

***Child Care for Children with Disabilities in
Four Midwestern States***

Annual Meeting of the Child Care Research Policy Consortium

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***in partnership with the
Midwest Child Care Research Consortium***

Methods:

- This study is part of a larger investigation, Midwest Child Care Research Consortium
- Four states participated (IA, KS, MO, NE)
- Goals are to consider effects of regulation change and quality enhancement efforts, to establish collaborative relationships, & to develop instruments and procedures
- Study has three-phases
 - **Provider Survey:**
demographics, education, training, experience, earnings, working conditions, professionalism
 - **Observation:**
ECERS-R, ITERS, FDCRS
CIS (Caregiver Interaction Scale; Arnett, 1989)
 - **Parent Survey:**
demographics, access, affordability, perceptions of quality care, satisfaction from care & subsidy, stress

Sample:

- **Provider survey:** 2,022 providers (36% serving at least one child with a disability)
 - (IA=408; KS=589; MO=517; NE=508)
- **Observation sample:** 365 providers (39% inclusive)
 - (IA=75; KS=95; MO=110; NE=85)
- **Parent survey:** 1,325 parents (6% reported having a child with a disability)
 - (IA=75; KS=95; MO=110; NE=85)

Research Questions:

1. What are the characteristics of providers who serve children with and without disabilities, in child care centers and family child care homes?
2. What is usual child care quality in inclusive versus non-inclusive settings?
3. What are parents' perspectives regarding child-care services?

Key Findings:**1. What are the characteristics of providers who serve children with and without disabilities, in child care centers and family child care homes?**

- a. Inclusion status was a weaker discriminator of quality-related characteristics than type of care.
- b. In general, inclusive providers scored higher on most measures of quality-related characteristics as did center-based providers. Both groups reported a professional work orientation.

2. What is usual child care quality in inclusive versus non-inclusive settings?

- a. Centers had greater proportion of mediocre quality; family child-care homes had greater proportion of poor quality.
- b. Infant/toddler inclusive versus non-inclusive settings not different in terms of observed quality.
- c. Preschool inclusive classrooms were marginally higher quality than non-inclusive classrooms.
- d. Inclusive family child-care homes were lower quality than non-inclusive homes.
- e. Mean sensitivity ratings were equivalent across settings.

3. What are parents' perspectives regarding child-care services?

- a. Children with disabilities:
 - Enrolled in child care at older ages
 - Experienced more different care arrangements
- b. Parents of children with disabilities:
 - Rated some quality indicators as more important
 - Had higher levels of stress related to childcare
 - Worked more hours but earned less
- c. Overall, parents in both groups rated quality high

*For additional information on the
Midwest Child Care Research Consortium, visit:*

<http://ccfl.unl.edu/projects/cprojects/ecp/mwcr.html>