

Chapter 5

Ecology of Nonparental Child Care

*Give a little love to a child, and
you get a great deal back.*

John Ruskin

Nonparental Child Care

Components of Optimal Quality

- Smaller overall group size
- Fewer children per adult
 - Caregiver-to-child ratio
- Caregivers with specialized training in child development or early childhood education

Impact of Advocacy and Accreditation on Quality Child Care

- Advocacy
- NAEYC Advocate for early childhood
- DAP

Where does accreditation take place?

- Child Care Centers
- Family Day-Care Homes
- In-Home Care: Nannies

Indicators of Concern

- Caregivers with little or inadequate training and education
- High staff turnover (25-50% each year)
- Low wages with few benefits

Macrosystem Influences on Nonparental Child Care

Macrosystem Influences on Nonparental Care

- Political ideology
- Economics
- Science/technology

Macrosystem Influences on Nonparental Child Care

- Social service
- For enrichment
- For employability
- As an intervention
- For school readiness

Chronosystem Influences on Nonparental Child Care: Research Concerns

Nonparental Child Care and Psychological Development

Attachment

- Spitz
- Bowlby
- Skeels

Concerns about full-time care

- Belsky

Further analysis

- Phillips & Howes
- Lamb & Ahnert

Nonparental Child Care and Social Development

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

Nonparental Child Care and Social Development

- **Cognitive Development**

- The intellectual performance of children who attend a quality child care program is higher than that of children from similar backgrounds who do not attend a child care program or who attend one of poor quality.

Mesosystem Influences on Nonparental Child Care

Mesosystem Influences

- School and Community Involvement
 - Extended day care
- Government
- Business Involvement

Nonparental Child Care and Socialization Outcomes

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

Piaget's Theory of Cognitive Development

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

Curriculum Models

- **Montessori**
 - Based on individual self-directed learning with the teacher as facilitator
- **Developmental Interaction**
 - Individualized in relation to each child's stage of development while providing social interaction

Curriculum Models

- Tools of the Mind curriculum is based on Vygotsky's sociocultural theory of learning.
- Tools of the Mind is designed to help children become intentional and reflective learners.
- Children learn by engaging in activities with more expert figures.

Developmentally Appropriate Caregiving

- Maturation refers to developmental changes associated with the biological process of aging.
- There are individual differences within the average ages at which children reach milestones.

Caregivers and Child Protection

Indicators

- **Physical Abuse**
 - Bruises
 - Burns
 - Fractures and other injuries
 - Unexplained behavior patterns
 - Tardiness
 - Aggression
 - Restlessness

Indicators

- **Physical Neglect**
 - Hunger, poor hygiene
 - Inappropriate dress for weather
 - Unattended physical or medical needs
 - Lack of supervision
 - Alcohol, drug abuse, begging, stealing food
 - Constant fatigue, listlessness, or sleep

Indicators

- **Sexual Abuse and Exploitation**

- Difficulty walking or sitting
- Complaints of pain or itching
- Bruises, bleeding, venereal disease
- Bizarre, unusual, or sophisticated sexual knowledge or behavior
- Fear, withdrawal, clinging, regression

Indicators

- **Emotional Abuse**
 - Withdrawn, depressed, apathetic behavior
 - Antisocial or “acting out” behavior
 - Displaying other signs of emotional turmoil
 - Unwittingly making comments about one’s own behavior

Maltreatment

- **Emotional Deprivation**

- Speech disorders
- Lag in physical development, frailty, refusal to eat
- Failure to thrive
- Habit disorders
- Attention, suicide, destructive behaviors
- Behavioral extremes
- Hysterias, phobias, compulsive traits