

**Teaching Notes for
“Child Care, Disability, and Family Structure: Use and Quality in a Population-
Based Sample of Low-Income Preschool Children”**

Developed by Zach Addison, MSW student
University of North Carolina, Chapel Hill
School of Social Work

Slides 1-2

This lecture would be appropriate for courses containing content on children and families, child care, poverty, welfare policy, and disability.

Slides 3-4

Review slides.

Slide 5

Review slide. Ask students to speculate on the issue raised in the second bullet. What kinds of concerns might be relevant here?

Slides 6-9

Review slides.

Slide 10-12

Review slides.

Group Activity

Ask students to break up into groups and pretend they are a lobby for persons with disabilities. Ask that they come up with ways that policy can address the barriers low-income families face in finding quality child care and promote the characteristics that parents identify as measures of quality, particularly in regards to children with disabilities.

Slide 13

Review slide.

Discussion Questions:

What might the reasoning be behind increasing work requirements for TANF? Is there a way for politicians to achieve these aims without harming parents of children with disabilities?

Slide 14

Review slide. To emphasize urgency of the last bullet cf. slide 12.

Slides 15-16

Review slides.

Slide 17

Review slide. Ask students for other factors that may make non-center care more accessible for low-income families.

Slides 18-20

Review slides.

Slide 21

Review slide.

Discussion Questions:

What might be the impact of exclusively including children under six in the study? How might the results differ if older children with disabilities were included as well?

Slide 22

Review slide.

Slide 23

Review slide.

Discussion Questions:

How might the inclusion of limiting learning conditions affect the findings? What concerns may be different for children with mental disabilities in comparison to physical or learning disabilities?

Slides 24-29

Review slides.

Slide 30

Review slide.

Group Activity

Break the class into three groups, and ask each group to briefly interpret the findings of one of the bullets on this slide. Have each group present their interpretation of the meaning/possible meanings of their bullet, and then as a class, discuss what picture these interpretations combine to form. Are there incongruities or inconsistencies between the findings of each group? Can they be resolved to present a fuller, more accurate picture of how income, disability, and quality of care interact?

Slide 31-32

Review slides.

Slide 33

Review slide.

Discussion Questions:

Should politicians and policy makers consider severity of disability in making decisions regarding TANF, CCDF, child care subsidies, etc.? What would be an appropriate measure to acknowledge the range of disabilities children have and the range of their needs for child care?

Slide 34-35

Review slides.

Slide 36

Review slide. Ask students for additional recommendations based on the information presented.

Slides 37-43

Display references.