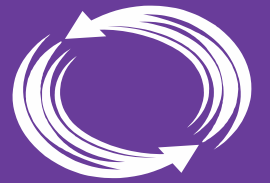


Does crucial development only occur in the first two years of life?

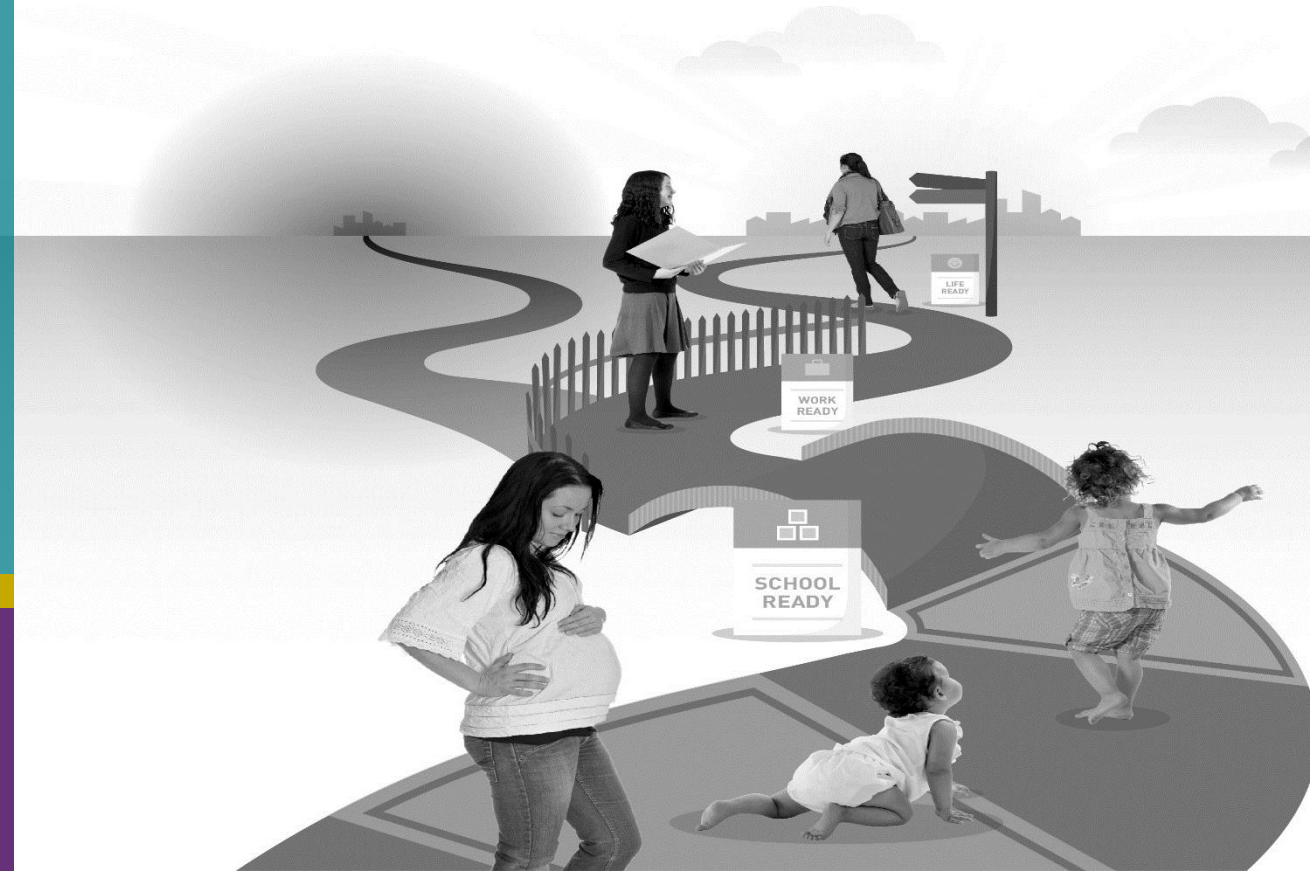
4 November 2014

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EARLY
INTERVENTION
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THERE IS NO MAGIC BULLET: CHILDHOOD LIFE COURSE CONTINUITIES IN MULTIPLE DISADVANTAGE

John Hobcraft

University of York

Collaborators: Kathleen Kiernan, Fiona Mensah

What matters in early childhood?

Parenting matters

Both Positive and Negative Parenting matter a great deal for subsequent child outcomes

What factors during pregnancy and infancy are predictive of parenting behaviours?

School readiness

Both Cognitive and Behavioural development at age 5 matter for school readiness

What factors are predictive of these?

Use Millennium Cohort Study to explore a wide range of factors during pregnancy, at age 9 months and at age 3.

Parenting indicators at age 3

POSITIVE	NEGATIVE
Parent/ child warmth (Pianta scale)	Parent/ child conflict (Pianta scale)
Positive home observations	Negative home observations
Mother reads to child (how often)	Measure of harsh discipline
Home learning activities	Measure of frequent use other discipline
Regular bedtimes	Home atmosphere (chaos etc)

Children's Cognitive and Behaviour outcomes at age 5

Cognitive Test Scores

British Ability Scales

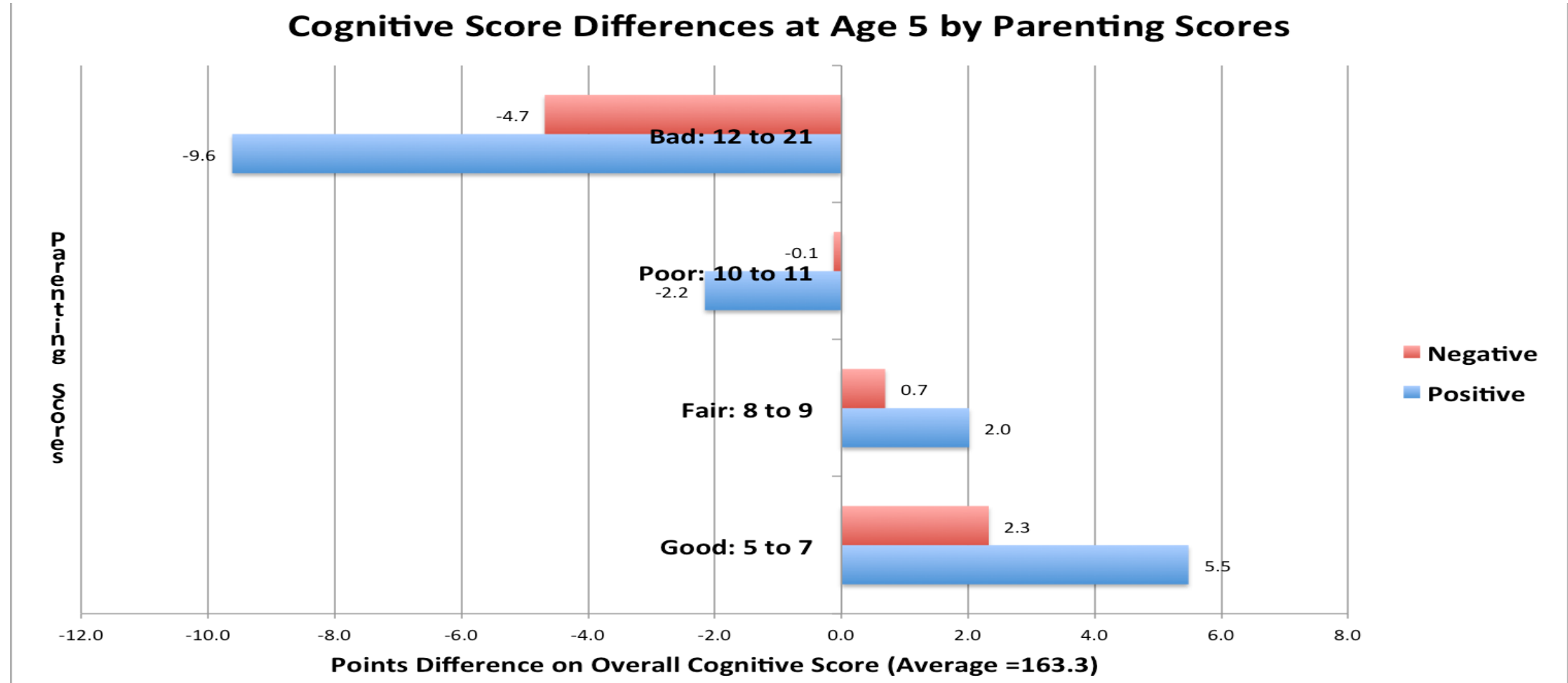
- Picture Similarity
- Naming Vocabulary
- Pattern Construction

Behaviour – SDQ Total Score

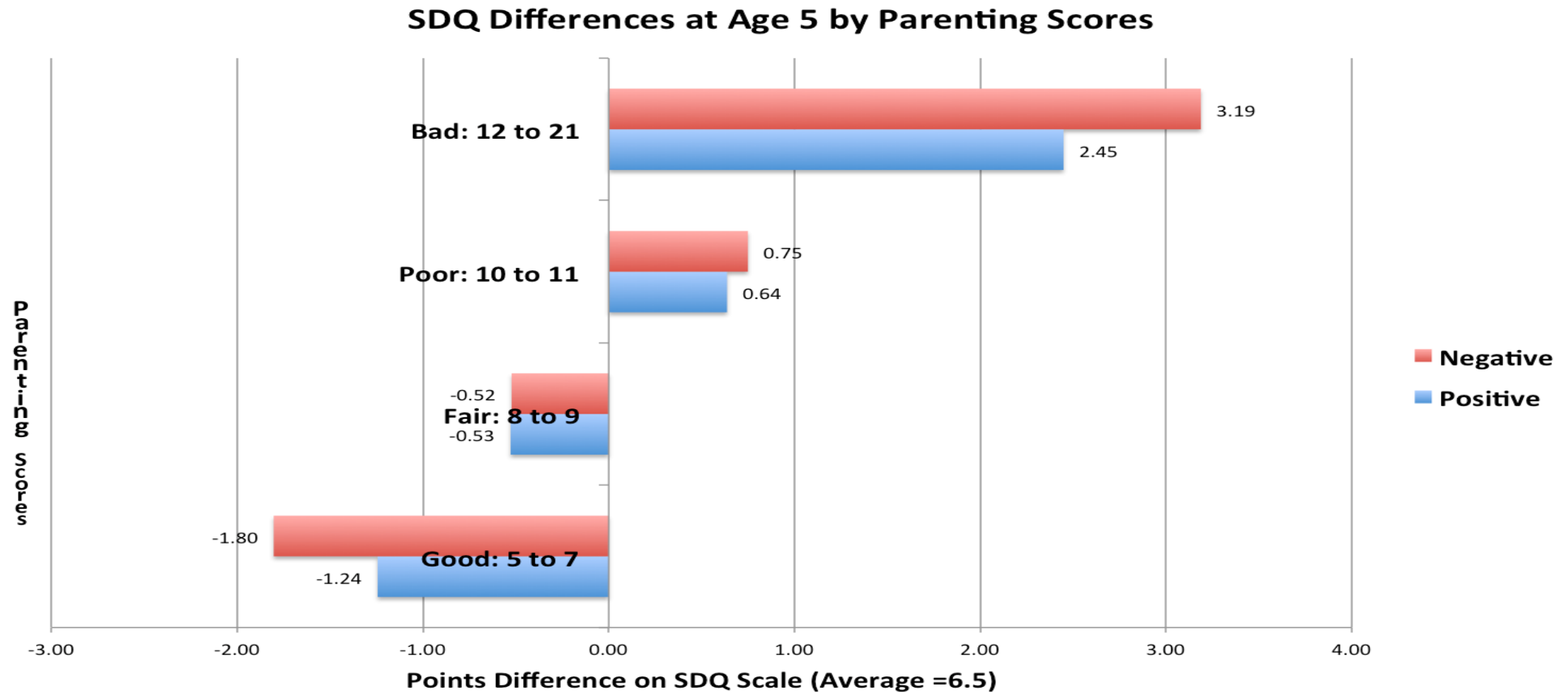
Strengths and Difficulties Questionnaire (Goodman 1997)

- Emotional symptoms
 - Internalizing
 - Peer Problems
- Externalizing
 - Conduct problems
 - Hyperactivity

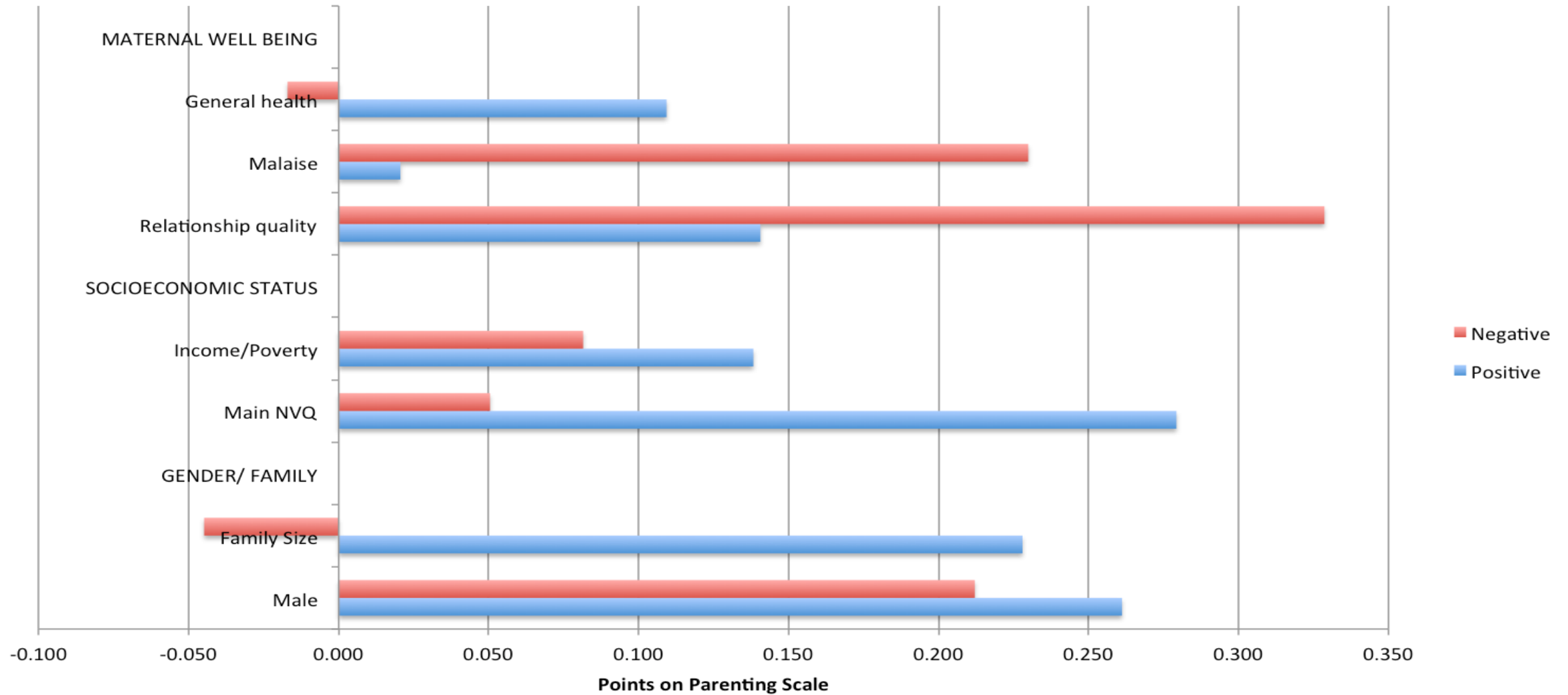
Cognitive Outcomes at Age 5



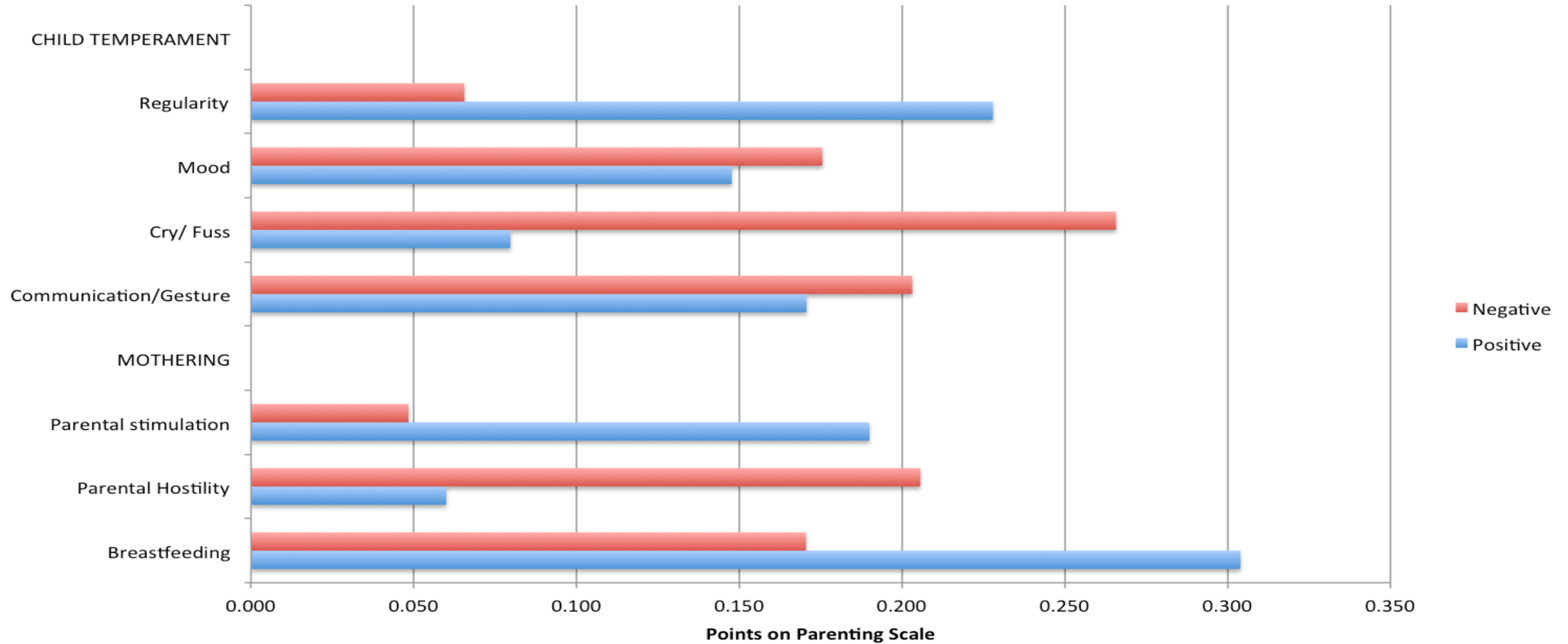
Behaviour Outcomes at Age 5



Comparison Positive and Negative Parenting Factors: Maternal well-being, SES & Child



Comparison Positive and Negative Parenting Factors: Child Temperament & Mothering



Summary

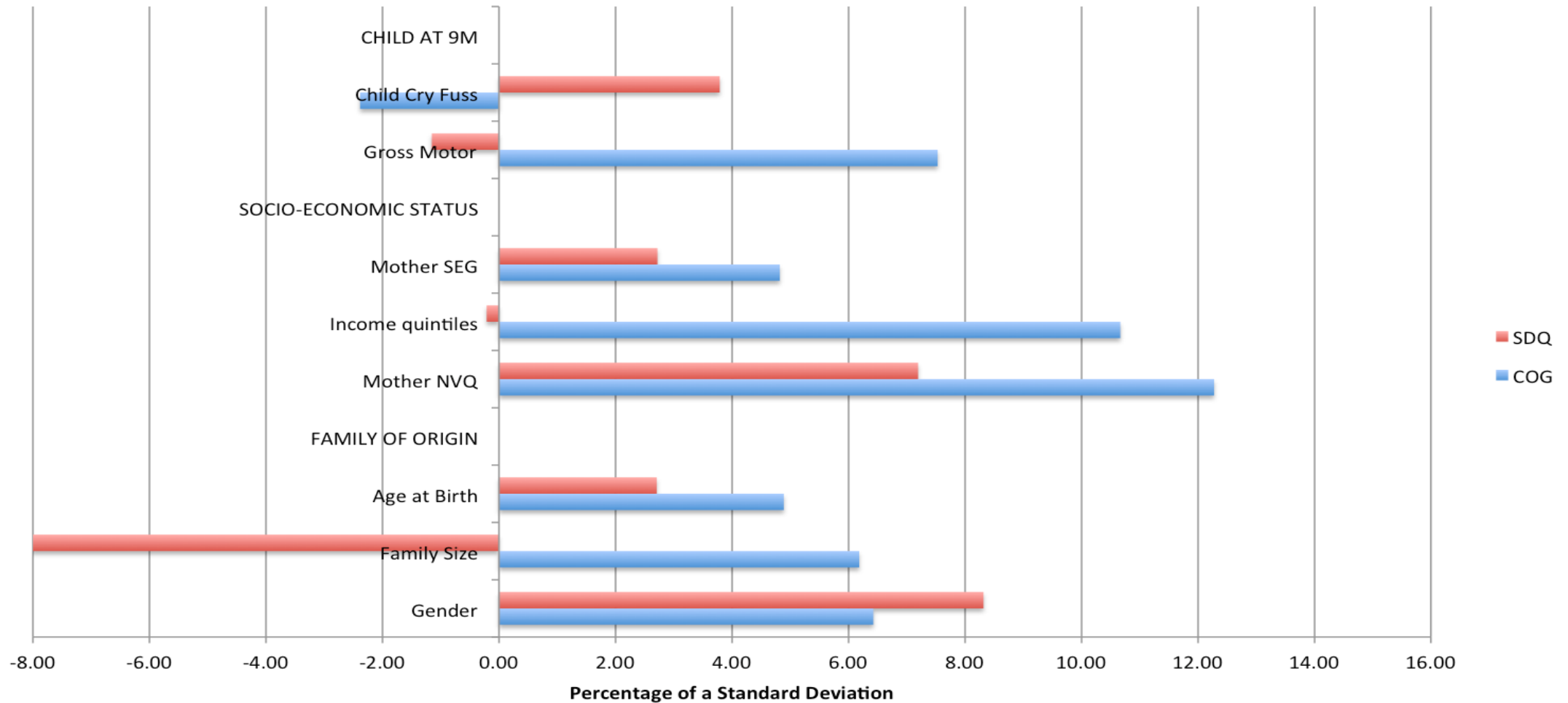
- Wide range of predictors are important for Parenting at Age 3 (controlling for others)
- Key factors include: **gender**, family size, maternal depression, relationship quality, education, income, breastfeeding, mother-child attitudes, and child temperament
- Positive parenting matters more for cognitive outcomes and negative parenting more for behavioural outcomes

What Matters for School Readiness?

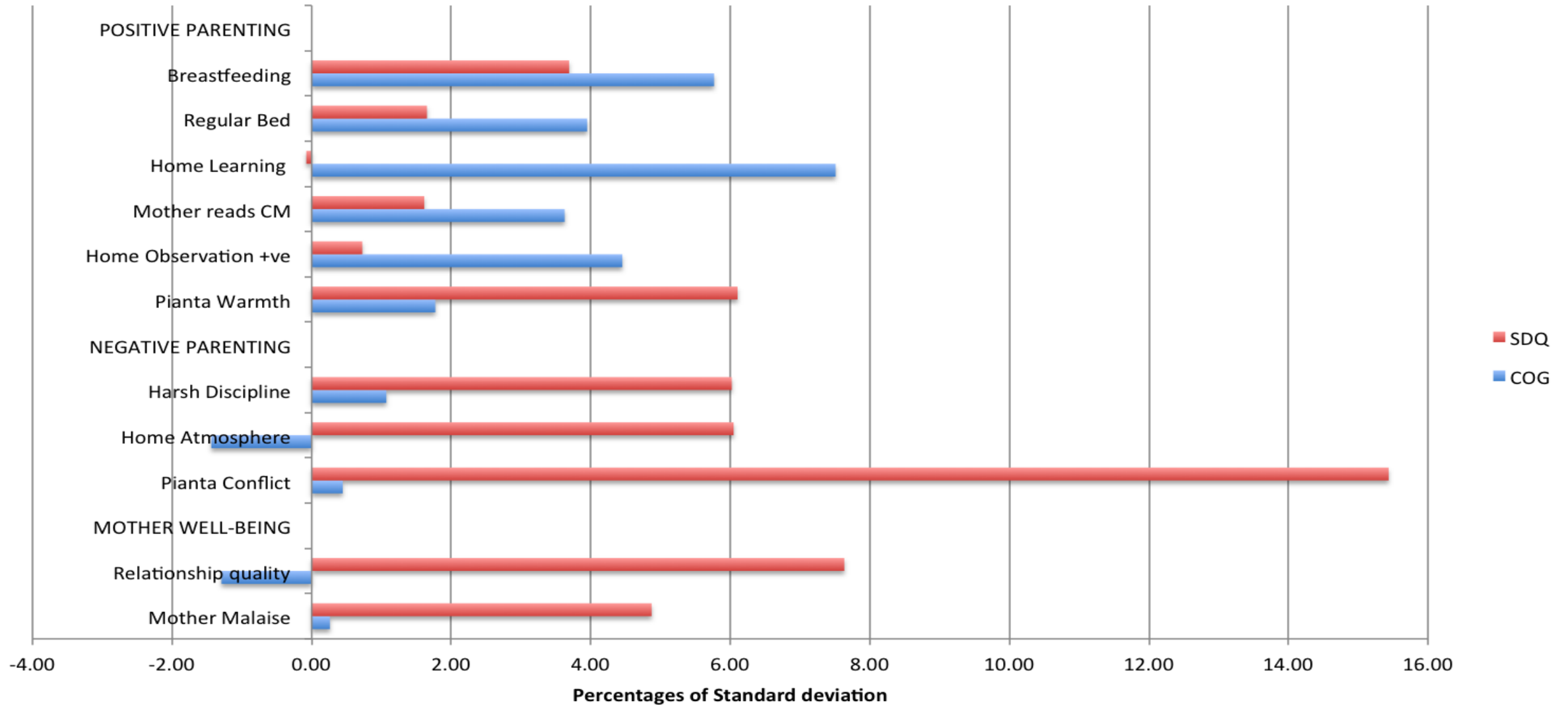
Following Children from Birth to Age 5

- Cognitive performance at age 5
- Behaviour at age 5

Cognitive and Behaviour Major Population Factors: Family, SES & Child



Cognitive and Behaviour Major Population Level Factors: Parenting & Maternal Well-Being



Key Messages

- No 'magic bullet' domain
- Child outcomes are a legacy of multiple poorer inputs and circumstances across a range of domains
- Cognitive and Behavioural outcomes at age 5 shaped by overlapping earlier experiences and inputs, but also clear differences:
 - **BOTH: Gender**, Mum NVQ & Positive parenting
 - **COGNITIVE:** Ethnicity, Household SES, Child development at 9m
 - **BEHAVIOUR:** Mum well-being, Partnership, Pregnancy related behaviours, Child temperament and Negative parenting
 - Family size for both but opposite direction

Questions

- What policy interventions in early years are feasible?
- Will they work?
 - Why are we failing boys?
 - How do we improve parenting?
 - Targeting for cognition or behaviour? Or both?
 - Recognising separate but overlapping pathways to cognitive and behavioural outcomes
- How much can schools and teachers compensate?
- What else can we do after age 5?

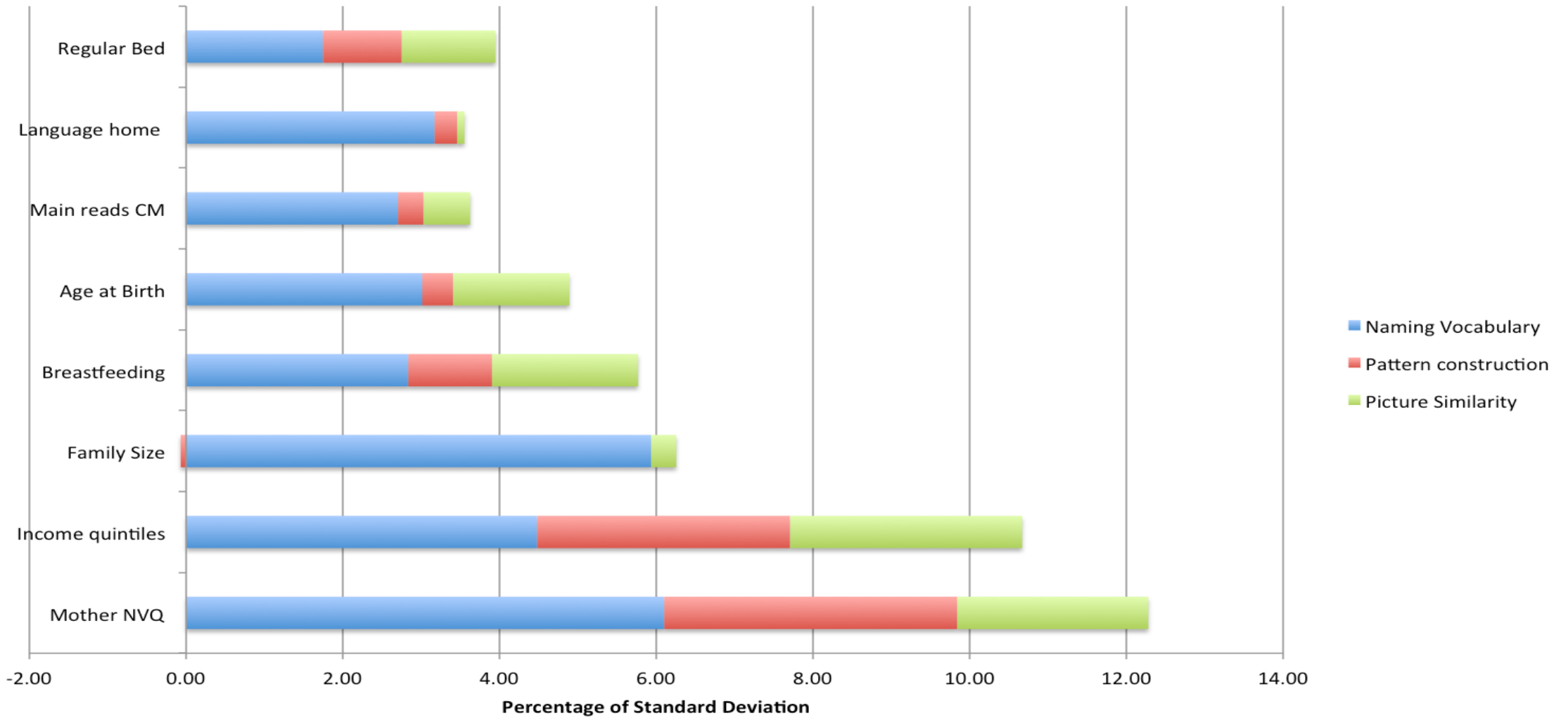
Early School Performance – Percentage performing at a good level on Foundation Stage Profile

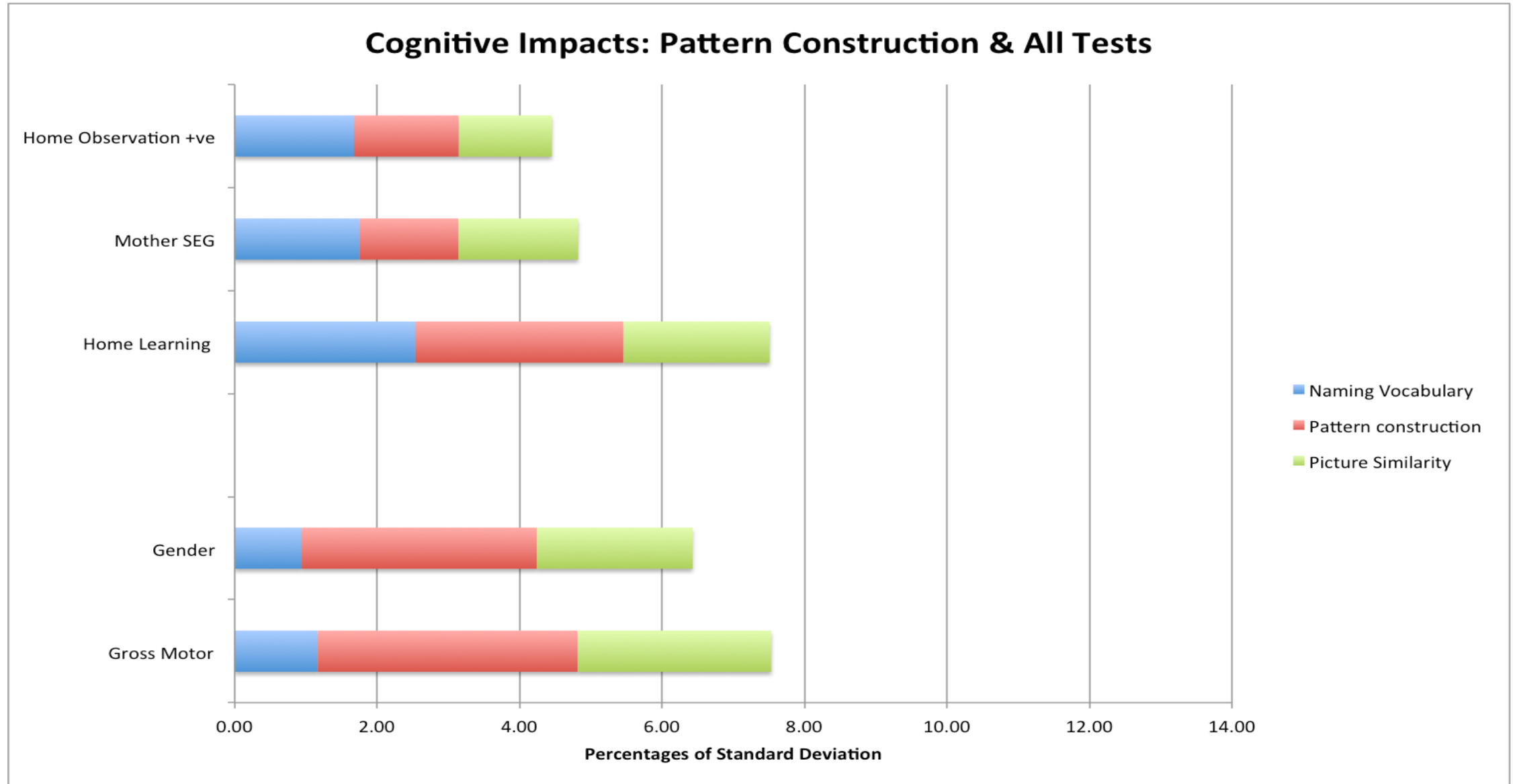
No Poverty and Positive Parenting	73%
No Poverty and Poor Parenting	42%
No Poverty (Total)	60%
Persistent Poverty and Positive Parenting	58%
Persistent Poverty and Poor Parenting	19%
Persistent Poverty (Total)	26%

Partitioning population level estimates

- OLS permits separation of components of cognitive or behavioural outcomes

Cognitive impacts: Naming Vocabulary Dominant





SDQ Major Impacts - Externalising Dominant

