

Are there long-term effects of early child care? ^[1]

Child Development, Vol. 78 (2): 681-701

Author:

Belsky, Jay; Lowe Vandell, Deborah; Burchinal, Margaret; Clarke-Stewart, K. Alison; McCartney, Kathleen & Tresch Owen, Margaret

Source: Child Development

Format: Article

Publication Date: 26 Mar 2007

AVAILABILITY

See abstract below. Those with access from an academic institution can view the full text of the study at:

<http://www.blackwell-synergy.com> ^[2]

Abstract:

Effects of early child care on children's functioning from 4½ years through the end of 6th grade (M age=12.0 years) were examined in the National Institute of Child Health and Human Development Study of Early Child Care and Youth Development (n=1,364). The results indicated that although parenting was a stronger and more consistent predictor of children's development than early child-care experience, higher quality care predicted higher vocabulary scores and more exposure to center care predicted more teacher-reported externalizing problems. Discussion focuses on mechanisms responsible for these effects, the potential collective consequences of small child-care effects, and the importance of the ongoing follow-up at age 15.

Related link: NEWS ARTICLE: The kids are alright: What the latest day-care study really found [US] ^[3]

Region: United States ^[4]

Tags: child development ^[5]

Source URL (modified on 27 Jan 2022): <https://childcarecanada.org/documents/research-policy-practice/07/03/are-there-long-term-effects-early-child-care>
Links

[1] <https://childcarecanada.org/documents/research-policy-practice/07/03/are-there-long-term-effects-early-child-care> ^[2] <http://www.blackwell-synergy.com> ^[3] <https://childcarecanada.org/documents/child-care-news/07/03/kids-are-alright-what-latest-day-care-study-really-found-us> ^[4] <https://childcarecanada.org/taxonomy/term/7865> ^[5] <https://childcarecanada.org/category/tags/child-development>