc, B., Feakes, J., & Cale, J. (2015). Child sexual abuse in youth oriented organisations: Tapping into situational crime prevention from the offender's perspective. *Crime Science*, 4(1), 28.

21. 22. Leclerc, B., & Cale, J. (2015). Adult sex offenders in youth-oriented organizations: evidence on sexual victimization experiences of offenders and their offending patterns. *Trends and Issues in Crime and Criminal Justice*, 8.
22. Lukić, N. (2012). Istraživanje početka kriminalne karijere. U Đ. Ignjatović (Ur.) *Kaznena reakcija u Srbiji 2. Deo* (289-306). Beograd: Pravni fakultet.
23. Marshall, W. L., Marshall, L. E., Serran, G. A., & O'Brien, M. D. (2011). *Rehabilitating sexual offenders: A strength-based approach*. American Psychological Association.
24. Marques, J. K., Wideranders, M., Day, D. M., Nelson, C., & van Ommeren, A. (2005). Effects of a relapse prevention program on sexual recidivism: Final results from California's Sex Offender Treatment and Evaluation Project (SOTEP). *Sexual Abuse: A Journal of Research and Treatment*, 17, 79–107.
25. McLeod, D. A. (2015). Female Offenders in Child Sexual Abuse Cases: A National Picture. *Journal of Child Sexual Abuse*, 24(1), 97–114.
26. Nikolić, Z. (2010). Sistem uloga „školskog policajca“ u prevenciji nasilja u školama – dileme i protivurečnosti. *Zbornik Instituta za kriminološka i sociološka istraživanja*, 29(1-2), 229-241.
27. Pendergast, W. E. (1991). *Treating sex offenders in correctional institutions and outpatient clinics: A guide to clinical practice*. New York: Haworth.
28. Politika (2019). *Svskog meseca jedan školski policajac manje*. 12.12.2019.
29. Porodični zakon. *Službeni Glasnik RS*, 18/2005, 72/2011, 6/2015
30. Republički zavod za statistiku, Punoletni učinioци KD 2018, <https://publikacije.stat.gov.rs/G2019/Pdf/G20195653.pdf>
31. Righthand, S., & Welch, C. (2004). Characteristics of Youth Who Sexually Offend. *Journal of Child Sexual Abuse*, 13(3-4), 15–32.
32. Smallbone, S. W., & Wortley, R. K. (2001). *Child sexual abuse: Offender characteristics and modus operandi (Australian Institute of Criminology Trends and Issues in Crime and Criminal Justice, No. 193)*. Canberra: Australian Institute of Criminology.
33. Sullivan A., & Beech, A. (2004). A comparative study of demographic data relating to intraand extra-familial child sexual abusers and professional perpetrators. *Journal of Sexual Aggression*, 10(1), 39-50.
34. Tener, J., Wolak, A., & Finkelhor, D. (2015) A Typology of Offenders Who Use Online Communications to Commit Sex Crimes Against Minors. *Journal of Aggression, Maltreatment & Trauma*, 24(3), 319-337.
35. Topping K. J., & Barron I. G. (2009). School-based child sexual abuse prevention programs: a review of effectiveness. *Review of Educational Research*, 79(1), 431-463.
36. Wong, C. M. (2001). Chemical Castation: Oregon's Innovative Approach to Sex Offender Rehabilitation, or Unconstitutional Punishment. *Or. L. Rev.*, 80, 267.
37. Wortley, R., & Smallbone, S. (2006). Applying situational principles to sexual offenses against children. *Crime Prevention Studies*, 19, 7-35.
38. Zhang, G. (2018). *A Quasi-Experimental Analysis of School-Based Situational Crime Prevention Measures*. University of South Carolina: Doctoral dissertation.
39. Zakon o maloletnim učinioциma krivičnih dela i krivičnopravnoj zaštiti maloletnih lica, *Službeni glasnik*, 85/2005.
40. Zakon o posebnim merama za sprečavanje vršenja krivičnih dela protiv polne slobode prema maloletnim licima (u javnosti poznat kao Marijin zakon), *Službeni glasnik*, 32/2013.
41. Žunić-Pavlović, V., Kovačević-Lepojević, M., Merdović, B. (2011). The implementation of the situational prevention measures in schools. *International scientific conference „Archibald Reiss days“*, Academy of Criminalistic and Police Studies, 3 – 4.3.2011., Belgrade, 707-717.

ПРОМЕНЕ У ДРУШТВЕНОЈ РЕАКЦИЈИ НА СЕКСУАЛНУ ЗЛОУПОТРЕБУ ДЕЦЕ: КА УСПОСТАВЉАЊУ СИТУАЦИОНЕ КОНТРОЛЕ У ОБРАЗОВНОВАСПИТНИМ УСТАНОВАМА¹

Сажетак: Већина програма намењених третману сексуалних преступника заснована је на когнитивно бихејвиоралној терапији (у склопу приступа Модел ризик-потреба-респонзивност) која је усредсређена на препознавање негативних мисли и осећања, као и на промену начина размишљања и понашања. Резултати бројних истраживања указују да ефективност ових програма варира зависно од карактеристика сексуалних преступника (на пример, онлајн, контактни; ситуациони, опортунистички и предаторски типови). Циљ овог рада усмерен је на преглед релевантних истраживања и приступа у социјалној контроли сексуалних преступника. Размотрене су различите типологије сексуалних преступника усмерених на децу, те на основу података о начинима извршења дела, дат свеобухватни модел ситуационе контроле сексуалне злоупотребе деце у образовноваспитним установама.

Модел ситуационе контроле сексуалне злоупотребе деце у образовноваспитним установама представљен је као додатан модел заштите друштва који је истовремено усмерен и на контекст, учиниоце и жртве. Неке од техника ситуационе контроле сексуалне злоупотребе деце у образовноваспитном контексту у правцу повећања напора учинилаца су: оснаживање мете (на пример, оснаживање рањивих група деце), контрола приступа (на пример, предвиђање процедура за посетиоце у вртићима, школама, ученичким домовима), одвлачење потенцијалних учинилаца (на пример, успостављање правила да наставници не комуницирају са ученицима путем приватних телефона или и-мејлова). Процедуре формалног надзора (на пример, видео надзор) би требало да повећају ризик за преступника да буде ухваћен. Контрола провокације представља идентификовање и отклањање ситуационих окидача (на пример, предвиђање ношења школских униформи). Редуковање оправдања подразумева технике којима се предвиђа одговорност свих актера, персонализују жртве, успостављају правила и разјашњавају последице (на пример, едукативне кампање, забрана употребе алкохола).

Кључне речи: сексуална злоупотреба деце, третман, ситуациона контрола, образовноваспитне установе, Србија

¹ Реализацију овог истраживања финансирало је Министарство просвете, науке и технолошког развоја Републике Србије (бр. Уговорa 451-03-68/2020-14/200018).