



CASE

COLLEGE OF ARTS AND SCIENCES

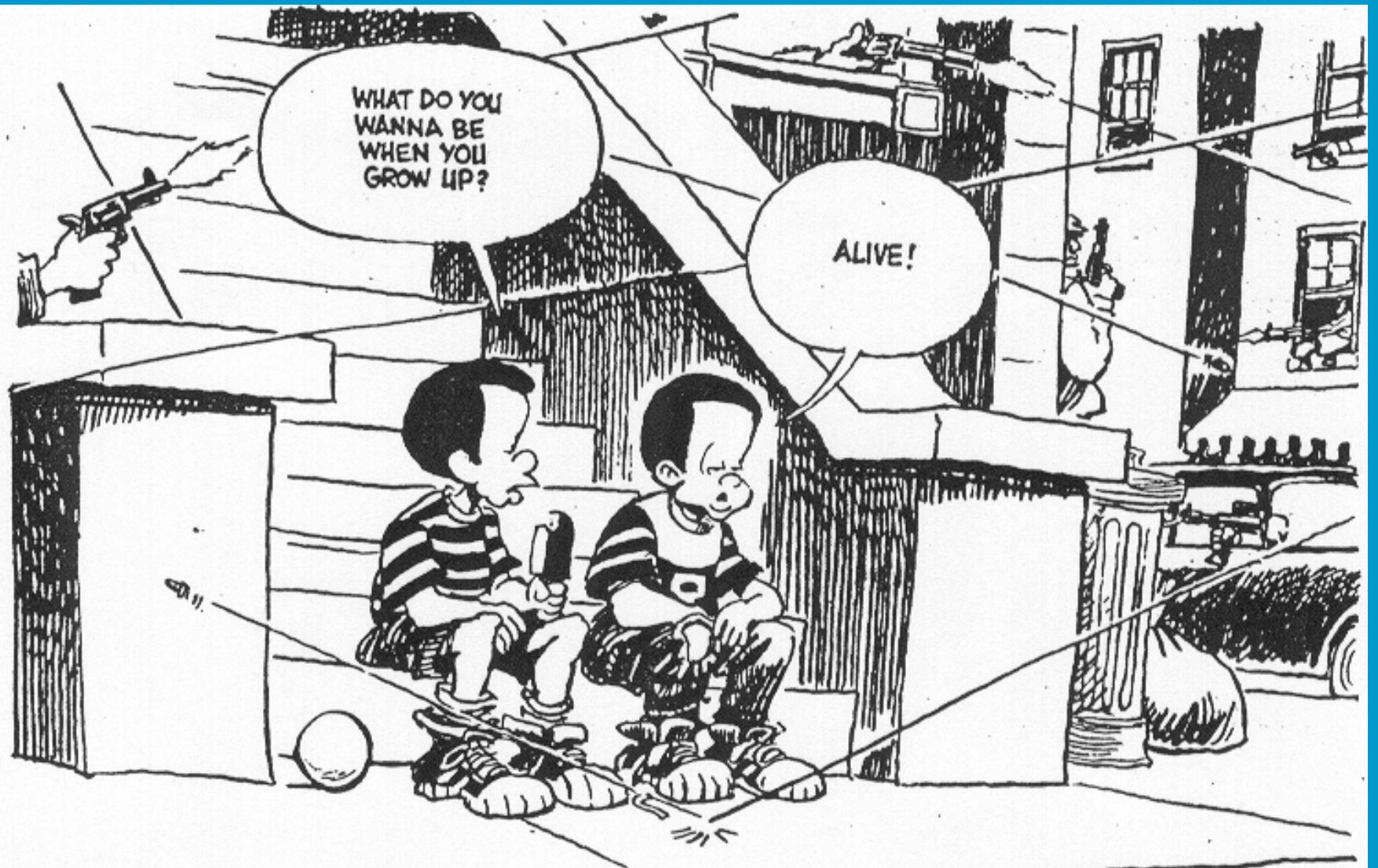
# Child Abuse and Neglect Across Cultures

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WHAT DO YOU  
WANNA BE  
WHEN YOU  
GROW UP?

ALIVE!

BY MARLETTE FOR NEW YORK NEWSDAY

Washington Post Weekly 8/13-19/90 p. 30

# Impact of Child Maltreatment

- **A Leading Cause of Trauma-Related Death for Children <4**
- **Developing Brain**
- **Later Delinquency and Crime**
- **Health Consequences**
- **Suicide**
- **Cycle of Violence**

# *Neurons to Neighborhoods* Core Concepts of Development

**“Culture Influences every aspect of human development and is reflected in childrearing beliefs and practices designed to promote healthy adaptation.”**

**National Research Council and Institute of Medicine (2000)**

# *Neurons to Neighborhoods* Core Concepts of Development

**“Given the magnitude of its influence on the daily experiences of children, the relative disregard for cultural influences in traditional child development research is striking.”**

**National Research Council and Institute of Medicine (2000)**

# **Influence of Culture on Child Maltreatment**

- Definitions**
- Etiology**
- Disclosure**
- Intervention**
- Short and Long Term Impact**

# Types of Child Maltreatment

- **60.9% Neglect**
- **18.9% Abuse**
- **9.9% Sexual Abuse**
- **4.9% Emotional Abuse**

(Source: Child Maltreatment 2003: U.S. Department of Health and Human Services)

# Child Maltreatment Reports are Limited

- **Reporting bias at many levels**
- **Measure consequences not behaviors**
- **Influenced by scrutiny/visibility**

# **Rates of Maltreatment Reports by “Race” of Victims (per 1,000 children)**

- **21.4 American Indian**
- **21.3 Native Alaskan**
- **20.4 African-American**
- **11.0 White**
- **9.9 Hispanic American**

**(Source: Child Maltreatment 2003: U.S. Department of Health and Human Services)**

# Risk of Maltreatment Report < 10 Years of Age

## Cross-Sectional (2001)

### *Any report:*

**10.1% African American  
4.0% White**

### *Substantiated/Indicated:*

**5.5% African-American  
1.9% White**

## Life Table

### *Any report:*

**49.1% African American  
20.7% White**

### *Substantiated/Indicated:*

**33.4% African-American  
11.8% White**

(Source: Sabol, Coulton & Polousky, 2004)

# Recurrence Risk

- African-American children 22% less likely than White children
- Asian-Pacific Islanders 33% less likely than White children
- Neglect 31% more likely than Abuse

(Source: Child Maltreatment 2003: U.S. Department of Health and Human Services)

# What Is Culture?

**Hundreds of Definitions**

**Shared symbols & meanings**

**Shared Lifeway and Lifeview**

**Facilitates social interaction**

**Learned**

**Everyday, taken-for-granted reality**

**Dynamic**

# Elements of Cultural/Ethnic Competence

- Awareness of one's own cultural limitations
- Openness to cultural differences
- A client-oriented, systematic, learning style
- Utilizing cultural resources
- Acknowledging cultural integrity

Source: Green (1982) Cultural Awareness in the Human Services.  
Englewood Cliffs, New Jersey: Prentice-Hall.

# Cultural Competence in Child Protection

**Ethnocentrism** ← → **Relativism**

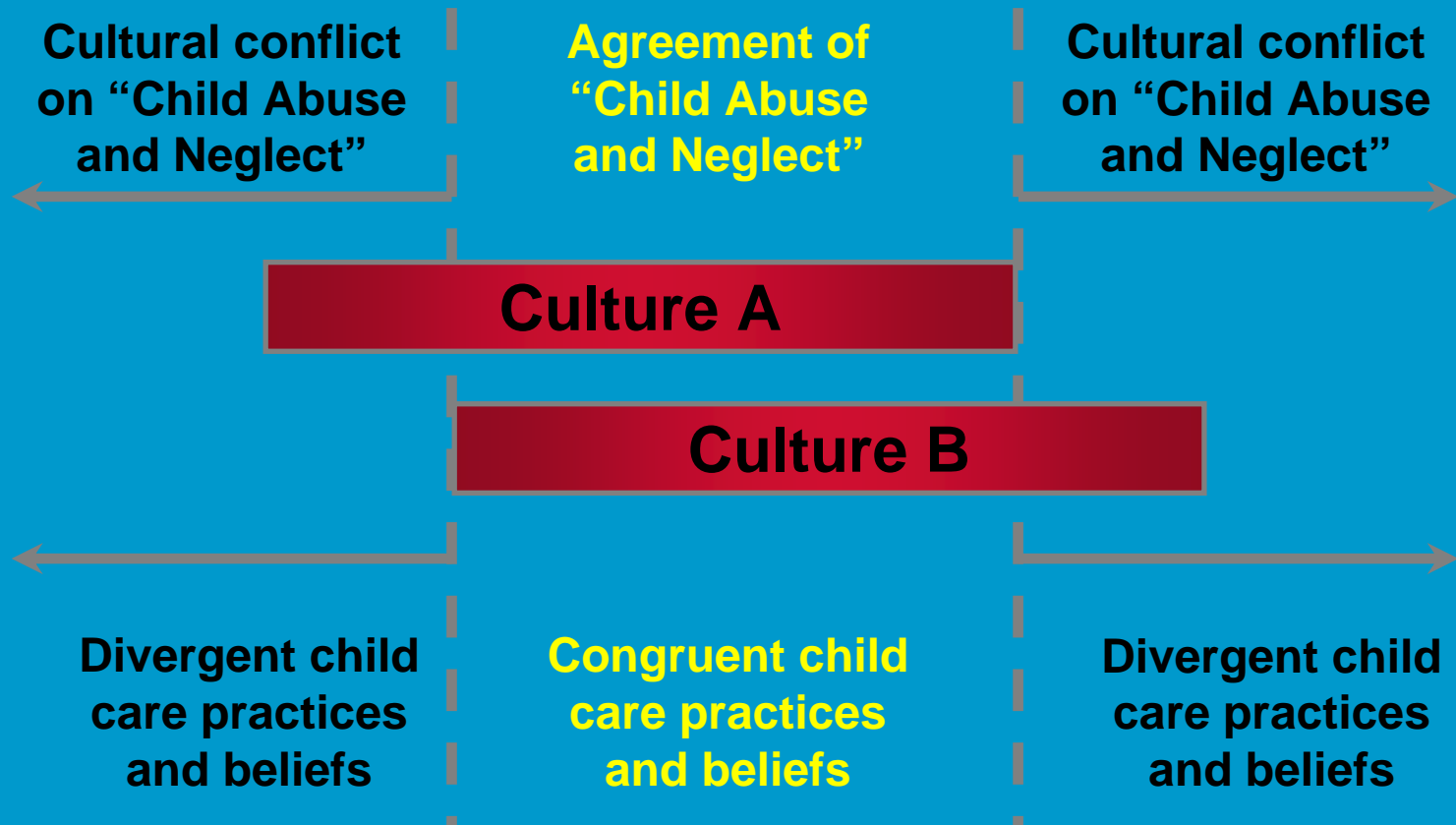
**Cultural  
Competence**

**Disregard cultural differences** ← → **Rationalize cultural differences**

**Single standard for child care** ← → **Multiple standards for child care**

**Misidentification of maltreatment** ← → **Misidentification of non-maltreatment**

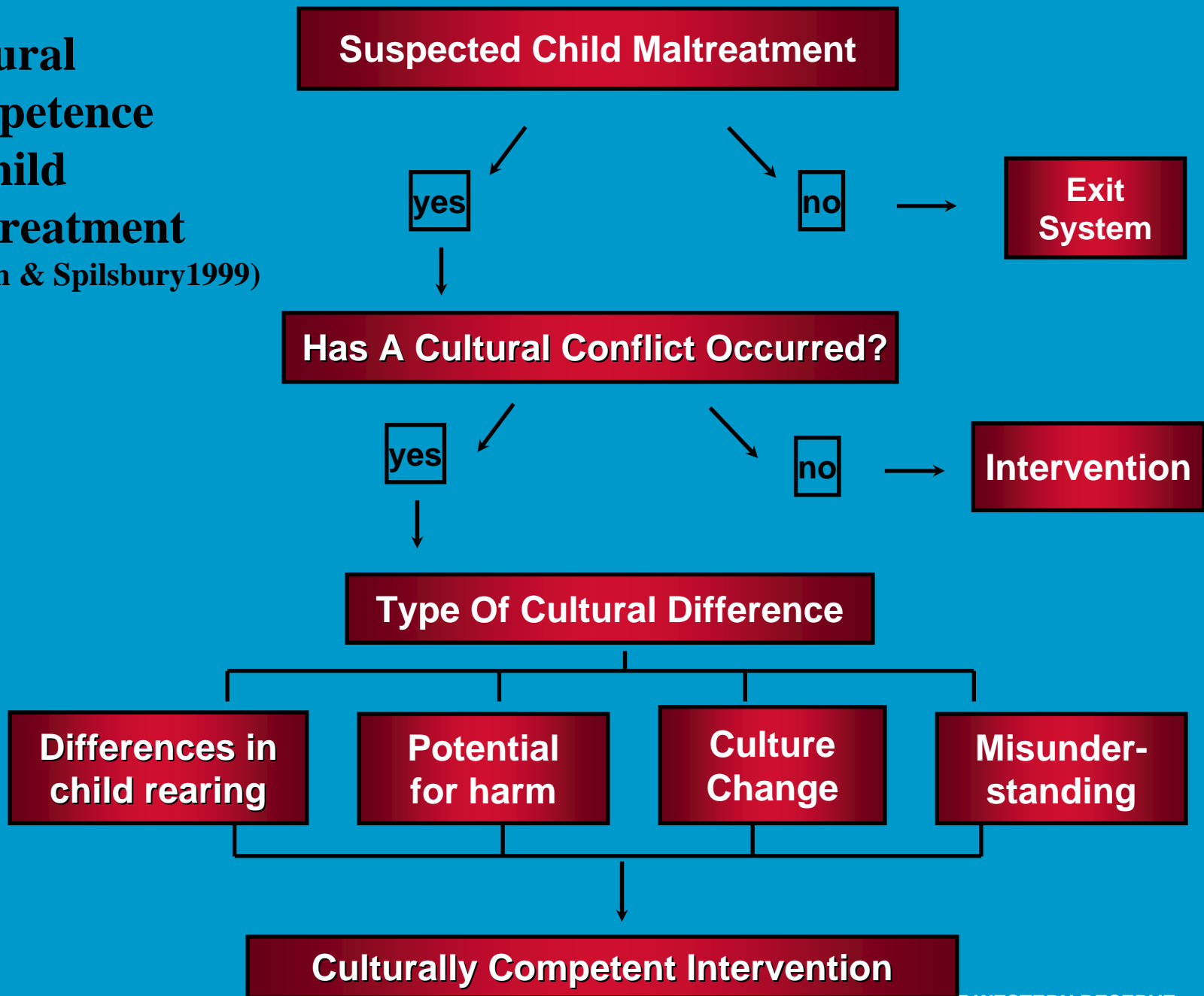
# Cultural Conflict in Defining Child Abuse and Neglect



# Culturally Competent Intervention Strategies

- **One size fits all**
- **Lumping of ethnic/cultural diversity**
- **Solution fits specific situation**

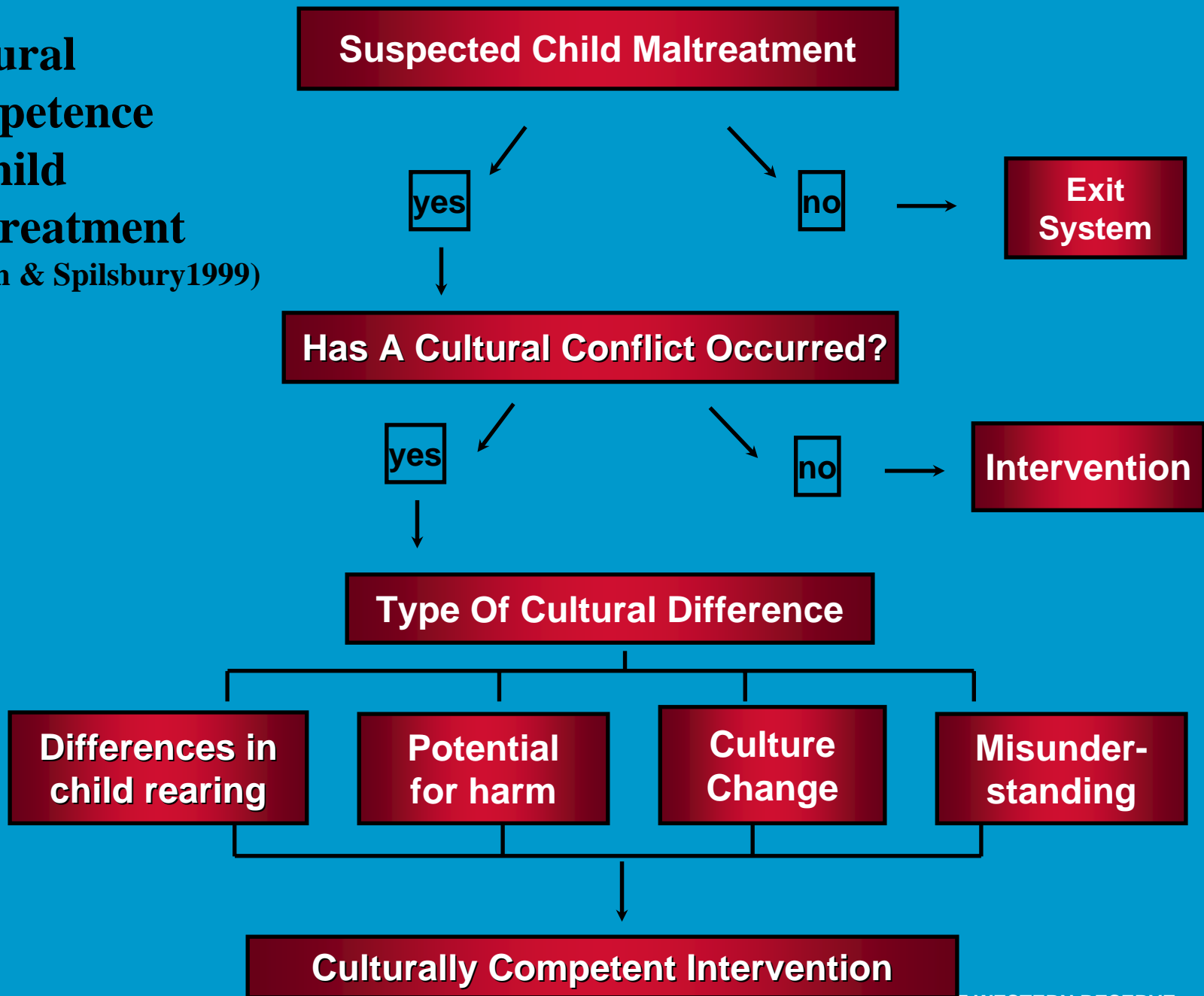
**Cultural  
Competence  
in Child  
Maltreatment**  
(Korbin & Spilsbury 1999)



# Levels of Definition in Child Maltreatment

- **Cultural Differences**
- **Within-Culture Differences (Idiosyncratic Departure from Cultural Norms)**
- **Societal Abuse and Neglect of Children**

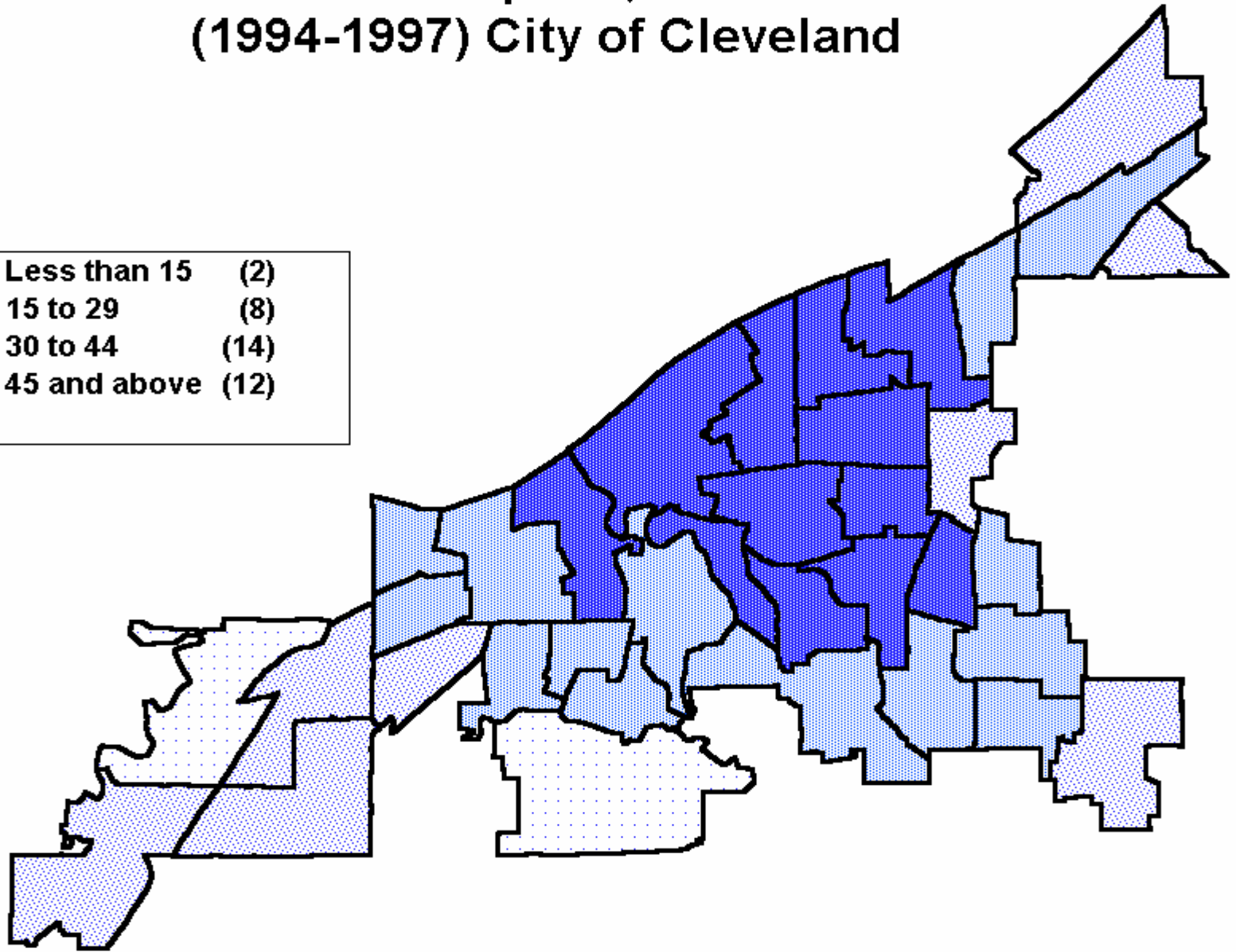
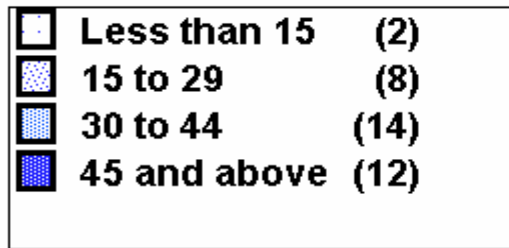
**Cultural  
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# **Importance of Neighborhoods for Children and Families**

- **Ecological models suggest neighborhood effects**
- **Concentrations of poor outcomes in poor neighborhoods**
- **Difficult to prove neighborhood effects:**
  - **Some families seek good neighborhoods**
  - **Others forgo or have few options for choosing neighborhood quality**

# Child Maltreatment Rate per 1,000 Children Under 18 (1994-1997) City of Cleveland



# Neighborhood Factors Explaining Reported Child Maltreatment Rates

- ➔ **IMPOVERISHMENT:** poverty rate, unemployment rate; vacant housing, population loss, female-headed households, percent African-American population
- ➔ **CHILD CARE BURDEN:** ratio of children to adults; ratio of males to females; percent of population that is elderly (+ 65 years of age)
- ➔ **INSTABILITY:** proportion residents moved in the past 5 years; proportion in their current home <10 years; percent in current home <1 year
- ➔ **CONTIGUOUS TO CONCENTRATED POVERTY**

# Neighborhood Structural Factors Also Explain

- **Violent Crime**
- **Drug Trafficking**
- **Juvenile Delinquency**
- **Teen Childbearing**
- **Low Birthweight**

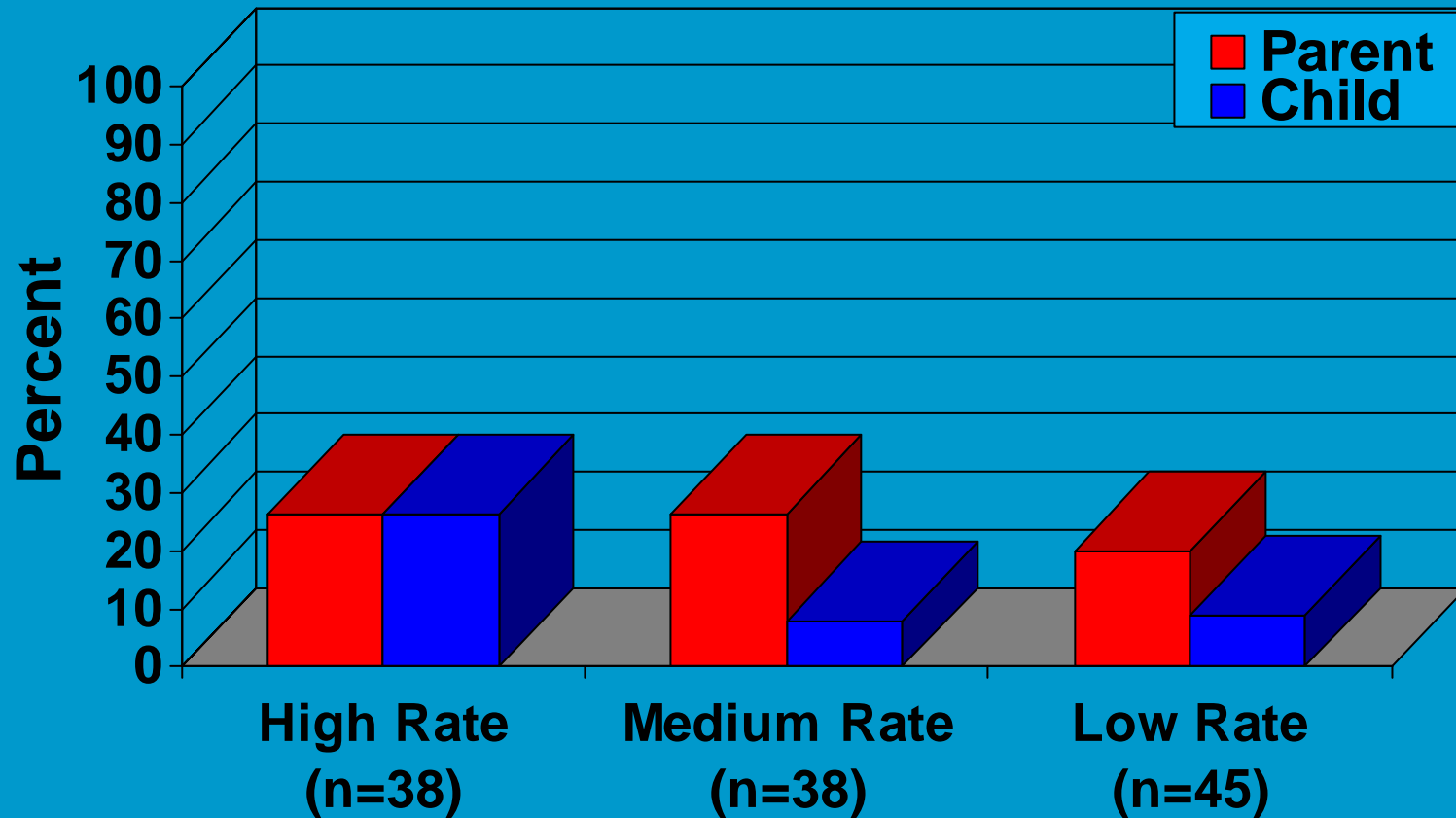
**Before, neighbors treated all children like their own. Now no one would step in. People don't want to step on other people's toes. And if they do step in sometimes the kids, or even the parents get nasty.**

**Just a few days ago, there was a woman walking down the sidewalk by our house. She had a little boy with her who was throwing rocks at our dogs. I told the boy to stop it, and the mother turned around and said all kinds of words I can't repeat. Then the little kid repeated exactly what she said.**

**They would yell vulgarities at you.  
I heard they would hit you. I've never  
seen it, but it's enough to scare you.  
And I know youth carry weapons. It's  
very intimidating.**

**(It used to be that...)** The parent  
would punish the child and  
thank the neighbor.

# Fear of Retaliation by Adults Versus Children



# Collective Efficacy

**...social cohesion among neighbors combined with their willingness to intervene on behalf of the common good (Sampson et al. 1997)**

# Child in Need Scenarios

- **Child Maltreatment**
- **Child Crying**
- **Child Wandering**
- **Unsupervised Child at Night**

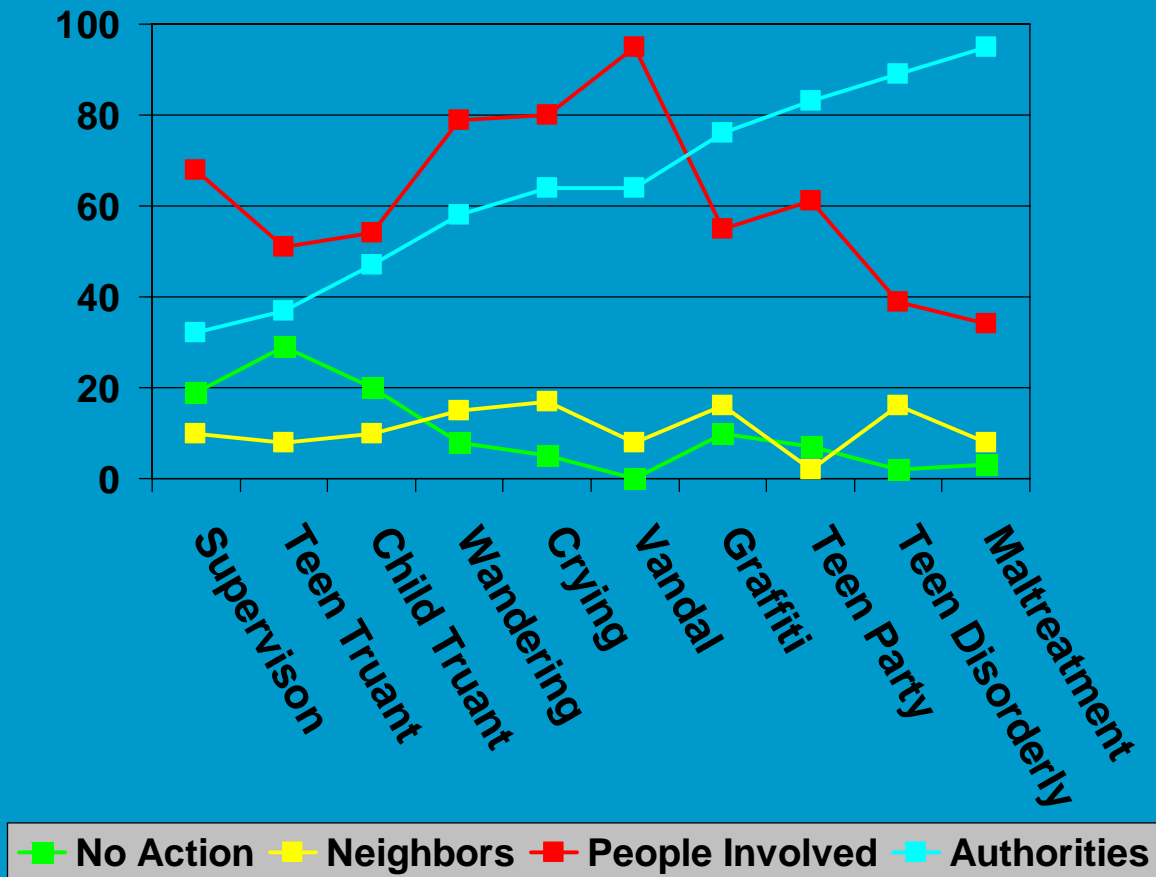
# Misbehavior Scenarios

- **Disorderly Teens**
- **Teens Partying and Noisy**
- **Child Throwing Rocks**
- **Child/Teen Graffiti**

# Truancy Scenarios

- **7-8 Year-Old Truant**
- **Teen Truant**

# Engagement with Children



# Adult Engagement with Children

- Assessment of Need
- Expected Efficacy
- Cultural Script
- Relationship/Connectedness
- Trust
- Situation

# Child Engagement with Adults

- Someone You Know
- If Unknown:
- Preferably a Woman
- Preferably a Mother
- Preferably with a Stroller
- Or, an Old Person

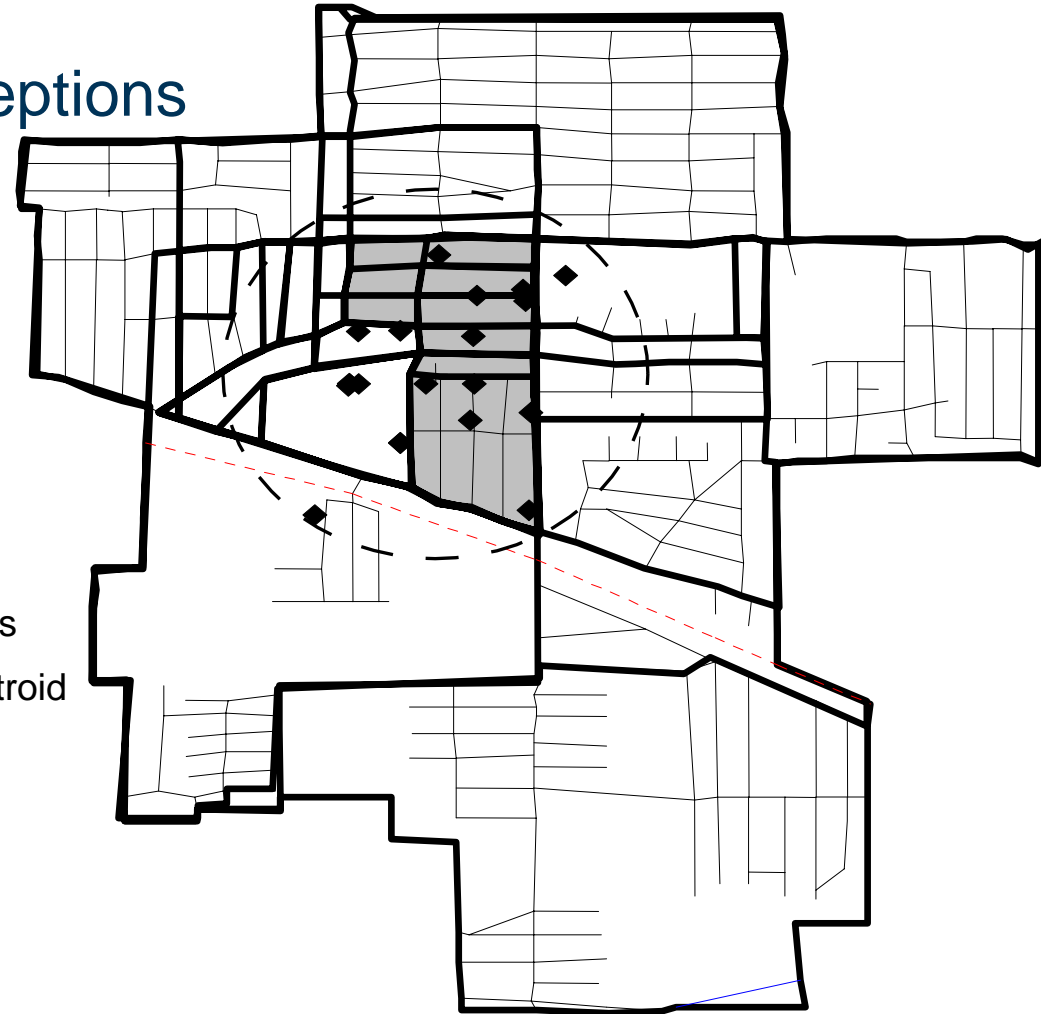
**(Source: Spilsbury & Korbin, 2004)**

**What are the relevant  
neighborhood units? How do we  
identify “neighborhood?”**

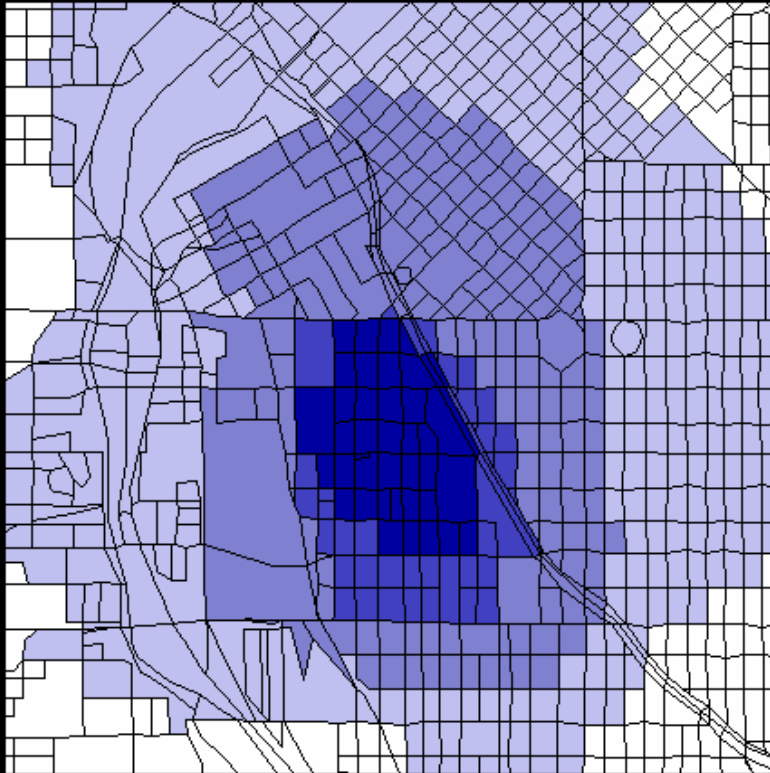
# Defining Community Boundaries (e.g., Cleveland, OH)

Using GIS, resident perceptions can be used to map perceived communities

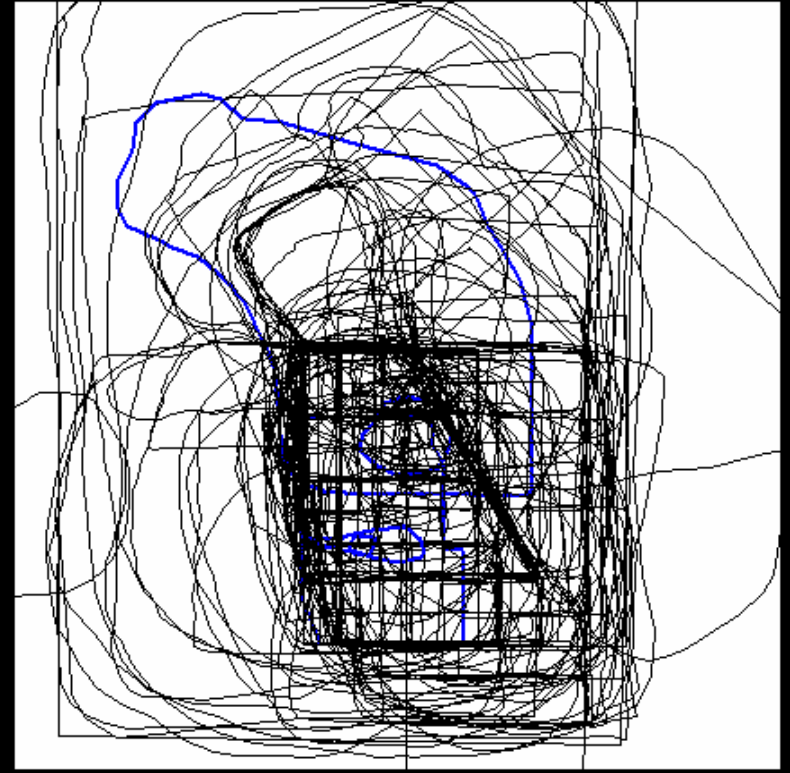
- Common Area
- Average Area with Average Centroid
- Respondents' neighborhood boundaries
- ◆ Respondents' neighborhood maps centroid
- Street



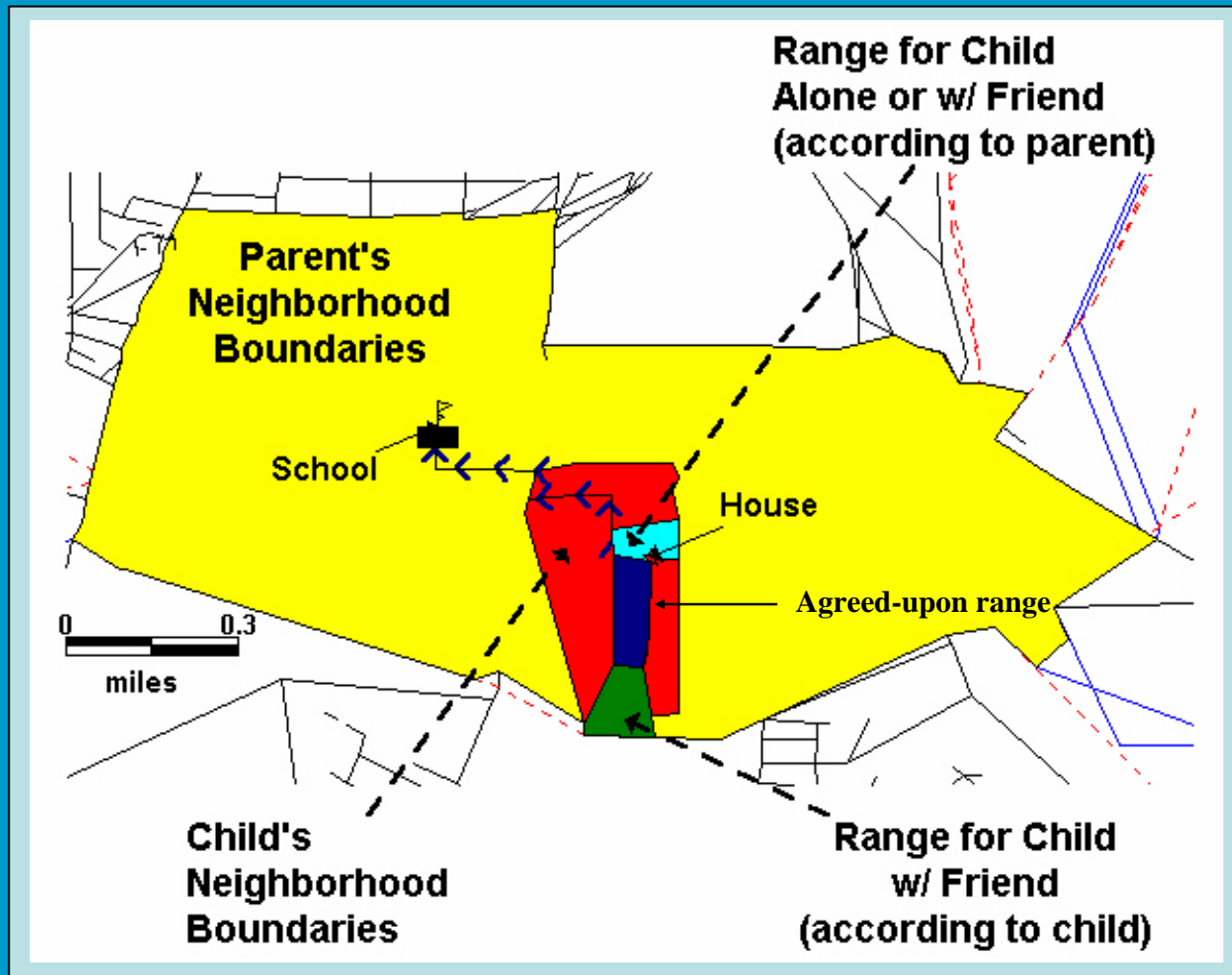
# From many resident maps to picture of overlap



■ Consensus Area ( $\geq 50\%$ )	(41)
■ Secondary Area ( $\geq 33\%$ )	(45)
■ Tertiary Area ( $\geq 10\%$ )	(215)
■ $<10\%$	(457)



# Parent's & Child's Neighborhood Boundaries



# Future Directions:

## Bringing in Culture, Context and Neighborhood