

Cognitive Development and Day Care

Your task:

- Cut each study out and one by one glue to a sheet of A3 paper.
- After gluing each A01 section of information you are to write an A02 comment using the PJE system.

Broberg et al (1997) compared three groups of Swedish children (146 in total). The three groups were those in day-care, those with child minders and those who stayed at home with their mothers. Children were assessed at the age of eight using a verbal reasoning test and a mathematics test. It was found that those who had been in day-care scored highest furthermore the longer the child had been in day-care, the higher the score. Those who had been with a child minder scored the lowest on the tests.

Burchinal et al (1989) It was found that children who had been in day-care had higher IQs when starting school than those who had stayed at home with their mothers.

Tizard (1979) found that interaction between day care staff and children were far less complex than those between parent and child, this may have implications for both social and cognitive development.

Eggleland & Hiester (1979) assessed seventy children using the strange situation; all children came from an economically poor background. Half of the children had been in day-care since before the age of one year, the rest had stayed at home with their mothers. The children were tested at the ages of one and three and a half. It was found that day-care had a negative effect on children who were securely attached and a positive effect on those who were insecurely attached.