

Correction to: The Cultural Reinforcers of Child Abuse

Essam Al-Shail, Ahmed Hassan, Abdullah Aldowaish and Hoda Kattan

Additional information is available at the end of the chapter

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The above book chapter was found to contain excerpts of text from NCPC Resource Sheet No. 6 published by the Australian Institute of Family Studies [1]. The source was cited in the references, but not in-text where appropriate. Additionally, excerpts taken verbatim from [1] were not adequately highlighted as such.

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The paragraphs that have not been appropriately attributed to its authors and copyright holder are as follows.

In Section 6.1 on page 26: "Child physical abuse refers, generally, to the non-accidental use of physical force against a child that results in harm to the child. Physically abusive behaviors include shoving, hitting, slapping, shaking, throwing, pushing, kicking, biting, burning, strangling and poisoning. A parent does not have to intend to physically harm his or her child to have physically abused him or her. For example, physical punishment that results in bruising would generally be considered physical abuse. Depending on the age and the nature of the behavior, physical force that is likely to cause physical harm to the child may also be considered abusive; that is, a situation in which a baby is shaken but not injured would still be considered physically abusive. The fabrication or induction of an illness by a parent or carer (previously known as Munchausen syndrome by proxy) is also considered physically abusive behavior (Bromfield, 2005; World Health Organization, 2006)."

In Section 6.2 on pages 26–7: "Emotional abuse (also called emotional maltreatment, psychological maltreatment or psychological abuse) refers to a parent or caregiver's inappropriate verbal or symbolic acts toward a child and/or a pattern of failure over time to provide a child with adequate non-physical nurture and emotional availability. Such acts of commission or omission have a high probability of damaging a child's self-esteem or social competence (Garbarino, Guttman, and Seeley, 1986; World Health Organization, 2006). According to Garbarino, et al. (1986), emotional maltreatment takes five main behavioral forms. Rejecting is whereby the adult refuses to acknowl-

edge the child's worth and the legitimacy of the child's needs. Isolating involves the adult cutting the child off from normal social experiences, preventing the child from forming friendships, and making the child believe that he or she is alone in the world. Terrorizing is that the adult verbally assaults the child, creating a climate of fear, bullying and frightening the child, and making the child believe that the world is capricious and hostile. Ignoring involves the adult deprives the child of essential stimulation and responsiveness, stifling emotional growth and intellectual development. Finally, corrupting involves the adult 'mis-socializing' the child, stimulating the child to engage in destructive antisocial behavior, reinforcing that deviance, and making the child unfit for normal social experience. However, some scholars classify emotionally neglectful behaviors, such as rejecting and ignoring, as a form of neglect. Obviously there is common conceptual ground between some types of emotional maltreatment and some types of neglect, which serves to illustrate that the different maltreatment or abuse subtypes are not always neatly demarcated."

In Section 6.3 on page 27: "Neglect refers to the failure by the parent or caregiver to provide a child, where they are in a position to do so, with the conditions that are culturally acceptable as being essential for their physical and emotional development and wellbeing (Broadbent and Bentley, 1997; World Health Organization, 2006). Neglectful behaviors can be divided into different sub-categories. Physical neglect is characterized by the parent's or caregiver's failure to provide basic physical necessities, such as safe, clean and adequate clothing, housing, food and health care. Emotional or psychological neglect is characterized by a lack of parents' or caregivers' warmth, nurturance, encouragement and support; it is noted here that emotional neglect is sometimes considered a form of emotional abuse or maltreatment. Educational neglect is characterized by a parent's or caregiver's failure to provide supportive educational opportunities for the child. Finally, environmental neglect is characterized by the parent's or caregiver's failure to ensure environmental safety, opportunities and resources (Dubowitz, Pitts, and Black, 2004)."

In Section 6.4 on pages 27-28: "Sexual abuse is complicated to define. Some behaviors are considered sexually abusive by almost everyone; for example the rape of an 11 years old child by a parent. Other behaviors are much more equivocal, at least among certain sociocultural groups, such as consensual sex between 19 years old and 15 years old individuals. To judge whether behaviors such as the latter example constitute abuse or not requires a sensitive understanding of a number of definitional issues specific to child sexual abuse. A general definition of child sexual abuse proposes that child sexual abuse involves "the use of a child for sexual gratification by an adult or significantly older child/adolescent" (Tomison, 1995). Similarly, Broadbent and Bentley (1997) define child sexual abuse as "any act which exposes a child to, or involves a child in, sexual processes beyond his or her understanding or contrary to accepted community standards". Sexually abusive behaviors can include the fondling of genitals, masturbation, oral sex, vaginal or anal penetration by a penis, finger or any other object, fondling of breasts, voyeurism, and exhibitionism and exposing the child to or involving the child in pornography (Bromfield, 2005; US National Research Council, 1993). Unlike the other abuse types, the definition of child sexual abuse varies depending on the relationship between the victim and the perpetrator. For example, any sexual behavior between a child and a member of his or her family, such as parent or uncle, would always be considered abusive, while sexual behavior between two adolescents may or may not be considered abusive, depending on whether the behavior was consensual, whether any coercion was present, or whether the relationship between the two young people was equal (Ryan, 1997)."

In Section 6.5 on pages 28-9: "There are additional forms of child maltreatment or abuse that have been identified by some researchers (e.g., Corby, 2006; Miller-Perrin and Perrin, 2007). They include fetal abuse, which involves behaviors by parent mothers that could endanger a fetus, such as the excessive use of tobacco, alcohol, or illicit drugs. Other suggested forms of child abuse include bullying or peer abuse, sibling abuse. One may argue that all these latter forms can indeed be reclassified under the major subtypes of child abuse outlined above. The same argument applies to the so-called institutional abuse (which involves the abuse that occurs in institutions such as foster homes, group homes, voluntary or charity organizations and child care centers) and organizational exploitation (e.g., child sex rings, child pornography, child prostitution), and state-sanctioned abuse. One of the examples given for state-sanctioned abuse is the so-called female genital mutila-

tion in parts of the world, which refers to the circumcision practice. This latter example is particularly controversial on cross-cultural grounds.”

“It is occasionally argued that to distinguish between the different subtypes of child abuse may be useful for better understanding and to identify them more thoroughly. However, others argue that such a distinction may be slightly misleading because the reality tells us that often there are no strong lines of demarcation between the different abuse subtypes, and that abuse subtypes seldom occur in isolation. The existing evidence shows that the majority of individuals with history of maltreatment report exposure to two or more subtypes (Arata, Langhinrichsen-Rohling, Bowers, and O’Farrill-Swails, 2005; Higgins and McCabe, 2000; Ney, Fung, and Wickett, 1994). In addition, some acts of violence against children involve multiple maltreatment subtypes. For example, an adult who sexually abuses a child may simultaneously hit them (i.e., physical abuse) and isolate or terrorize them (i.e., emotional abuse). Similarly, when parents subject their children to sexual or physical abuse, the emotional harm and betrayal of trust implicit in these acts can indeed be thought of as a form of emotional maltreatment.”

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Author details

Essam Al-Shail

Head Section, Paediatric Neurosurgery, Department of Neurosciences, King Faisal Specialist Hospital & Research Center, Riyadh, Saudi Arabia

Ahmed M. Hassan

Department of Mental Health, King Faisal Specialist Hospital & Research Center, Riyadh, Saudi Arabia

Abdullah Aldowaish

Department of Paediatrics, King Faisal Specialist Hospital & Research Center, Riyadh, Saudi Arabia

Hoda Kattan

Department of Paediatrics, King Faisal Specialist Hospital & Research Center, Riyadh, Saudi Arabia

References

[1] Price-Robertson R, Bromfield L. What is child abuse and neglect?. NCPC Resource Sheet No. 6. 2009:1–5.