The Multiple Indicator Cluster Survey (MICS) of Households: Findings from the Cross-National Child Caregiver Child Disciplinary Practices Surveillance System

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John D Fluke, Ph.D.
Associate Director for Systems Research and Evaluation, Kempe Center, University of Colorado School of Medicine

Katherine M. Casillas, Ph.D.
Director, Safe Care Colorado Kempe Center, University of Colorado School of Medicine
AMERICAN HUMANE
Protecting Children & Animals Since 1877

unicef

Chapin Hall at the University of Chicago
Overview

UNICEF: Multiple Indicator Cluster Surveys (MICS)

MICS3 child discipline module

Discipline subscales & prevalence
- Violent: Psychological, physical, and severe physical
- Belief in need for physical punishment
- Nonviolent

Risk & Protective Factors

Summary & Program Implications
UNICEF: History

Events leading up to the Convention on the Rights of the Child

1946: Post World War II

1952: Immunizations

1959: Declaration of the Rights of the Child

1961 / 1982 / 1987
• Education / Child survival and development / Poverty

• Rights of protection
• Rights of participation
• Rights of provision
UNICEF: Multiple Indicator Cluster Surveys (MICS)

The need for quality data
  • Monitor, develop policies and programs, and advocacy

MICS household survey program (1995)
  • National-level
  • All households
  • Complex Sample Cluster Design
  • National government organizations and UNICEF
  • 101 indicators

3 rounds completed, 4th in progress
UNICEF MICS 1-3: Countries Surveyed
15 years, 100 countries and 200 surveys

Monitoring the situation of children and women
MICS countries since 1995
UNICEF: History

*Events leading up to the Addition of the Child Discipline Module*

2002: landmark Special Session on Children


- ...to protect the child from all forms of physical or mental violence, injury or abuse, neglect or negligent treatment, maltreatment or exploitation, including sexual abuse
  ...
  ...by any caregiver
Defining child discipline

Child discipline is intended to teach self-control and acceptable behavior

• Judgment
• behavioral boundaries
• self-control
• self-sufficiency
• positive social conduct
3rd round of MICS (MICS3)

- Optional module
- Twelve Items
- Based on Parent-Child Conflict Tactics Scale (CTS-PC)
- Child selected at random (2 through 14 years)
- Discipline by any/all caregivers in the household
- Purpose: status and monitoring

4th Round Underway
UNICEF MICS3: Countries Analyzed (N = 162,127)

Central & Eastern Europe
• Albania, Azerbaijan, Belarus, Bosnia and Herzegovina, Georgia, Kazakhstan, Kyrgyzstan, Macedonia, Montenegro, Serbia, Tajikistan, & Ukraine

Latin America & The Caribbean
• Belize, Guyana, Jamaica, Suriname, & Trinidad and Tobago

• East Asia & The Pacific
  – Lao & Vietnam

• Middle East & North Africa
  – Algeria, Djibouti, Iraq, Syria, & Yemen

• West & Central Africa
  – Burkina Faso, Cameroon, Central African Republic, Côte d'Ivoire, Gambia, Ghana, Guinea-Bissau, Sierra Leone, & Togo
## Discipline subscales: Violent discipline subscales & Item prevalences

<table>
<thead>
<tr>
<th>Subscale</th>
<th>MICS Items</th>
<th>Mean</th>
<th>SE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Violent Discipline Subscales</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Psychological discipline</td>
<td>Shouted, yelled at, or screamed at him/her</td>
<td>.73</td>
<td>.01</td>
</tr>
<tr>
<td></td>
<td>Called him/her dumb, lazy, or another name like that</td>
<td>.22</td>
<td>.01</td>
</tr>
<tr>
<td>Physical discipline</td>
<td>Shook him/her</td>
<td>.35</td>
<td>.01</td>
</tr>
<tr>
<td></td>
<td>Spanked, hit or slapped him/her on the bottom with a bare hand</td>
<td>.27</td>
<td>.01</td>
</tr>
<tr>
<td></td>
<td>Hit him/her on the bottom or elsewhere on the body with something like a belt, hairbrush, stick or other hard object</td>
<td>.04</td>
<td>.01</td>
</tr>
<tr>
<td></td>
<td>Hit or slapped him/her on the hand, arm, or leg</td>
<td>.20</td>
<td>.01</td>
</tr>
<tr>
<td>Severe physical discipline</td>
<td>Hit or slapped him/her on the face, head or ears</td>
<td>.16</td>
<td>.01</td>
</tr>
<tr>
<td></td>
<td>Beat him/her up with an implement (Hit over and over as hard as one could)</td>
<td>.04</td>
<td>.01</td>
</tr>
</tbody>
</table>
## Discipline item:
**Attitude about need for physical punishment**

<table>
<thead>
<tr>
<th>Do you believe that in order to bring up (raise/educate) (target child) properly, you need to physically punish him/her?</th>
<th>Mean</th>
<th>SE</th>
</tr>
</thead>
<tbody>
<tr>
<td>.24</td>
<td>.01</td>
<td></td>
</tr>
</tbody>
</table>
## Discipline subscales: Discipline subscales & Subscale prevalences

<table>
<thead>
<tr>
<th>Subscale Description</th>
<th>Mean</th>
<th>SE</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>VIOLENT:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Psychological ONLY</td>
<td>.27</td>
<td>.01</td>
</tr>
<tr>
<td>Physical ONLY</td>
<td>.02</td>
<td>.00</td>
</tr>
<tr>
<td>BOTH Psychological and Physical</td>
<td>.46</td>
<td>.01</td>
</tr>
<tr>
<td>Severe Physical</td>
<td>.17</td>
<td>.01</td>
</tr>
<tr>
<td>TOTAL who use ANY form of violent discipline</td>
<td>.76</td>
<td>.01</td>
</tr>
<tr>
<td><strong>NONVIOLENT:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ONLY use nonviolent</td>
<td>.20</td>
<td>.01</td>
</tr>
<tr>
<td>Use nonviolent (as well as violent)</td>
<td>.93</td>
<td>.01</td>
</tr>
<tr>
<td>NONE: Use neither violent nor nonviolent discipline methods</td>
<td>.04</td>
<td>.01</td>
</tr>
</tbody>
</table>
Overall Percentage of Children Receiving Any Violent Discipline
Overall Percentage of Children Receiving Severe Violent (Physical) Discipline

- Kenya
- Belarus
- Kyrgyzstan
- Bosnia & Herzegovina
- Trinidad & Tobago
- Montenegro
- Serbia
- Belize
- Lao
- Jamaica
- Albania
- Suriname
- Vietnam
- Ghana
- Macedonia
- Guyana
- Azerbaijan
- Tajikistan
- Burkina Faso
- Georgia
- Djibouti
- Cote d’Ivoire
- Gambia
- Syria
- Sierra Leone
- Algeria
- Togo
- Cameroon
- Guinea-Bissau
- Iraq
- Central African Republic
- Yemen

Any Severe Physical Punishment
Overall Percentage of Children Receiving ONLY or ANY Nonviolent Discipline
Risk & Protective Factors
Risk & Protective Factors

LOW SES & LACK OF RESOURCES
- Family wealth
- Family & Primary caregiver education
- Number of household members

CHILD CHARACTERISTICS
- Child gender
- Child age

• ATTITUDES ABOUT VIOLENCE
  - Belief in need for physical discipline
  - Maternal attitudes towards domestic violence

• CAREGIVER BEHAVIORS
  - Children’s & non-children’s books
  - Educational & play activities
  - Non-adult care
Low SES & Lack of Resources

- Family Wealth
- Family Education
- Child Labor
- Number of Household Members
Family Wealth

Definition

- Wealthiest 40 percent & Poorest 60 percent
- Relative not absolute wealth is measured

More violent discipline in poorest 60% (N=30 countries)

![Bar chart showing wealth distribution with 70% in wealthiest 40% and 77% in poorest 60%.]
Family wealth (N=30): More violent discipline in poorest 60%
Family Education

Definition: None or Primary; Secondary; Higher

Least violent discipline in households with “higher” education (N=26)
Child Labor

Definition:
◦ 5-11 years: 1 hour of economic work or 28 hours of domestic work per week
◦ 12-14 years: 14 hours of economic work or 28 hours of domestic work per week

More violent discipline when child involved in labor

No Labor

Children in Child Labour

N=6
Number of Household Members

Definition: 1-3, 4-5, 6 +

More violent discipline in largest households (N=33)
Child characteristics

Child gender
Child age
Child Gender

More violent discipline against boys (N=33)

- Female: 72%
- Male: 78%

N=16
Child Age

Definition: 2-4, 5-9, 10-14

More violent discipline against 5-9 year olds (N=33)

- 2-4 years: 77%
- 5-9 years: 83%
- 10-14 years: 79%

N=18
Attitudes about violence

Belief in need for violent discipline
Maternal attitudes towards domestic violence
Endorsement of Belief that Physical Punishment is Necessary and Any Physical Discipline

Definition: Belief in need for physical punishment

More physical discipline in households that endorse use of physical discipline (N=33)

N=30

No: 53%
Yes: 83%
CD13: Do you believe need to physically punish in order to raise child properly?
Maternal justification of domestic violence and Any Physical Discipline

Definition: Justification of use of domestic violence (Yes/no: endorsed 1+ items)

More physical discipline when mother justifies use of domestic violence (N=27)

None: 52%
1+ Justifications Endorsed: 63%

N=12
Caregiver behaviors

Children’s & non-children’s books
Educational & play activities
Non-adult care
Children’s & Non-children’s Books

Definition (Under 5):
• Children’s (up to 10) + Non-children’s (Up to 10)

Mixed results with Any violent discipline

Less *Severe* violent discipline in households with more books (N=10)

N=4

<table>
<thead>
<tr>
<th>Violent Discipline</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>19%</td>
</tr>
<tr>
<td>1-10</td>
<td>19%</td>
</tr>
<tr>
<td>11+</td>
<td>10%</td>
</tr>
</tbody>
</table>
Books by SEVERE violent discipline (N=10):
Less SEVERE violent discipline in households with more books

Books by ACTIVE NONVIOLENT discipline (N=18):
More ACTIVE NON-VIOLENT discipline in households with more books
Educational & play activities

Definition (Under 5):
• Educational activities + Play + Toys
• 3-8, 9-15, 16+

Less violent discipline with caregivers who engage in more activities (N=20)
Non-adult Care
Definition: Left with a child or alone (Under 5)

More violent discipline in households where children are left in non-adult care (N=24)

- Never left without adult supervision: 64%
- Left 1+ times without adult supervision: 79%

N=5
Summary & Program implications

Widespread use of violent discipline

Need to combat simultaneously against all forms of violent discipline (Physical and psychological)

A lack of knowledge of alternative parenting methods?

Planning for future prevention approaches
Contact Information

John Fluke:

John.Fluke@ucdenver.edu