

Research and Policy Issues for Child Care for Special Populations:

Children with developmental
or behavioral problems

Children with diagnosed
autism spectrum disorders (ASDs)

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Overview

2 parts:

1) Overview of the national picture for children with developmental problems and/or ASD.

2) Implications for research and policy on child care.

This presentation has 2 parts

OVERVIEW

1. Prevalence
2. Child Care Arrangements
3. Effective Prevalence for Child Care Centers
4. Impact of Child Care Problems on Families

Overview of 1st part.

Nationally Representative Prevalence Estimates

From CDC's National Survey of Children's Health 2003:

Nationally Representative Sample of 3-5 year olds:

- At High- Risk of Developmental Problems based on the PEDS

13.7% (95% CI 12.8% -14.7%)

PEDS is Parent's Evaluation of Developmental Status, a reliable and valid developmental screening tool.

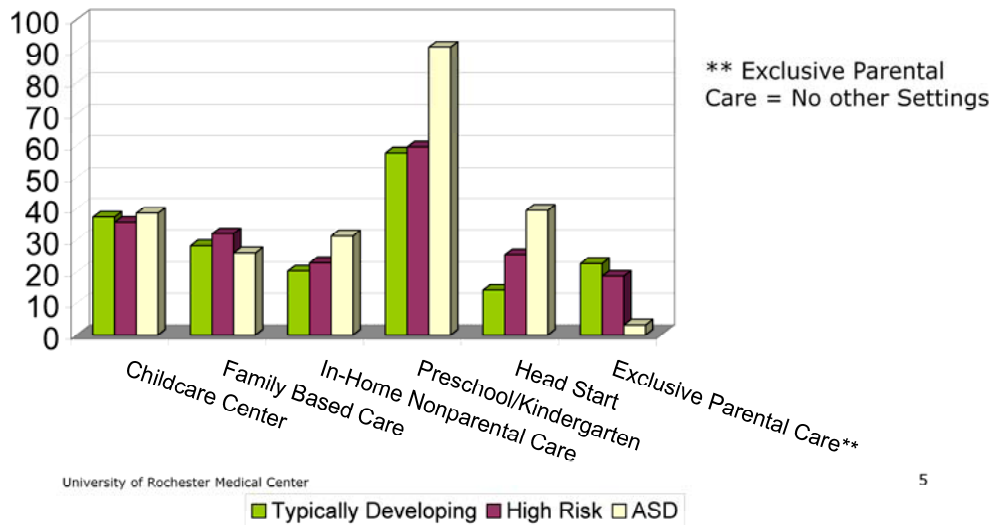
- Diagnosed with autism spectrum disorders (ASDs)

39 per 10,000 (95% CI 26 – 51) or 1 in 256.

Lower than 1 in 150 for older children.

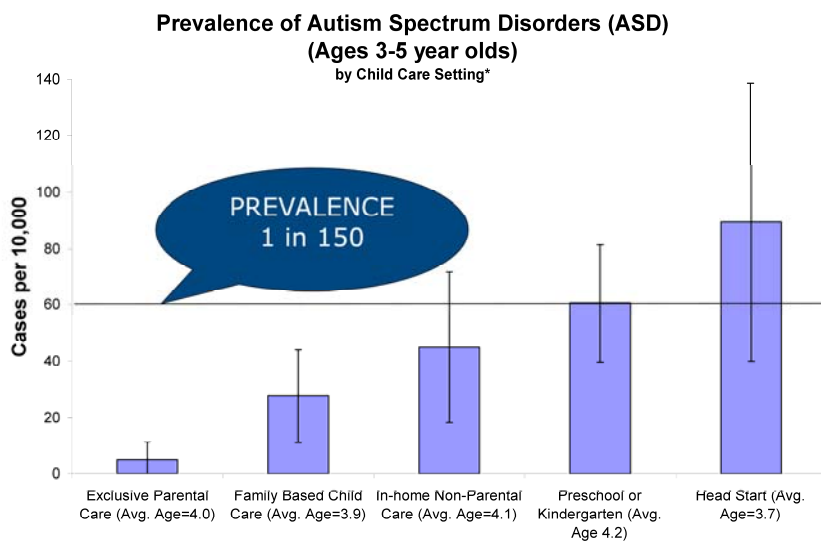
Where are these Children?

Child Care Placements



Children with developmental problems are in child care settings. Children with diagnosed ASD are in settings likely to provide them government paid services.

Implications for Effective Prevalence at Child Care Settings

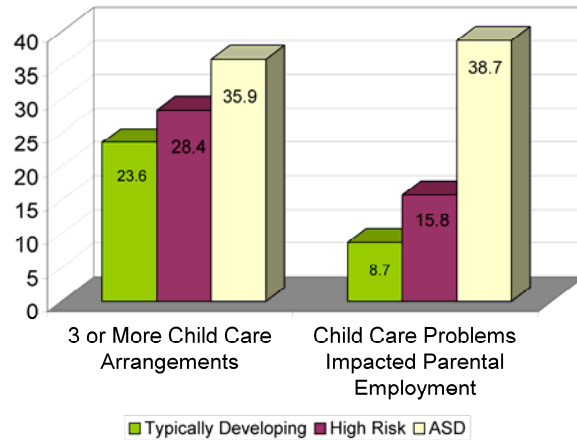


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The migration towards resource-rich environment leads those environments to have higher effective prevalence of children with diagnosed disorders.

Multiple Child Care Arrangements & Impact on Employment

Child Care Arrangements

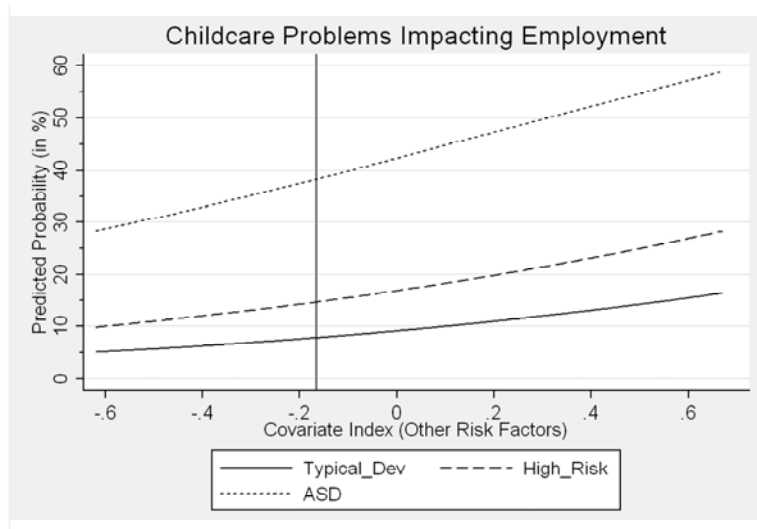


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Children with developmental problems are more likely to have multiple child care arrangements. Parents of children with developmental problems are more likely to report that child care problems substantially impacted employment.

Developmental Problems Increase Likelihood Family will have Child Care Problems that Impact Employment



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As other risk factors (e.g. poverty) increase, parents report that child care problems substantially impacted employment. Regardless of other factors, parents of children with developmental problems have a higher likelihood that childcare problems will impact employment. In other words, developmental problems combine with other risk factors.

What have we Learned?

Child Care Settings will have substantial numbers of children with developmental problems.

The percentage of children with diagnosed disorders in Child Care settings will increase.

Resource-rich settings will have more children with diagnosed disorders.

Children's developmental problems impact child care arrangements and employment decisions.

About 14% of children ages 3-5 are at high risk for developmental problems.

Some children have diagnosed disorders by ages 3-5. The percentage will increase as medical screening improves at younger ages.

These children are in child care settings, often in multiple child care settings.

In some settings, the effective prevalence of children with diagnosed disorders may be even higher than the population prevalence for older children, because parents respond to policies that make available services through schools.

Children's Behavioral or Developmental problems impact of Child Care problems on parental employment decisions

Children's behavioral or developmental problems combine with other risk factors for child care problems such as poverty, minority status, etc.

Implications for Policy and Research: TRAINING

1) **Training Issues**

Training of staff

- Qualified to work with children with developmental problems
- Mainstreaming in child care settings –need for resources.
 - Head Start and Public preschool have substantially more resources than other forms of child care.
 - Parents migrate towards resources.
 - These settings may have higher effective prevalence.
- The impact of the diagnosis on the child care staff.

2) **Measuring Quality of Child Care for Special Populations**

Overall quality is important. Children with developmental problems often behave better in well-structured environments where they have some freedom of choice. Yet, ECERS is not enough.

Children with developmental problems are often both targets of bullying and causes of disruption.

How are those disruptions handled by staff?

How is the child treated by other children?

How are other children treated by the child?

Is the child integrated into the child care processes or exists on a parallel track?

Is the child learning? Picking up behavioral and social, emotional and self-regulatory skills?

3) **Coordination with the Medical System.**

- Diagnosed vs. Needs to be Diagnosed
- Coordination of treatments
- Privacy Issues
- Transfer of Knowledge from one setting to the other.

Child may be diagnosed.

Child may need to be diagnosed. Should be referred.

Disorders have clear implications for what the child can and cannot do.

Children may have a pharmacological treatment.

Child may have special diet.

Child may have sensory issues that interfere with activities.

Both systems may have approaches that could help the other setting.

Privacy rights of the child and the parents vs. need for information of the child care staff.

As number of diagnosed children increases, what is the appropriate response from the child care system?

Implications for Policy and Research: Needs of Informal Child Care Settings

4) Informal Child Care Settings

Is Public policy creating unwanted effects?

Expulsion of children from non-public settings in part caused by public policy effectively limiting public services needed for mainstreaming in private child care settings.

Limited schedule in resource-rich environments guarantees children will have part of day in inadequate environments and/or substantial changes in parental employment.

Parents need wrap-around care for children with developmental and behavioral problems.

Informal Child Care Settings lack resources and access to services.

Parents migrate towards formal settings with services.

Formal settings often have limited hours.

Expulsion of children from non-public settings in part caused by public policy limiting public services in private child care settings.

Implications for Policy and Research:
Child Care Needs Critical in These Cases.

5) Child Care Policy Really Matters.

Childhood Developmental and behavioral problems make it more likely that child care problems will impact parental employment decisions.

Families with a child with ASD make 14% less income than comparable families. In part, due to child care problems.

Family income is a strong protective factor for children with developmental problems.

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Childhood Developmental and behavioral problems make it more likely that child care problems will impact parental employment decisions.

The decisions of parents with limited resources are already constrained, the lack of services or training leads parents to choose both inadequate care and inadequate employment.

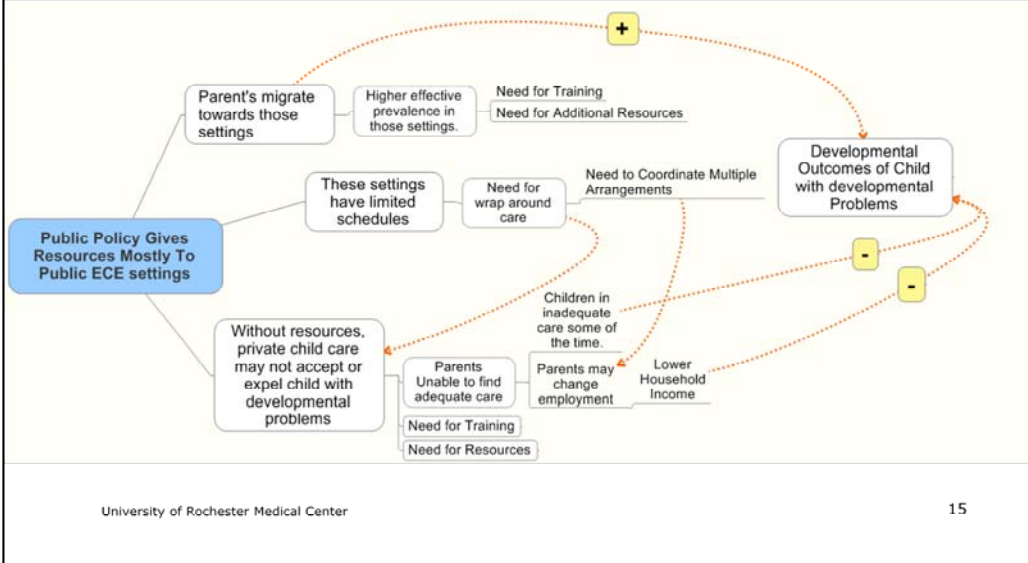
Families with a child with ASD make 14% less income than comparable families. In part, due to child care problems.

Family income is a strong protective factor for children with developmental problems.

Changes in household income may impact treatment and the child's development.

Policy Impact on Developmental Outcomes for Children with Developmental Problems

A partial Model Suggesting Need to Increase Resources to Private Sector and/or Increasing Hours of Public Sector.



Partial Model.