



WP3 REPORT SCHOOL DROPPED-OUT CHILDREN

BALKAN EPIDEMIOLOGICAL STUDY ON CHILD ABUSE AND NEGLECT
FP7 RESEARCH [HEALTH-F2-2009-223478]

BECAN Survey on Child Abuse and Neglect (CAN) in a sample of children who have dropped-out of school in TURKEY

INTRODUCTION

The Project “Balkan Epidemiological Study on Child Abuse and Neglect” (B.E.C.A.N.) run from September 2009 until January 2013 in 9 Balkan countries and was co-funded by the EU’s 7th Framework Programme for Research and Innovation (FP7/2007-2013)¹ and the participating partner Organizations. The project’s coordinator was the Institute of Child Health, Department of Mental Health and Social Welfare, Centre for the Study and Prevention of Child Abuse and Neglect (ICH-MHSW), in Athens (Greece), while the national coordinators for each of the participating countries were the following Organizations:

- Children's Human Rights Centre of Albania (Albania)
- Department of Medical Social Sciences, South-West University "Neofit Rilski" (Bulgaria)
- Faculty of Political Sciences, University of Sarajevo (Bosnia & Herzegovina)
- Department of Social Work, Faculty of Law, University of Zagreb (Croatia)
- University Clinic of Psychiatry, University of Skopje (F.Y.R. of Macedonia)
- Social Work Department, Faculty of Sociology and Social Work, Babes-Bolyai University (Romania)
- Faculty for Special Education and Rehabilitation, University of Belgrade (Serbia)
- Association of Emergency Ambulance Physicians (Turkey)

The project’s evaluation was conducted by Istituto degli Innocenti (Italy) and the project’s external scientific supervision was undertaken by Prof. Kevin Browne, Head of the W.H.O. Collaborating Centre for Child Care and Protection (United Kingdom) and Chair of Forensic Psychology and Child Health, Institute of Work, Health & Organisations, University of Nottingham.

The BECAN project included the design and realization of an **Epidemiological field survey** and a **Case-Based Surveillance study** in 9 Balkan countries (Albania, Bosnia & Herzegovina, Bulgaria, Croatia, F.Y.R. of Macedonia, Greece, Romania, Serbia and Turkey).

The 9 Epidemiological Surveys that were conducted aimed at investigating the prevalence and incidence of child abuse and neglect (CAN) in representative randomized samples of the general population of pupils attending three grades (the grades attended mainly by children 11, 13 and 16 year-olds). In addition, supplementary surveys were conducted to convenience samples of children that have dropped-out of school in countries where the drop-out rates are high for producing estimates of respectful CAN indicators at

¹ Grant Agreement No: HEALTH-F2-2009-223478.

national level. Data were collected by two sources, namely by matched pairs of children and their parents, by using two of the ICAST Questionnaires (the ICAST-CH and the ICAST-P) modified for the purposes of the BECAN project.

The Case-Based Surveillance Study (CBSS) aimed at identifying CAN incidence rates based on already existing data extracted from the archives of agencies involved in the handling of CAN cases (such as child protection, health, judicial and police-services and NGOs) in the same geographical areas and for the same time period as the epidemiological field survey. The collected data were related to the characteristics of individual cases such as child, incident, perpetrator(s), caregiver(s), and information concerning the family. At the same time, the CBSS targeted to map the existing surveillance mechanisms, where available, and to outline the characteristics of the surveillance practices in each participating country. Moreover, comparison at national level between inductance rates of CAN as found in field survey in one hand and in case based surveillance study on the other would produce evidence based estimates of the instantiation of the “iceberg” phenomenon regarding CAN, viz. that actual rates of the phenomenon are substantially higher than the number of cases actually known or provided for by services in the participant countries.

In addition, in the context of the BECAN Project were built National Networks of agencies (governmental and non-governmental) working in the fields of child protection from the areas of welfare, health, justice, education, and public order. In total, 9 National Networks were developed in the participating countries, having more than 430 agencies-members. Last but not least, a wide range of dissemination activities were conducted which included the organization of National Conferences and one International Conference, scientific papers, announcements to scientific conferences and meetings, publications in press/media, publication of Reports, etc (more information about the project’s activities can be found at the project’s website: www.becan.eu).

Finally, BECAN aimed to include all aforementioned outcomes in terms of evidence produced, experience gained and networking of resources into comprehensive consolidated reports at national and Balkan level that could facilitate evidence based social policy design and implementation for improving child protection services and overall provisos.

The current Report describes in detail the methodology and the main results of the epidemiological survey conducted in izmir, Turkey for drop out children of 11, 13 and 16 years old that were reached via convenience sampling.

A. GENERAL INFORMATION

The Timeline of the National Survey

In our national survey, data collection process took place between January – May 2012. Data was collected in Izmir.

The Research Team

The research team of Association of Emergency Ambulance Physicians in BECAN Project is listed below:

- Zeynep Sofuoglu, MD, PhD – Scientific Coordinator, Organization of the Survey
- Turhan Sofuoglu, MD – National Coordinator, Organization of the Survey
- Ismail Umit Bal, MD – Field Coordinator, Organization of the Survey
- Fulya Aydin, MA - Clinical Psychologist,
- Sinem Cankardes, MA – Clinical Health Psychologist,
- Birsu Kandemirci, BA – Psychologist
- Gulsah Kutmen -Sociologist

The research team also consisted of:

- 3 medical doctors
- 1 sociologist
- 3 psychologist

Total of 7 researchers have worked in data collection process.

B. ORGANIZATION OF THE STUDY

1. Permission(s)

In permission process of drop out study, no official permission was obtained. The design of the study was convenience sampling and therefore the permissions were obtained via applying to each center that was available for data collection. Meetings were arranged with the directories of the related centers and the aim of the study were explained. In addition, the official permission obtained for the main epidemiological study was also presented to these directories to increase the reliability of the study. The permissions were obtained from each directory verbally. No written material was used for obtaining these permissions.

Ethical Clearance of the Research

For the ethical approval of the research, application was made to Tepecik Training and Research Hospital's Ethical Committee. Application document included the importance of research, the procedure of research and the questionnaires for children and parents. The document was sent to Ethical Committee in 24.11.2011 and after their evaluation; the research had been approved in 29.11.2011.

2. Field Researchers' Training

We arrange training for WP3. This training is explained in Chapter B Part 2 of WP3 Survey Report (Sofuoglu, Kandemirci and Aydin, 2012).

3. Other organizational aspects

There are no other organizational aspects.

C. METHODOLOGY

1. Sample

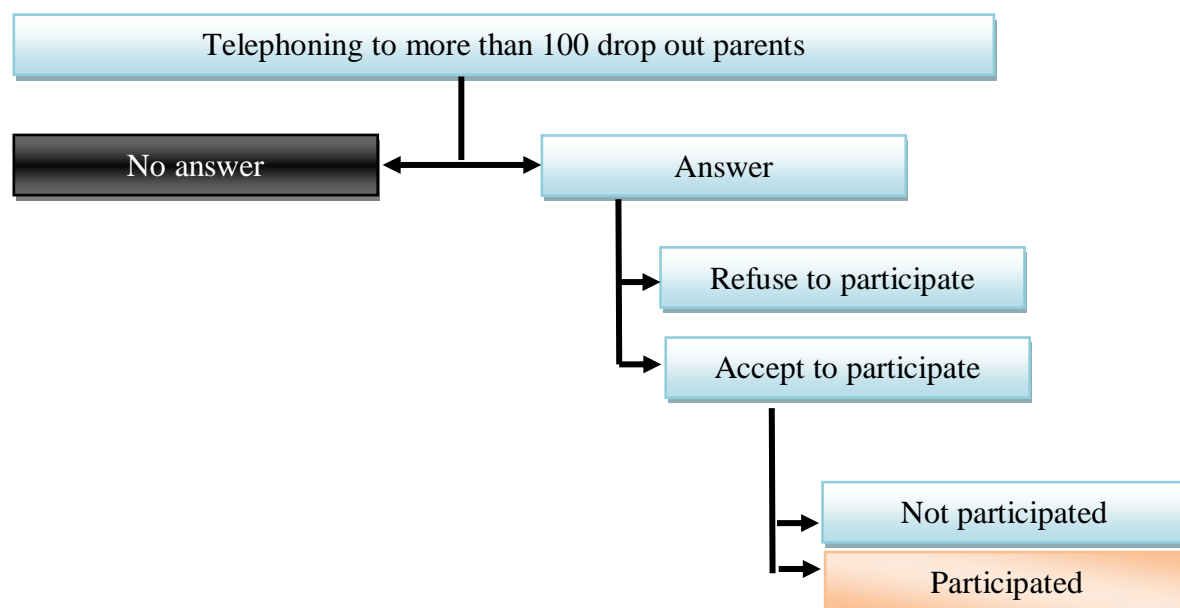
The numbers of drop out students for Turkey represents the numbers from five cities in Turkey. Sample consists of 2% of population. Since we couldn't obtain permission for these cities (except Izmir), we changed our plans to conduct the main epidemiological study in three cities: Izmir, Zonguldak and Denizli (3%). However, we couldn't obtain drop-out numbers for Zonguldak and Denizli. However we collected drop out data only in Izmir, we tried to reach the initial sample numbers of five cities. Population and sample numbers shown in Table 1.

Table 1. Drop Out Population and Sample Table	11 years old	13 years old	16 years old
Number of children identified	386	680	13.083
Number of children (2%) for Sample	8	14	260
Number of ICAST-CH completed	10	20	241
Number of ICAST-P completed	1	4	42
Method of data collection	Interview for 11- and-13-year olds and self-completion for the 16-year olds		
Place of data collection	Schools, Apprenticeship schools, Public Training Centers Center of family consulting		

Recruitment of 11 and 13 Years Old Drop Out Children and Their Parents:

As 8 years education is compulsory in Turkey, it was highly difficult to conduct a survey like this especially for children aged 11 and 13. The names and telephone numbers of dropped out children given by school principals. We telephoned to more than 100 drop out children's parents. The parents rarely respond when we invite them to the schools. (Figure1). So we decided to organize a party for the (garbage collecting) street children we invited them in a place belongs to municipality, they know well this place. The children enjoyed and we collected data by face to face interviewing. ICAST-P collected only from parents who participated to school invitation and accepted to participate for data collecting.

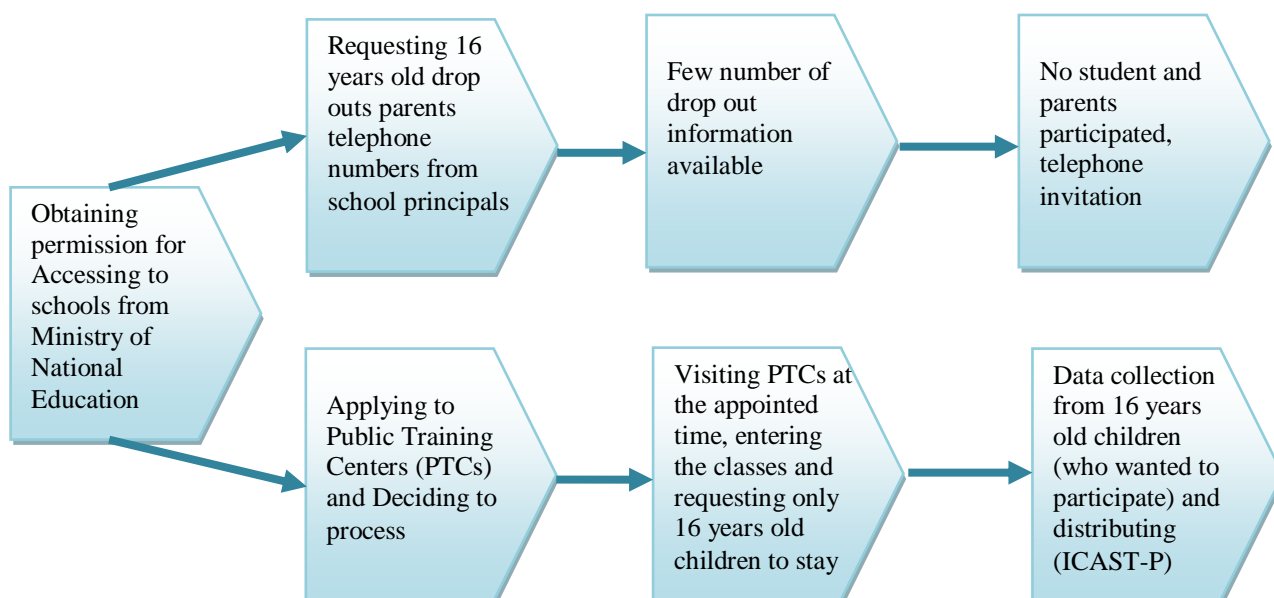
Figure 1, Recruitment Process of 11-13 Years Old Drop Out Children and their Parents' to Schools for BECAN Survey



We couldn't find participants from schools (neither normal nor vocational) for 16 years old drop out children so we followed a different process for them. We visited Public Training Centers (PTC) that work under Ministry of National Education Department of Apprenticeship and Non-Formal Education. Drop outs age of 14 and up generally work or attend to courses in PTCs. Most of the PTC principles accepted our request to make BECAN survey, so we revisited at the appointed time as shown Figure 2. In this regard, total of four public training centers, one open high school and one consulting center were visited for data collection. The departments visited in public education centers were hairdressing, accounting and computer.

BECAN researchers entered every classroom as couples. They requested only 16 years old children to stay in the classroom than they explained the survey. The participants decided to participate on their own. Then ICAST-P envelopes distributed.

Figure 2, Recruitment Process of 16 Years Old Drop Out Children and Their Parents to BECAN Survey



As a result of convenience sampling data collection, age gender distribution of the drop out students are outlined in Table 1.

Table 1. Gender and age distributions of drop out students

	Gender								
	Girl			Boy			Total		
	N	% within gender	% within age_group	N	% within gender	% within age_group	N	% within gender	% within age_group
Age group 11	7	5,5%	70,0%	3	2,1%	30,0%	10	3,7%	100,0%
13	6	4,7%	30,0%	14	9,8%	70,0%	20	7,4%	100,0%
16	115	89,8%	47,7%	126	88,1%	52,3%	241	88,9%	100,0%
Total	128	100,0%	47,2%	143	100,0%	52,8%	271	100,0%	100,0%

In this study, total of 271 students were participated in this study. Approximately half of the children were female (N=128, 47,2 %). 11-13 age group had a smaller size that consisted of 30 students in total.

The largest sample consisted of 16 year old group for the fact that education in high school was not obligatory in Turkish Educational System. Boys in this age group (N= 126, 47,7 %) were slightly higher than girls (N=115, 52,3%).

2. Response rates

We were unable to invite children and their parents whose telephone numbers were wrong or not accessible.

We tried to reach our initial sample. As we couldn't estimate how many of the invited children and parents will participate, so our respondent number is bigger than expected for 11 and 13 years old drop out children.

The possible reasons for state of non- response were; (we must take into consideration that, the parents did not know why we invited them)

- It's compulsory to attend to schools for ages 11 and 13, so parents who don't provide training for these ages amerceable by the law. So parents may not want to participate
- Some of the parents let their children unofficially work
- Because they are neglecting their children (so they do not take into account a person who invites them to their children's school)
- Some parents are afraid of filling questionnaires because they may think to lose their green card (government give this card to poor people for obtaining them free health services) or other poor people privileges like this.

3. Research Tools

We didn't make any modifications of ICAST-CH and ICAST-P for the drop out survey. The research tools are explained in Chapter 3 Part 3 of WP3 Survey Report.

4. Data Collection & Fieldwork process

The data collection process was changed according to the agency type we applied for each age group. For younger children, the families were telephoned and the meetings were arranged at family consulting center. They were informed about the process of the study and were invited to the center. They accepted to send their children; however, they gave different answer for their own participation. Most of them did not want participate by giving reasons of their own works at home.

The older group was invited to study via directors of public education centers. They were not invited to study individually by coordinators. The study was explained to directories and teachers of classes via face to face meetings at centers. After they accepted to participate, Researchers visited the classes and explained the study to students, then an appropriate time was arranged with the directory to visit the school again.

In days of data collection, all materials were prepared according to number of students and parents in each day and the researchers went to related centers. 11 year old children were interviewed individually in rooms of centers, while older children were administered the questionnaire on their own in the class setting. Therefore, the researchers worked individually for the interviews in the rooms with interview card format and they worked as pairs in class setting for older children with questionnaires.

In the end of each data collection day, supervision meetings were held for technical issues and for sometimes the emotional burden of interacting with children.

5. Ethical considerations related to the fieldwork process

In ethical considerations of the study, privacy, anonymity and confidentiality of data were significant that children's were carefully informed about the procedure of the study for not writing their names on any page of the questionnaire. In the interviews, no researcher has recorded the name of the children for their privacy.

The data collection was conducted in centers rather than home setting for researchers' safety. The centers were safer for the fact that researchers were in a group and the settings included directories.

The children were carefully informed about their right to withdraw and no problem was experienced about this condition. They were additionally informed about contacting the coordinators of the study for the issues related to themselves and the study aspects after the data was collected.

Each material was preserved in special cartoons for data privacy. They were counted and reporting forms were checked again. They were kept in the association with other materials of study.

In case management of the study, no student was reported an open call for help and therefore they were not reported to any agency of child abuse.

D. RESULTS

The demographic characteristics of the sample, prevalence and incidence rates of CAN according to abuse types and additional analysis of their feelings of spending time with their family and feeling of safe at home were analyzed and described below.

Demographic Characteristics

The school fluctuation years of drop out students are presented in Table 2. The students reported that approximately half of the students were not fluctuated in the school before (N=129, 48,68%). The fluctuation years were ranged between 1 to 4 years. Highest ratios were 1 and 2 years of fluctuation with rates of 48,53 % and 47,79, respectively.

Table 2. School-fluctuation years of drop-out students

Have you ever flunked a year at school?	N	%
NO	129	48,7
YES	136	51,3
Total	265	100,0
Missing	6	2,3
(If yes) Flunked years		
1	66	48,5
2	65	47,8
3	4	2,9
4	1	0,7
Total	136	100,0
Missing	0	0,0

Table 3 represents the marital status of their parents. In marital status of the parents, 77, 1 % of them were reported as married (N= 205) that followed 15,0 %of divorced parents (N=40).

Table 3. Marital status of the parents

	N	%
Married	205	77,1
Divorced/Separated	40	15,0
Never married	3	1,1
One parent is not living anymore	14	5,3
Both parents are not living anymore	0	0,0
Don't want to answer (final)	4	1,5
Don't know (final)	0	0,0
Total	266	100,0
Missing	5	1,8

Table 4 is presented below that describes the educational status of parents. Educational level of mothers and fathers were mostly recorded as graduation from primary

school (41,48% and 32,8%, respectively). High school was also second mostly recorded educational level of mothers (19,25 %) and father (23,6%).

Table 4. Educational status of the parents

	Mother		Father	
	N	%	N	%
Hasn't gone to school	28	10,37	8	3,2
Some grades of Primary school	18	6,66	15	6
Primary school	112	41,48	82	32,8
Middle school	42	15,55	55	22
High School / Lyceum	52	19,25	59	23,6
Vocational / Technical school	0	0	3	1,2
University	13	4,81	19	7,6
Post graduate studies (Masters, Doctorate)	0	0	1	0,4
Don't know (final)	5	1,85	8	3,2
Total	270	100	250	100
Missing	1	21	21	7,75

In Table 5, the characteristics of the people living together were outlined.

Children reported that they were mostly living with their mothers (N= 225 , 83,96%) and their fathers (N=195 , 72,76 %). In sibling distribution, 44,03 % of the participants had at least one brother (N=118) and 33,96 % of them had at least one sister (N=91). Total of 18 of participants (6,72%) have reported that they were living with other relatives.

Table 5. The characteristics of the people living together at home

	YES		NO		Total		Missing	
	N	%	N	%	N	%	N	%
father	195	72,76	73	27,24	268	100,00	3	1,11
mother	225	83,96	43	16,04	268	100,00	3	1,11
stepfather (mother's spouse)	3	1,12	265	98,88	268	100,00	3	1,11
stepmother (father's spouse)	4	1,49	264	98,51	268	100,00	3	1,11
grandfather	12	4,48	256	95,52	268	100,00	3	1,11
grandmother	21	7,84	247	92,16	268	100,00	3	1,11
male sibling(s) (at least 1 brother)	118	44,03	150	55,97	268	100,00	3	1,11
female sibling(s) (at least 1 sister)	91	33,96	177	66,04	268	100,00	3	1,11
other relatives	18	6,72	250	93,28	268	100,00	3	1,11
AUNT	5	27,78						
UNCLE	7	38,89						
COUSIN	3	16,67						
AUNT IN LAW	2	11,11						
NEPHEW / NIECE	1	5,56						
BROTHER IN LAW	1	5,56						

Prevalence and Incidence of CAN

The prevalence and incidence rates of psychological abuse items are presented in the Table 6. In this table, the three items that were answered as experienced in any time of childrens' life were as follows:

The first item with highest prevalence rate of all psychological abuse questions was "Shouted, yelled or screamed at you?" (42,86%). This item had the incidence rate of 31,58%.

The second mostly reported experienced item was "Insulted you by calling you dumb" (42,75%) with incidence rate of 30,86%.

The third item with higher prevalence was “Refused to speak to you (ignored you)? ” (42,26%) that occurred with the incidence rate of 33,58% in the past year.

Table 6. Psychological abuse items prevalence and incidence rates

%	Never	Yes (either in the past year or before)							Don't want to answer	Total	Missing	Prevalence	Incidence
		Before the last 12 months	1-2 times (once or twice a year)	3-5 times (several times a year)	6-12 times (monthly or bimonthly)	13-50 times (several times a month)	> 50 times (once a week or more often)	Missing					
Shouted, yelled, or screamed at you	51,88	6,02	9,02	7,52	4,14	3,76	7,14	5,26	5,26	100,00	1,85	42,86	31,58
Insulted you by calling you dumb, lazy or other names like	52,79	8,18	6,69	10,04	2,97	6,32	4,83	3,72	4,46	100,00	0,74	42,75	30,86
Cursed you?	52,45	8,30	7,55	7,17	3,40	4,53	5,28	4,53	6,79	100,00	2,21	40,75	27,92
Refused to speak to you (ignored you)?	53,58	4,15	9,06	8,68	3,77	6,42	5,66	4,53	4,15	100,00	2,21	42,26	33,58
Blamed you for his/her bad mood?	53,97	5,95	10,32	7,54	3,97	5,16	4,37	4,37	4,37	100,00	1,95	41,67	31,35
Read your diary, your SMS or e-mail	63,06	5,60	9,33	5,22	0,75	3,36	5,97	2,61	4,10	100,00	1,11	32,84	24,63
Went through your bag, drawers, pockets	67,04	3,33	7,41	5,56	1,48	4,44	4,81	2,96	2,96	100,00	0,37	30,00	23,70
Compared you to other children in a	58,21	8,58	8,58	5,22	2,61	2,61	5,97	2,61	5,97	100,00	1,11	36,19	25,00
Ashamed or embarrassed you intentionally	67,42	6,37	7,87	3,75	0,75	3,00	3,75	2,62	4,49	100,00	1,48	28,09	19,10
Said that they wished you were dead	69,66	2,25	4,12	7,12	2,25	1,87	5,62	3,00	4,12	100,00	1,48	26,22	20,97
Threatened to leave you or abandon you?	78,89	2,59	3,70	2,59	2,59	1,85	2,59	1,48	3,70	100,00	0,37	17,41	13,33
Threatened to kick you out of house	81,72	4,85	3,73	1,87	0,37	1,49	1,87	1,87	2,24	100,00	1,11	16,04	9,33
Locked you out of the home?	84,13	3,32	4,43	1,85	0,37	0,74	1,48	1,48	2,21	100,00	0,00	13,65	8,86
Threatened to invoke ghosts or evil spirits	83,14	3,92	1,96	2,35	0,39	1,57	0,39	3,53	2,75	100,00	0,78	14,12	6,67
Threatened to hurt or kill you?	85,56	1,48	2,96	2,59	0,74	0,37	1,85	1,85	2,59	100,00	0,37	11,85	8,52
Did not get enough to eat (went hungry)	91,82	1,49	0,74	0,00	0,00	0,00	0,74	0,74	4,46	100,00	0,74	3,72	1,49
Have to wear clothes that were dirty	94,05	0,00	1,49	0,00	0,00	0,00	0,37	0,74	3,35	100,00	0,74	2,60	1,86
Locked you up in a small place or in a	90,98	1,13	1,50	0,38	0,75	0,38	0,38	2,63	1,88	100,00	1,85	7,14	3,38
Threatened you with a knife or a gun?	82,64	2,64	4,15	2,26	0,38	2,26	0,75	3,02	1,89	100,00	2,21	15,47	9,81

N	Never	Yes (either in the past year or before)							Don't want to answer	Total	Missing	Prevalence	Incidence
		Before the last 12 months	1-2 times (once or twice a year)	3-5 times (several times a year)	6-12 times (monthly or bimonthly)	13-50 times (several times a month)	> 50 times (once a week or more often)	Missing					
Shouted, yelled, or screamed at you very loud and aggressive	138	16	24	20	11	10	19	14	14	266	5	114	84
Insulted you by calling you dumb, lazy or other names like	142	22	18	27	8	17	13	10	12	269	2	115	83
Cursed you?	139	22	20	19	9	12	14	12	18	265	6	108	74
Refused to speak to you (ignored you)?	142	11	24	23	10	17	15	12	11	265	6	112	89
Blamed you for his/her bad mood?	136	15	26	19	10	13	11	11	11	252	5	105	79
Read your diary, your SMS or e-mail messages without your	169	15	25	14	2	9	16	7	11	268	3	88	66
Went through your bag, drawers, pockets etc. without your	181	9	20	15	4	12	13	8	8	270	1	81	64
Compared you to other children in a way that you felt humili	156	23	23	14	7	7	16	7	15	268	3	97	67
Ashamed or embarrassed you intentionally in front of other	180	17	21	10	2	8	10	7	12	267	4	75	51
Said that they wished you were dead or had never been bo	186	6	11	19	6	5	15	8	11	267	4	70	56
Threatened to leave you or abandon you?	213	7	10	7	7	5	7	4	10	270	1	47	36
Threatened to kick you out of house or send you away?	219	13	10	5	1	4	5	5	6	268	3	43	25
Locked you out of the home?	228	9	12	5	1	2	4	4	6	271	0	37	24
Threatened to invoke ghosts or evil spirits, or harmful peop	212	10	5	6	1	4	1	9	7	255	2	36	17
Threatened to hurt or kill you?	231	4	8	7	2	1	5	5	7	270	1	32	23
Did not get enough to eat (went hungry) and/or drink (were	247	4	2	0	0	0	2	2	12	269	2	10	4
Have to wear clothes that were dirty, torn, or inappropriate	253	0	4	0	0	0	1	2	9	269	2	7	5
Locked you up in a small place or in a dark room?	242	3	4	1	2	1	1	7	5	266	5	19	9
Threatened you with a knife or a gun?	219	7	11	6	1	6	2	8	5	265	6	41	26

In Table 7, the prevalence and incidence rates of physical abuse for drop-out students were presented. The three items with highest prevalence rates were “Roughly twisted your ear?” (40,38%), “Slapped you?” (40,15%) and “Pinched you roughly?” (36,74%). The incidence rates were 23,11%, 19,62% and 25,76% respectively.

Table 7. Physical abuse items prevalence and incidence rates

%	Never	Yes (either in the past year or before)							Don't want to answer	Total	Missing	Prevalence	Incidence
		Before the last 12 months	1-2 times (once or twice a year)	3-5 times (several times a year)	6-12 times (monthly or bimonthly)	13-50 times (several times a month)	> 50 times (once a week or more often)	Missing					
Pushed or kicked you?	74,62	4,55	4,92	2,65	0,76	1,52	3,03	4,17	3,79	100,00	2,58	21,59	12,88
Grabbed you by your clothes or s	73,31	5,64	6,02	3,01	1,13	2,63	2,26	3,01	3,01	100,00	1,85	23,68	15,04
Slapped you?	56,44	11,36	10,98	7,95	0,76	4,17	1,89	3,03	3,41	100,00	2,58	40,15	25,76
Hit you on head with knuckle or t	60,92	7,28	7,28	7,28	2,30	3,45	1,92	4,98	4,60	100,00	3,69	34,48	22,22
Spanked you on the bottom with	87,36	0,00	0,00	1,15	0,38	1,15	2,30	4,21	3,45	100,00	3,69	9,20	4,98
Hit you on the buttocks with an o	81,06	3,41	3,03	3,03	0,76	2,27	1,14	3,03	2,27	100,00	2,58	16,67	10,23
Hit you elsewhere (not buttocks)	83,02	1,13	3,40	2,26	0,75	2,64	1,13	3,02	2,64	100,00	2,21	14,34	10,19
Hit you over and over again with	74,44	6,77	3,76	3,01	1,13	2,63	1,50	2,26	4,51	100,00	1,85	21,05	12,03
Choked you or smothered you (p	90,98	0,00	1,88	0,00	1,13	0,38	0,75	2,63	2,26	100,00	1,85	6,77	4,14
Intentionally burned or scalded y	95,86	0,00	0,38	0,38	0,38	0,00	0,00	1,13	1,88	100,00	1,85	2,26	1,13
Put chilli pepper, hot pepper, or s	87,55	1,61	2,41	0,80	0,00	1,61	0,40	3,61	2,01	100,00	3,11	10,44	5,22
Tied you up or tied you to somet	94,44	0,00	0,00	0,37	0,37	0,00	0,37	2,59	1,85	100,00	0,37	3,70	1,11
Roughly twisted your ear?	55,47	17,36	8,68	5,28	1,13	2,64	1,89	3,40	4,15	100,00	2,21	40,38	19,62
Pulled your hair?	66,03	9,16	8,78	2,67	1,53	2,29	1,91	4,58	3,05	100,00	3,32	30,92	17,18
Pinched you roughly?	59,85	10,61	8,71	5,30	2,27	3,03	3,79	3,03	3,41	100,00	2,58	36,74	23,11
Forced you to hold a position tha	90,11	0,00	0,00	0,76	0,76	1,52	0,00	3,80	3,04	100,00	2,95	6,84	3,04

N item	Never	Yes (either in the past year or before)							Don't want to answer	Total	Missing	Prevalence	Incidence
		Before the last 12 months	1-2 times (once or twice a year)	3-5 times (several times a year)	6-12 times (monthly or bimonthly)	13-50 times (several times a)	> 50 times (once a week or more)	Missing					
Pushed or kicked you?	197	12	13	7	2	4	8	11	10	264	7	57	34
Grabbed you by your clothes or s	195	15	16	8	3	7	6	8	8	266	5	63	40
Slapped you?	149	30	29	21	2	11	5	8	9	264	7	106	68
Hit you on head with knuckle or b	159	19	19	19	6	9	5	13	12	261	10	90	58
Spanked you on the bottom with	228	0	0	3	1	3	6	11	9	261	10	24	13
Hit you on the buttocks with an o	214	9	8	8	2	6	3	8	6	264	7	44	27
Hit you elsewhere (not buttocks)	220	3	9	6	2	7	3	8	7	265	6	38	27
Hit you over and over again with	198	18	10	8	3	7	4	6	12	266	5	56	32
Choked you or smothered you (p	242	0	5	0	3	1	2	7	6	266	5	18	11
Intentionally burned or scalded y	255	0	1	1	1	0	0	3	5	266	5	6	3
Put chilli pepper, hot pepper, or s	218	4	6	2	0	4	1	9	5	249	8	26	13
Tied you up or tied you to some	255	0	0	1	1	0	1	7	5	270	1	10	3
Roughly twisted your ear?	147	46	23	14	3	7	5	9	11	265	6	107	52
Pulled your hair?	173	24	23	7	4	6	5	12	8	262	9	81	45
Pinched you roughly?	158	28	23	14	6	8	10	8	9	264	7	97	61
Forced you to hold a position tha	237	0	0	2	2	4	0	10	8	263	8	18	8

Table 8 consists of prevalence and incidence rates of neglect items. In this table, the highest rate of prevalence was “Felt that you were unimportant” (41,42%) and its incidence rate was 36,19%.

Table 8. Neglect items prevalence and incidence rates

%	Never	Yes (either in the past year or before)							Don't want to answer	Total	Missing	Prevalence	Incidence
		Before the last 12 months	1-2 times (once or twice a	3-5 times (several times a year)	6-12 times (monthly or bimonthly)	13-50 times (several times a	> 50 times (once a week or	Missing					
You did not feel cared for?	58,96	4,85	7,46	8,21	1,87	4,10	8,58	1,12	4,85	100,00	1,11	36,19	30,22
Felt that you were not import	53,73	4,10	6,72	10,45	2,99	7,46	8,58	1,12	4,85	100,00	1,11	41,42	36,19
Felt that there was never any	58,74	4,83	7,43	8,55	3,35	5,20	7,06	0,74	4,09	100,00	0,74	37,17	31,60

N	Never	Yes (either in the past year or before)							Don't want to answer	Total	Missing	Prevalence	Incidence
		Before the last 12 months	1-2 times (once or twice a	3-5 times (several times a year)	6-12 times (monthly or bimonthly)	13-50 times (several times a	> 50 times (once a week or	Missing					
You did not feel cared for?	158	13	20	22	5	11	23	3	13	268	3	97	81
Felt that you were not import	144	11	18	28	8	20	23	3	13	268	3	111	97
Felt that there was never any	158	13	20	23	9	14	19	2	11	269	2	100	85

Table 9 indicates the positive parenting behaviour that are not abusive or violating the child. In this table, mostly preferred positive parenting behaviour according to children’s reports were “Explained you why something was wrong?” (74,79%), “Gave you an award for behaving well?” (68,05%) and “Told you to stop or begin something?” (57,48). The incidence rates were also higher for these items that were 65,02%, 59,02% and 45,28, respectively.

Table 9. Positive parenting items prevalence and incidence

%	Never	Yes (either in the past year or before)							Don't want to answer	Total	Missing	Prevalence	Incidence
		Before the last 12 months	1-2 times (once or twice a	3-5 times (several times a year)	6-12 times (monthly or bimonthly)	13-50 times (several times a	> 50 times (once a week or	Missing					
Told you to start or stop doin	38,98	7,87	9,06	7,09	5,91	9,84	13,39	4,33	3,54	100,00	1,17	57,48	45,28
Explained you why something	18,63	3,42	14,07	14,45	5,32	12,93	18,25	6,46	6,46	100,00	2,95	74,90	65,02
Gave you an award for beha	25,56	3,76	15,79	13,91	7,14	14,66	7,52	5,26	6,39	100,00	1,85	68,05	59,02
Gave you something else to	51,59	2,38	8,33	5,95	6,35	5,16	8,73	4,76	6,75	100,00	1,95	41,67	34,52
Took away your pocket mone	72,01	3,36	5,22	3,73	0,75	2,99	2,24	4,48	5,22	100,00	1,11	22,76	14,93
Forbade you something that	60,45	4,85	9,70	6,34	4,10	3,73	2,61	2,99	5,22	100,00	1,11	34,33	26,49
Forbade you to go out?	61,94	7,09	6,72	3,73	5,22	5,22	4,10	2,61	3,36	100,00	1,11	34,70	25,00

N item	Never	Yes (either in the past year or before)							Don't want to answer	Total	Missing	Prevalence	Incidence
		Before the last 12 months	1-2 times (once or twice a	3-5 times (several times a year)	6-12 times (monthly or bimonthly)	13-50 times (several times a	> 50 times (once a week or	Missing					
Told you to start or stop doing something	99	20	23	18	15	25	34	11	9	254	3	146	115
Explained you why something was wrong	49	9	37	38	14	34	48	17	17	263	8	197	171
Gave you an award for behaving well	68	10	42	37	19	39	20	14	17	266	5	181	157
Gave you something else to do	130	6	21	15	16	13	22	12	17	252	5	105	87
Took away your pocket money	193	9	14	10	2	8	6	12	14	268	3	61	40
Forbade you something that you wanted to do	162	13	26	17	11	10	7	8	14	268	3	92	71
Forbade you to go out?	166	19	18	10	14	14	11	7	9	268	3	93	67

Additional Analysis

Additional frequency analysis of some items was also made in this study. Table 10 describes the frequencies of children's answers to questions of feeling safe at home and to like being with their family. Children reported that 78,2 % of them always feel safe in their family and more than half of them (54,2%) like being with their family.

Table 10. Do you feel safe at home?

Statement	Never		Few times		Usually		Always		Total	Missing	
	N	%	N	%	N	%	N	%		N	%
Do you feel safe in your family?	7	2,59	15	5,56	37	13,7	211	78,2	270	1	0,37
Do you like being with your family?	9	3,32	45	16,6	70	25,8	147	54,2	271	0	0

E. DISCUSSION (OF THE RESEARCH FINDINGS)

In this study, total of 271 students who were dropped out school in the ages of 11, 13 and 16 were reached in Izmir via convenience sampling of mainly visiting public education centers. They were administered ICAST-C questionnaire via self-administration and interview format. The results were discussed in light of descriptive analysis of question items. Therefore, the discussion points are based on providing a general profile of the findings rather than making certain inferences. The findings of this research will be illuminating for design of new researches in terms of risk factors for children and violence exposure experiences of children at home.

Initially, the demographic characteristics of the children indicate that these children have a school fluctuation profile that changes between one to four years. This rate is higher than the results obtained in main epidemiological study conducted on more than 7500 children. This is a significant finding to question why these children had higher rates of school fluctuation and how this fact can influence their life for abuse vulnerability. Findings of the WP4 Case-Based Surveillance Study (CBSS) indicate that the children with school attendance problems, lower school achievement, running away behaviour from home or dormitory, the diagnosis of psychiatric problems or mental retardation can be abused and recorded as a CAN case in agencies. This finding is also supported by other field researches of the children who are working due to lower school achievement were exposed to high levels of physical and emotional abuse at home (Aras, Günay, Ozan and Orçın, 2007; Öncü, Öner Kurt, Işık Esenay and Özer, 2012; Taylı, 2008). In addition, the significance of learning the reason of drop is also in scope of abuse at home, since in some families children are impinged to drop school and start working to help family income which is a form of educational neglect and economic abuse (Meder, 2008). This is a significant point for studying drop-out students as risk group for being abused.

The findings of familial characteristics indicate that children mostly live with their married parents of mothers and fathers. Interestingly, the findings of WP3 main epidemiological study and WP4 CBSS have provided same profile of children with mostly married parents. The recent study of Öncü et. al (2012) also provide the profile of working children with school problems that were also reported to have higher rates of married parents. These results may indirectly show the married family profiles in the provinces where the studies were conducted as well as the hidden facts of underestimated children with divorced families or other familial characteristics. In addition, it provides a framework for how children are exposed to violent acts in families of married couples.

In prevalence and incidence rates of abuse types, all types of abuse items were also common in WP3 main epidemiological study. In psychological abuse, children mostly reported that they were exposed to screaming, shouting or yelling at home and they were also insulted by calling dumb that were also highly reported in other studies (Güler et. al. 2002). Additionally, they were refused to speak at home. This finding indicates that children experience different acts of psychological abuse. More clearly, they are uploaded by high voice of speaking and were exposed to inappropriate words at home. Moreover, they are also

deprived of their basic need of social interaction by being refused to speak or ignored at home.

In parallel with this finding, the most commonly reported neglect item was children's feeling of being unimportant. This finding was also more common in findings of main epidemiological study. It is a significant issue that feeling of neglect should not be neglected and further studies for better understanding of children's feelings are needed to be conducted.

In physical abuse items, relatively less severe acts were found to be more commonly used. These were pinching, twisting ear, slapping and pulling hair. However, more severe acts like hitting with an object were reported by children. These are unfortunately a part of traditional child discipline methods like twisting ear etc.. Therefore, it is culturally more appropriate to evaluate them as dimensions of parenting methods before defining them as forms of abuse. For further evaluations of these acts, higher order statistical analyses are needed. In addition, the effects of these acts on children's body like existence of injuries or on their psychological state like existence of behavioural and emotional symptoms are also significant to rate them as abusive acts.

In terms of positive parenting strategies, children also reported that they are highly exposed to these methods as a form of positive behaviour. Explaining why something was wrong, distracting the attention of the child by giving them something to start or stop and being awarded was very common behaviours at home. This finding was also compatible with epidemiological research results. In this culture, children are laden with both higher levels of positive acts and violating acts of physical and psychological abuse and neglect. In addition, the analyses of the questions of feeling safe at home and like to spend time with the family were also indicative of how children evaluate their families in a positive way. This positive evaluation however may also refer to their intention to mask their real negative feelings (if any) and protect their family. In general, both positive and negative acts of parenting highly applied at home according to reports of children.

F. FACILITATORS AND BARRIERS

The facilitator in this study was the sampling design that was based on convenience sampling. This method opened the ways of applying to other agencies like public education centers. These centers obtained permission easier than school directories that facilitate the implementation of the research.

The main difficulty in this study was to obtaining the contact numbers of drop out children in schools that were visited for the purposes of main epidemiological study. In addition, school directories and some students were not open to talk and participate in the study.

G. CONCLUSIONS AND RECOMMENDATIONS

The findings of this study indicate that the children who dropped out school are exposed both positive and negative acts of the members at home. To draw more precise conclusions further and higher order statistical analysis are needed. For further studies, children's risk factors for drop out and being abuse can also be added as variables.

In practical recommendations, more children are needed for more representative samples of especially younger children.

H. REFERENCES

- Aras, Ş., Günay, T., Özcan, S., Orçın, E. (2007). İzmir ilinde lise öğrencilerinin riskli davranışları. *Anadolu Psikiyatri Dergisi*, 8, 186-196.
- Aydin F., Sofuoğlu Z., Kandemirci B. (2012) Case-Based Surveillance Study (CBSS): Turkish Report on Incidence rates of reported CAN cases. Acil Ambulans Hekimleri Derneği, İzmir, Türkiye.
- Güler, N., Uzun, S., Boztaş, Z., Aydoğan, S. (2002). Anneleri tarafından çocuklara uygulanan duygusal ve fiziksel istismar/ihmal davranışı ve bunu etkileyen faktörler. *Cumhuriyet Üniversitesi Tıp Fakültesi Dergisi*, 24 (3), 128-134.
- Meder, M. (2008). Sokak çocuklarının sosyo-kültürel ve ekonomik özellikleri açısından incelenmesi: Ankara Sakarya Caddesi örneği. *Türkiyat Araştırmaları*, 8, 201-218.
- Öncü, E., Öner Kurt, A., Işık Esenay, F., Özer, F. (2012). Çalışan çocukların ailede istismarı. *Türkiye Halk Sağlığı Dergisi*, 10(3).
- Sofuoğlu Z., Kandemirci B., Aydın F. (2012). BECAN Epidemiological Survey on Child Abuse & Neglect (CAN) in Turkey. Acil Ambulans Hekimleri Derneği, İzmir, Türkiye.
- Taylı, A. (2008). Eğitim sisteminde önemli bir sorun: Okulu bırakma. *Türk Psikolojik Danışma ve Rehberlik Dergisi*, 30 (7), 89-101.