PhenX Pediatric Development Working Group
Daycare

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Daycare

• Definition: Child’s experience with daycare

• Concepts: Exposure to non-parental care in early childhood can impact development in many domains.
  – social, emotional, behavioral, cognitive, physical health

  Experiences with daycare can be measured at various levels, including:
  – type (e.g., center-based, family, in-home)
  – amount (e.g., hours/week)
  – timing (e.g., age at entry)
  – quality (e.g., caregiver ratios, caregiver-child interactions)
  – impact on family (e.g., cost, work disruption)
Daycare

• Considerations:
  o Source of information (e.g., parental report, provider report, direct observation) influences type and (potentially) validity of information than can be obtained
  o Source of information will determine logistics involved in collecting and scoring data
  o Type of information desired depends on research questions of interest
Existing measurement protocols in PhenX Toolkit

• Daycare/Preschool Attendance
  – Parent asked if child attended day care or preschool. If child attended either, parent is asked dates attended and # hours/week.
  – Expert Review Panel provided a revised protocol that adds questions on how many children attend the day care/preschool.
    • Revised protocol not posted in Toolkit because added items not been used in the field or validated.
Description of measurement protocols in PhenX Toolkit

• Questions
  – Has child attended a daycare outside the home?
    • for each facility, dates began/ended and # hours/week
    • size of facility (≤6 or > 6 )
  – Has child attended preschool?
    • for each facility, dates began/ended and # hours/week
    • size of facility (≤6 or > 6 )
Missing elements

• Considerations
  – Toolkit measure only assesses amount of time child spent in daycare/preschool setting.
  – Importance of measure related to physical health outcomes associated with attendance.
  – Measure does not take into account differences in daycare/preschool experiences that may influence developmental outcomes (socioemotional, cognitive, psychological) and strain/stress on family.
Filling in the gaps

• Childhood Care and Programs section of the National Household Education Survey, 2016
  – ~60 items with skip-outs
  – Covers multiple areas:
    • attendance (# hours/week)
    • type of care (e.g., family member, center-based)
    • financial “strain”
    • illness coverage
    • reasons for and satisfaction with care

– Concerns
  • worded to ask for current care; reword for history of care?
  • created as survey instrument
  • not clear how data would be “compiled” to make analyzable scale scores (but not worse than current PhenX measure?)
Filling in the gaps

• Environment Rating Scales
  – Assesses quality of childcare environment in multiple areas
    • Physical Environment; Basic Care; Curriculum; Interaction; Schedule and Program Structure; Parent and Staff Education
  – Separate measures for different age groups
    • The Early Childhood Environment Rating Scale-Revised: group programs for preschool-kindergarten aged children (2 to 5 years); 43 items
    • The Infant/Toddler Environment Rating Scale-Revised: group programs for birth to 2½ years; 39 items
    • The Family Child Care Environment Rating Scale-Revised: family child care programs; 38 items
    • The School-Age Care Environment Rating Scale: before and after school group care programs for 5 to 12 years; 49 items, 6 supplementary for programs enrolling children with disabilities
Filling in the gaps

- Environment Rating Scales
  - Strengths
    - Validated
    - Widely used
    - Related to child outcomes (weakly?)
    - Available in English and Spanish
  - Concerns
    - Proprietary
    - Training required
    - Requires observation (~3 hours)
    - Unlikely to be used, particularly if main interest is not in-depth examination of daycare quality
Filling in the gaps

• Measures from the NICHD Study of Early Child Care and Youth Development (SECCYD)
  – Developed/used in large longitudinal study on effects of early care on developmental outcomes
  – Includes interviews for mothers, fathers, and caregivers/center directors
  – Includes observational measures
  – Measures cover infancy-kindergarten+
  – Interviews cover many possible care arrangements (e.g., with parent, other family member, center-based care)
    • length of interview depends on specific arrangements
Filling in the gaps

• Measures from the NICHD Study of Early Child Care and Youth Development (SECCYD)
  – Interviews of parents address:
    • specifics of arrangements
    • age started care
    • time spent in care
    • child/staff ratios
    • changes in care (including reasons)
    • arrangements available when child sick/impact on work
    • cost/resources to pay for care
    • satisfaction with care
    • how caregiver responds to child/caregiver-child relationship quality
  – Concerns:
    • Would need to “extract” and reformat specific interview sections
    • May be lengthy depending on family’s arrangements
Recommendations to the WG

  - PhenX Toolkit measure assesses attendance, not any factors related to child or family’s experience of care
  - Include relevant sections from SECCYS (Child Care, Current Care, My Child Care) to cover range of factors relevant to experiences of early child care/schooling
    - Create separate forms for daycare vs preschool
    - Possibly create separate forms for type of care?
  - Not recommending SECCYD interviews with care providers or observational measures given inherent burden/challenges and low likelihood of need