Chapter 5

Ecology of Nonparental Child Care

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Learning Objectives

- Define and explain the different types of nonparental child care.

- Discuss the characteristics of quality care as they relate to accreditation standards.

- Discuss macrosystem, chronosystem, and mesosystem influences of nonparental child care on psychological, social, and cognitive development.

- Describe the different socialization outcomes, curriculum models, ideologies, and practices as related to socialization.

- Explain developmentally appropriate caregiving and the caregiver's legal role in protection from child maltreatment.

Nonparental Child Care

Chronosystem

Parents' Work

Culture/Ethnicity

Religion

Social Services

Family

(Microsystems)

Having Friends at One's Home

Conferences

(Microsystems)

School Boards

Peers

School and Child Care

Child

Friends Going to the Movies

Guest Speakers

Economics

Censorship

Science/Technology

Media

Community

(Exosystems)

Federal/State Commissions

Political Ideology

Community Boards
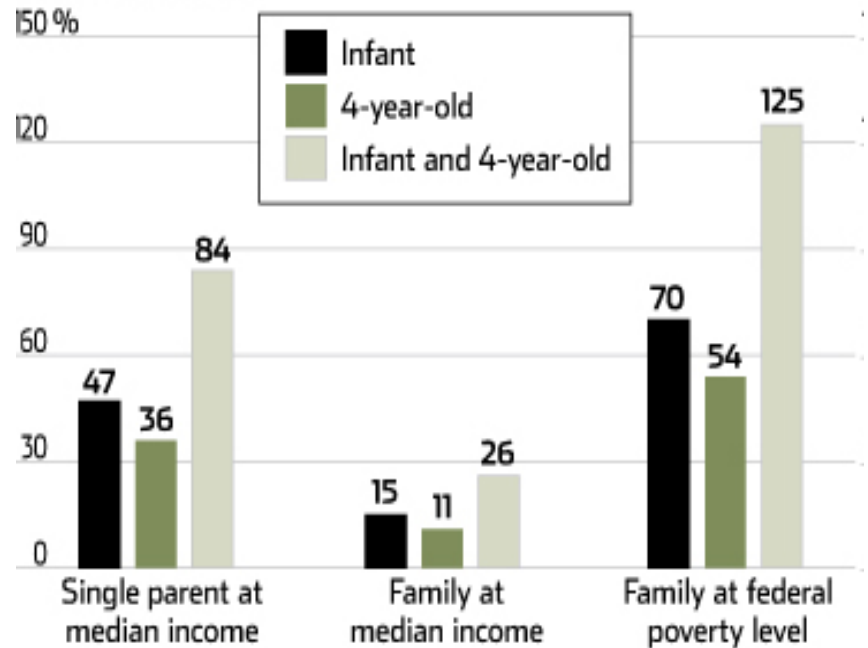
(Macrosystems)

Society

Facts

63

Percent of mothers, with children under the age of 6, are in the labor force

Child care as a percent of income

Cost of care in a child care center by family income. Data doesn't include the cost of in-home care providers.

Percent of Income

Legend:
- Infant (black)
- 4-year-old (green)
- Infant and 4-year-old (light)

	Infant	4-year-old	Infant and 4-year-old
Single parent at median income	47	36	84
Family at median income	15	11	26
Family at federal poverty level	70	54	125

Source: NACCRRA's January 2011 survey of Child Care Resource and Referral State Networks.

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The need

Affordability

"I propose working with states to make high-quality preschool available to every child in America... Let's do what works, and make sure none of our children start the race of life already behind. Let's give our kids that chance."

-- Barack Obama, Feb. 12, 2013

http://www.ed.gov/early-learning

EARLY LEARNING: AMERICA'S MIDDLE CLASS PROMISE BEGINS EARLY

Indicators of Quality Child Care

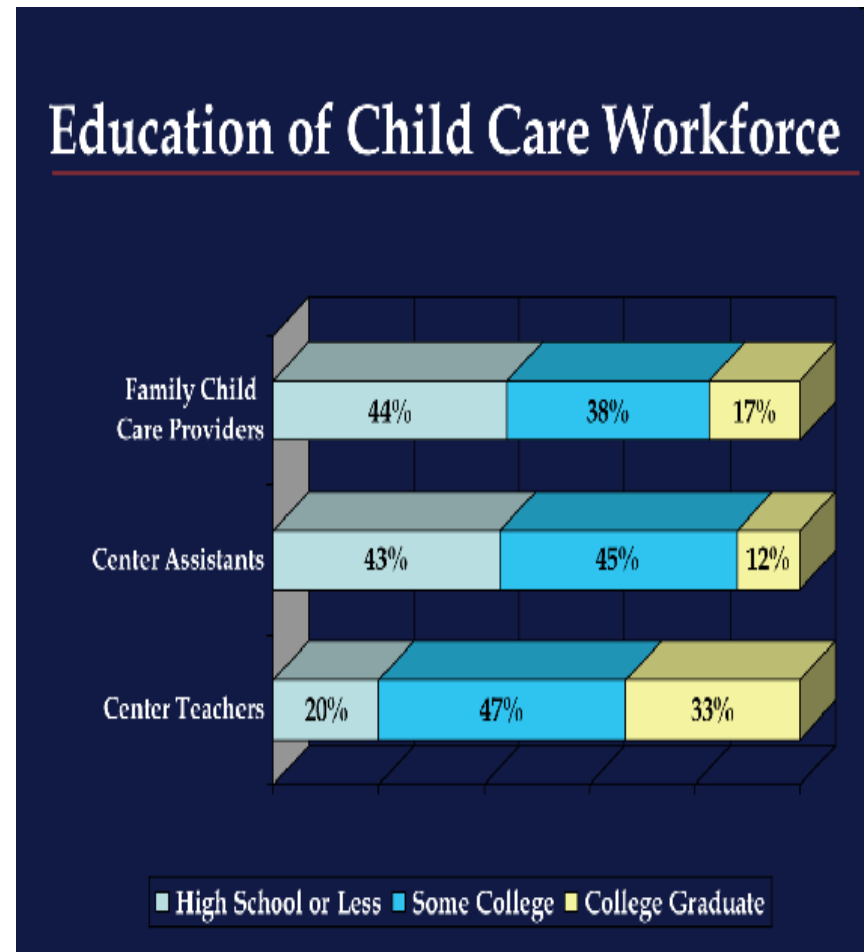- Smaller overall group size

- Fewer children per adult
  - Caregiver-to-child ratio
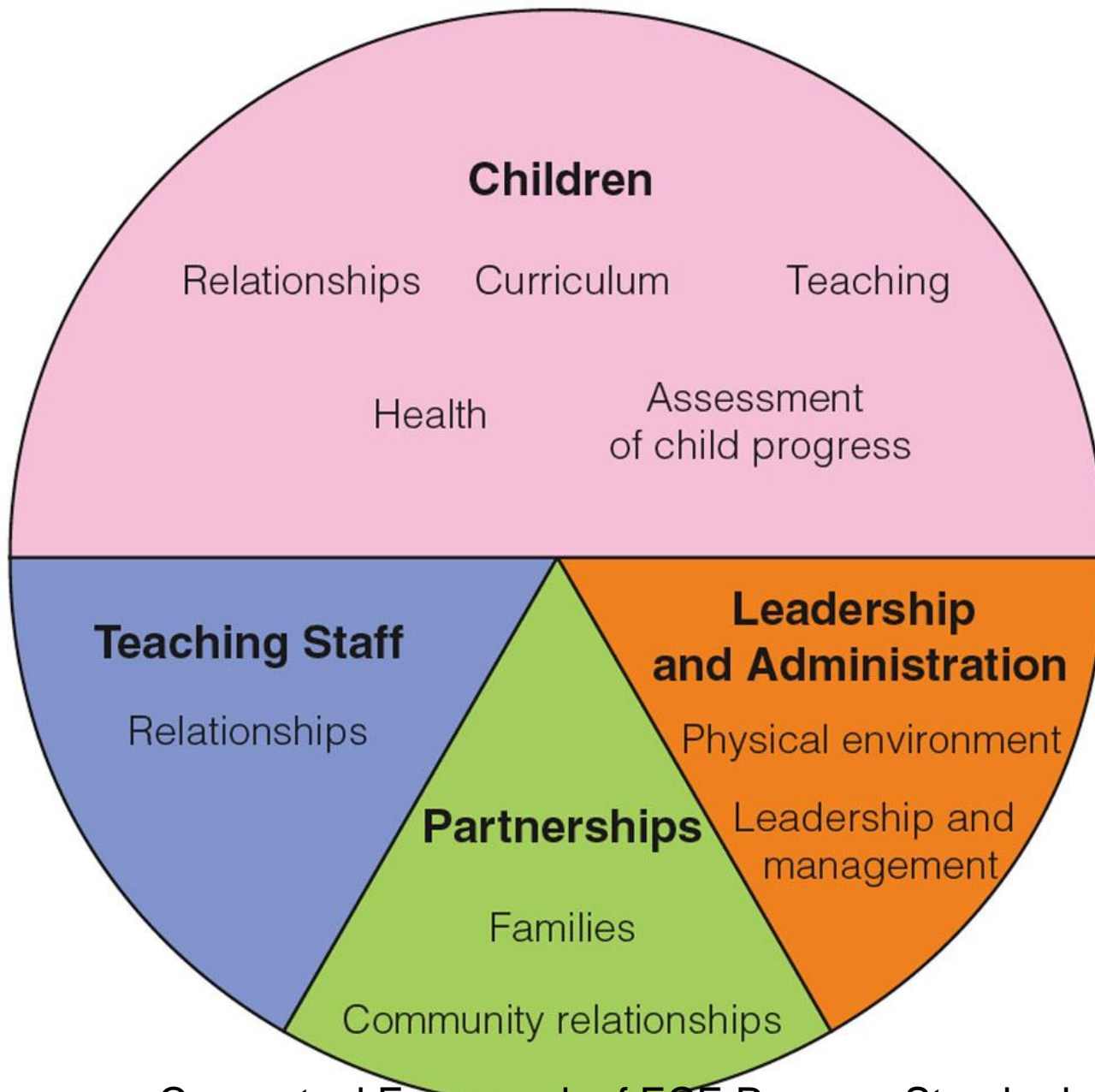

www.naeyc.org

Indicators of Quality

- Caregivers with specialized training in child development or early childhood education

Resource:

http://www.irle.berkeley.edu/cscce/

Review: California Early Care and Education Workforce Study

Conceptual Framework of ECE Program Standards for NAEYC Accreditation

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Indicators of Concern

- Caregivers with little or inadequate training and education

- High staff turnover (25-50% each year)

- California's system reformation- 2012 Governor's Proposal
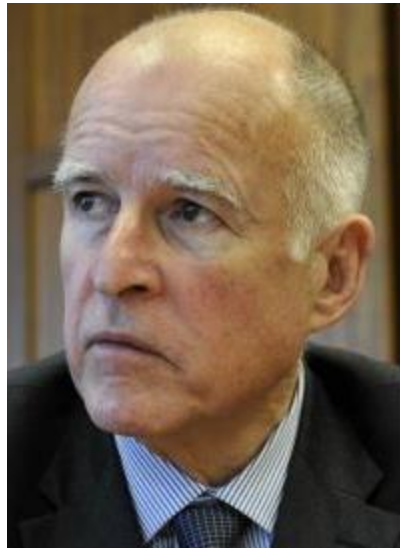
Low wages with few benefits

- **California Gov. Brown Vetoes Child-Care Unionization- home child-care providers**

  Assembly Bill 101
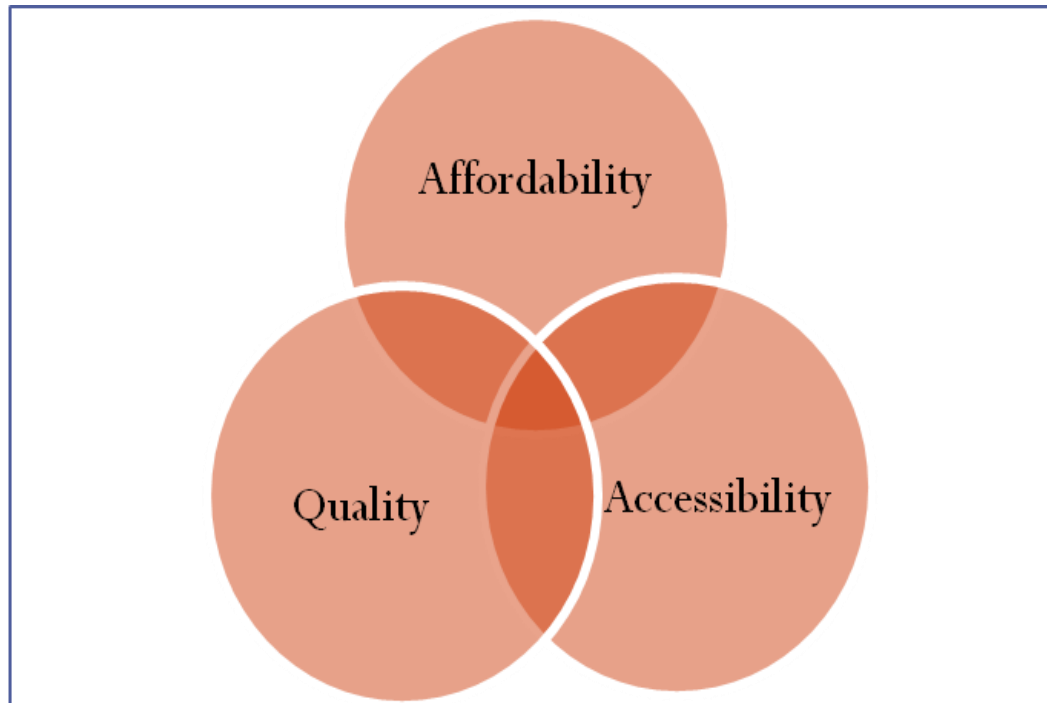
- California's estimated 80,000 child-care providers

Santa Clara County

- Local Early Education Planning Council

- www.sccoe.k12.ca.us/depts/lpc/

Economic Impact Report of the Early Care & Education Industry in Santa Clara County
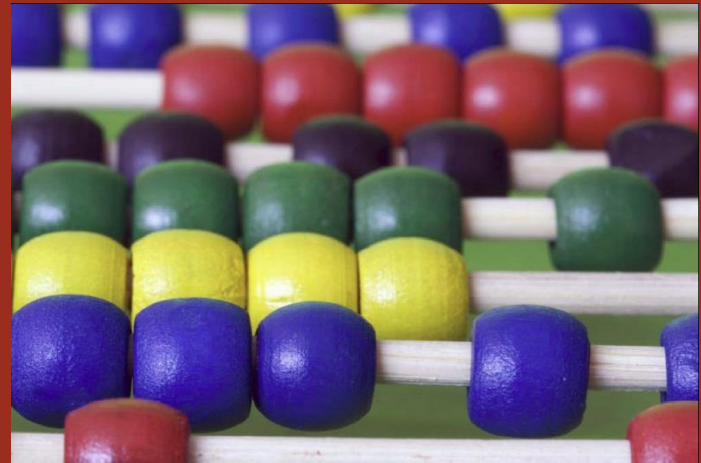
The Trilemma of the Early Care and Education System

Economic Impact Report of the Early Care & Education Industry in Santa Clara County
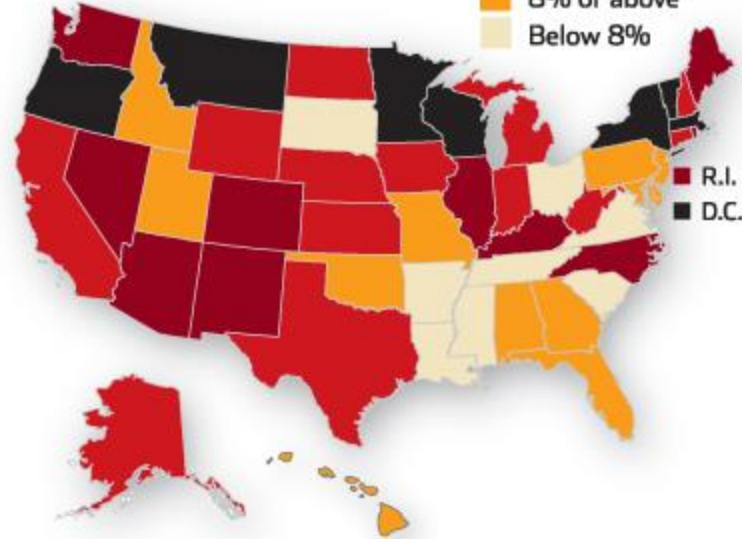
Affordability

Least-affordable states for child care

Cost of pre-kindergarten care at a child care center as a percentage of the median two-parent family income in each state. Data doesn't include the cost of in-home care providers.

Percent of income
- 11% or above
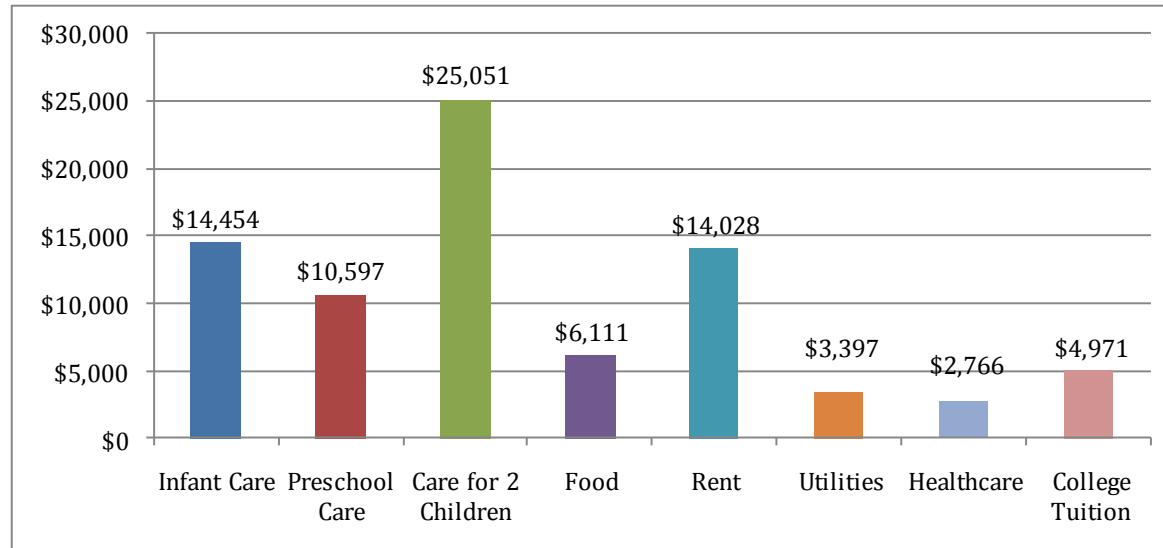- 10% or above
- 9% or above
- 8% or above
- Below 8%

R.I.
D.C.

Source: NACCRRA's January 2011 survey of Child Care Resource and Referral State Networks.

PIONEER PRESS

http://www.twincities.com/ci_19078942

Affordability: Annual Cost of Child Care Services Compared to Other Common Household Expenses in Santa Clara County

Accessibility: Child Care Gap/Surplus Map

QUALITY CHILD CARE

GOOD BEGINNINGS NEVER END
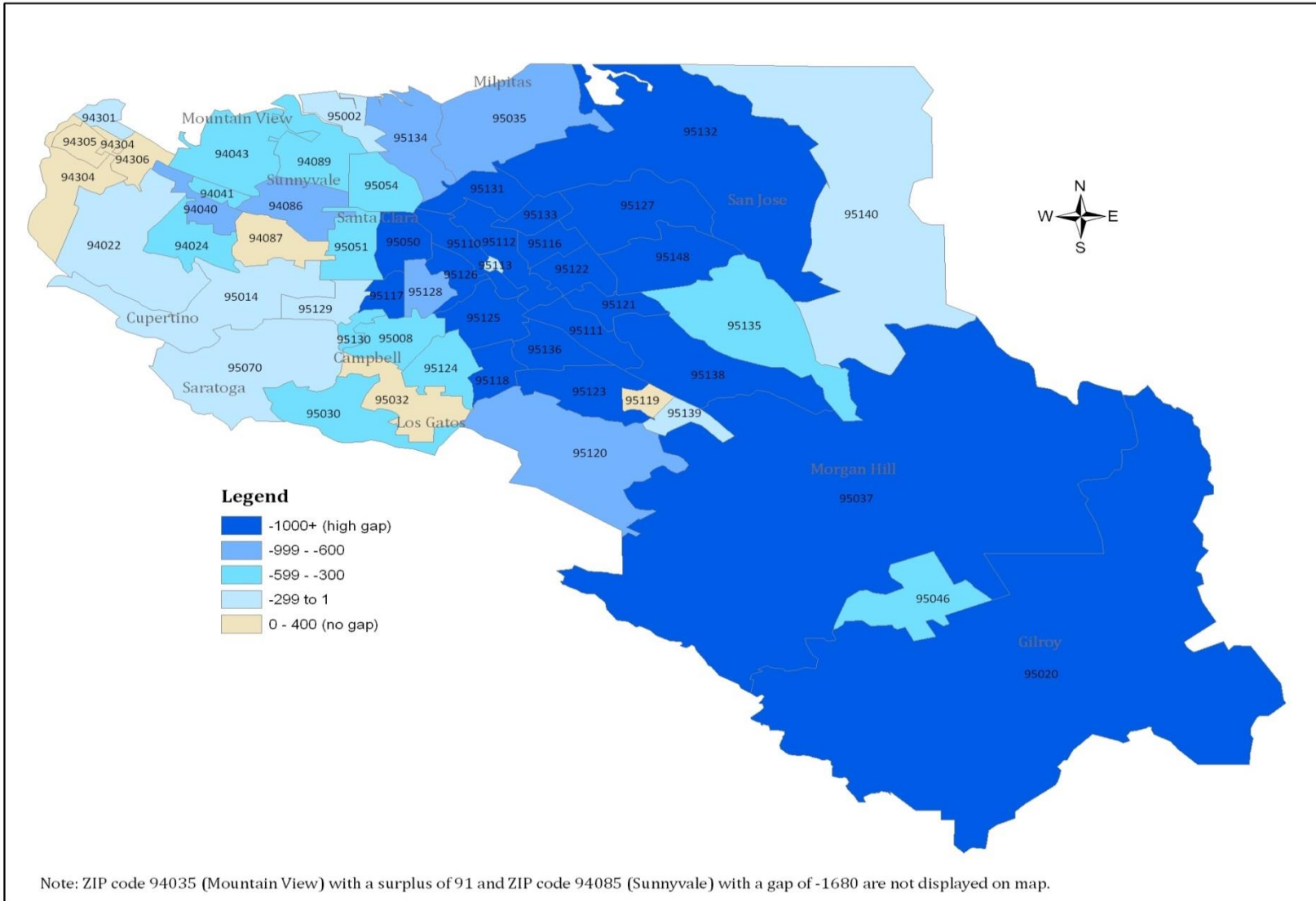
Quality of the ECE industry is tied to staff quality.

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Macrosystem Influences

Macrosystem

Child Care functions:

- Social Services
- Enrichment
- Parent employability
- Intervention
- Readiness

Group activity

- Read pgs. 160-162
- Summarize in 2 key points

Chronosystem Influences

Child Care and Psychological Development Research Trends

Pop corn reading
Pgs 163-165

Attachment

- Spitz
- Bowlby
- Skeels

Concerns about full-time care

- Belsky

Further analysis

- Phillips & Howes
- Lamb & Ahnert

Research Findings

- **Social Development**
  - Children who have experience in child care programs are <u>more socially competent</u> than those who have not had such experience.

Table 5.1 Variables Influencing Child-Care Socialization Outcomes

Child-Care Variables	Family Variables	Child Variables
Type of care (in-home, family day care, center care)	Socioeconomic status	Age at entry into day care
Type of program (compensatory, enrichment)	Culture/Religion	Gender
Compensation of caregivers	Family structure (two-parent, single, step, kin)	Health
Caregiver stress	Parental educational level	Temperament
Stability of caregivers	Mother employed part- or full-time	Security of attachment to mother
Adult–child ratio	Mother's attitude toward work	
Quality of day-care setting	Mother's attitude toward child care	
Sensitivity and responsiveness of caregiver to child	Mother's sensitivity and responsiveness to child	
Caregiver education/training	Roles and relationships between parents	
Caregiver ideology and attitudes toward child rearing	Father's involvement in child care	
Caregiver–parent communication	Parenting styles	
Part- or full-time day care	Stress/coping strategies Availability of social supports in community	

Growing and Learning in Preschool

- http://www.youtube.com/watch?v=or10f-YcM8Q

Research Findings

- **Cognitive Development**
  - The intellectual performance of children who attend a quality child care program is <u>higher</u> than that of children from similar backgrounds who do not attend a child care program or who attend one of poor quality.

Mesosystem Influences

Mesosystem Influences

- School and Community Involvement
  - Extended day care
- Government and Business Involvement
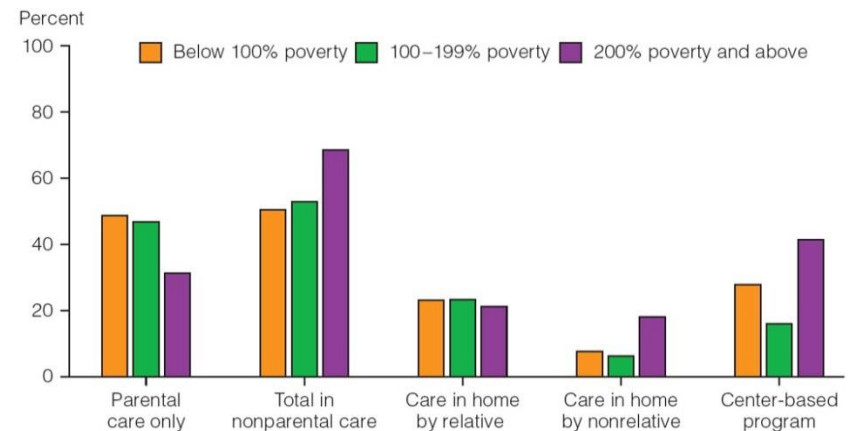
Nonparental Child Care and Theory Based/Curriculum Models

Curriculum Models

- **Teacher-directed curriculum**
  - A curriculum in which the learning activities are planned by the teacher for all the children

- **Learner-directed curriculum**
  - A curriculum in which the learning activities emerge from individual interests and teacher guidance

Curriculum Models

- **Cognitively Oriented**
  – Represents an application of Piaget's theory to an educational setting

- **Direct Instruction**
  – Based on behaviorist principles

Table 5.3	Socialization and Types of Quality Child Care[a] for Young Children[b]		
	In-Home Care (Privately Funded or by Relative)	**Family Day Care (Privately Funded)**	**Center-Based Care (Privately and Publicly Funded)**
Physical Setting	Adult-oriented (valuable and breakable items moved)	Adult-oriented, but some specific child materials and play areas	Child-oriented (toys, educational materials, specific areas for play)
Caregiver Special Training	Unlikely	Some	More likely to have had college courses related to and experience with children (especially in public centers)
Adult–Child Interaction	Frequent and personal	Close	Mostly adult-directed and shared with other children
Activities	Mostly unplanned (generally around housekeeping chores)	Some planned	Planned curricula (group and individual)
Peer Interaction	Little	Varied	Much
Developmental Differences *(Based on a Series of Tests Done in a Laboratory Playroom and Observations at Home)*	Scored lowest on assessments of cognitive ability, social understanding (taking another's perspective and empathy), cooperation, friendliness, and independence from mother	Scored highest on assessments of friendliness; lowest on independence from mother	Scored higher on assessments of cognitive ability, social understanding (taking another's perspective and empathy), cooperation, friendliness, and independence from mother
Socialization Outcomes *(Interpretation of Results)*	One-to-one interaction and training by adult	Experience in complex interactions with children of different ages	Increase in social competence, maturity, intellectual development

Curriculum Models

- **Cognitive oriented curriculum (learner directed)**
  - **High Scope, Piaget**

Piaget's Theory of Cognitive Development

Stage	Age	Characterization
Sensorimotor	Birth-2	*Thinking is action*
Preoperational	2-7	*Thinking based on appearances*
Concrete operational	7-11	*Thinking based on reality*
Formal operational	11+	*Thinking based on abstractions*

Show and discuss video clips.

Curriculum Models

The direct instruction Curriculum

- Behaviorism, Skinner

- **Montessori (learner directed)**
  - Based on individual self-directed learning with the teacher as facilitator

Child Care Curriculum

The 5 minds of future curriculum

Developmentally Appropriate Caregiving

Independence Oriented ← → **Interdependence Oriented**

Values

Independence Oriented

Individual achievement is valued.

- Competition is encouraged.
- Toys promoting individual enjoyment or mastery are provided.
- Self-help skills are reinforced.

Interdependence Oriented

Group cohesiveness is valued.

- Mutual help is encouraged.
- Toys promoting turn taking or collaboration are provided.
- Helping others is reinforced.

Activities

Independence Oriented

Object-focused activities are emphasized.

- Children are stimulated and learn from playing with toys and things.
- Babies are put on mats or in playpens to play with things.

Interdependence Oriented

People-focused activities are emphasized.

- Children are stimulated and learn from observing and interacting with people.
- Babies are held by adults most of the time.

Communication

Independence Oriented

Communication of feelings is openly expressive.

- Children are encouraged to talk about feelings of happiness, sadness, fear, or anger.
- Children are permitted to question rules and authority figures.

Interdependence Oriented

Communication of feelings is restricted.

- Children are expected to subordinate their feelings to promote the harmony of the group.
- Children are not permitted to question rules or authority figures.