

9th Annual Research Conference 2017

# Factors associated with the development and well-being of Irish children at 9 months and 3 years

Dr Cristina Taut B.D.S, PhD

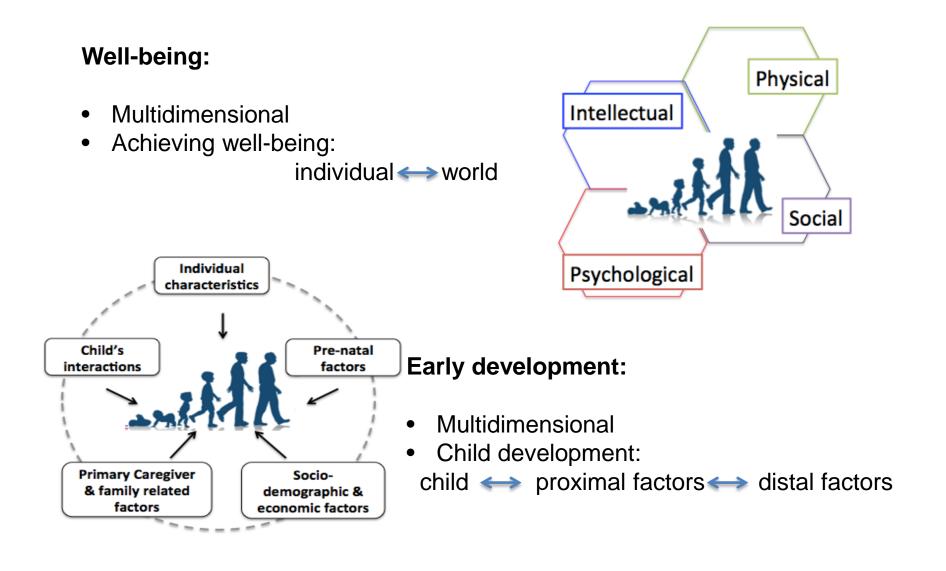
Department of Public Health and Primary Care, TCD





An Roinn Leanaí agus Gnóthaí Óige Department of Children and Youth Affairs

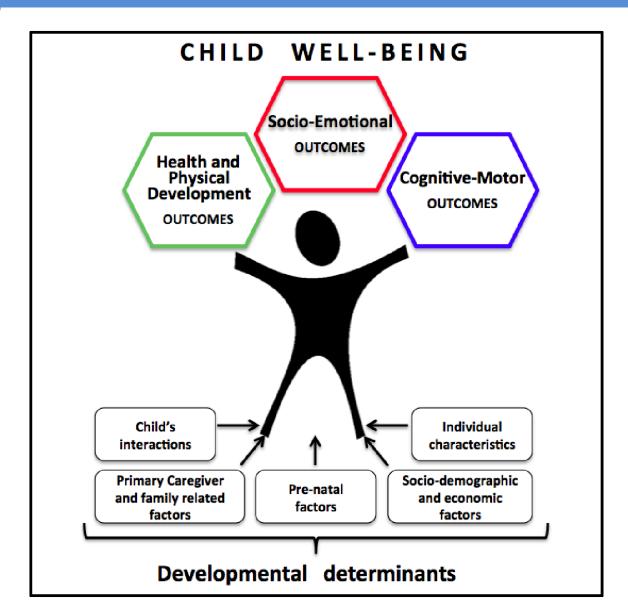
## **Background** Well-being and early childhood development



**Growing Up** 

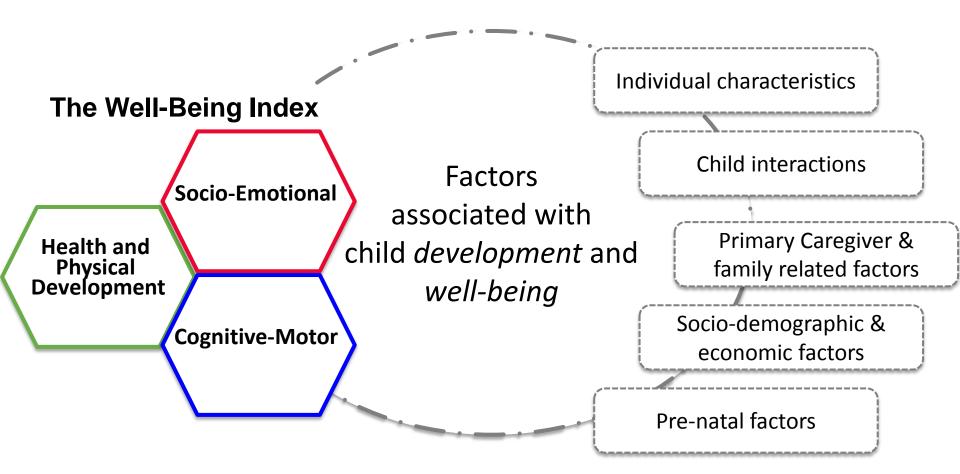


## **Conceptual framework**











Wave 1-9 months

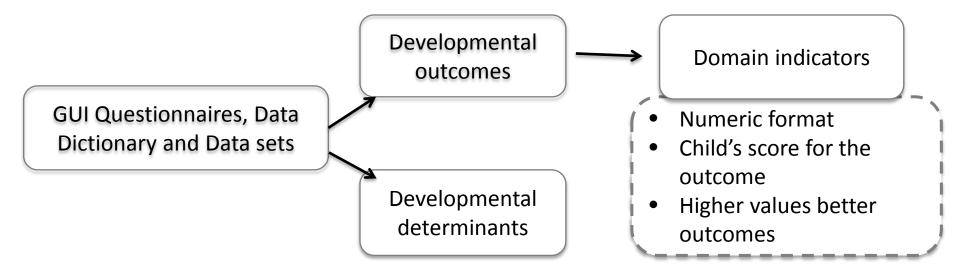
# Participants and Materials

Wave 3-5 years

Infant Cohort: Baseline: 11,134 9 month-olds; Follow-up: 9,793 3 year-olds

Charters children's development and life context across time

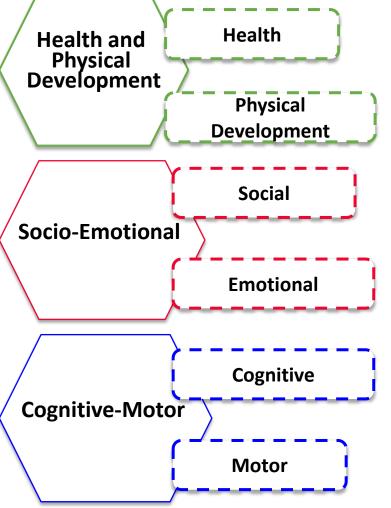
Wave 2-3 years



! Children with **incomplete outcome** data were **excluded The Well-being Index:** Baseline: N=9,812 & Follow-up: N=8,843



# **Domain indicators**



Indicators:

• count or ordinal variables

Indicators:

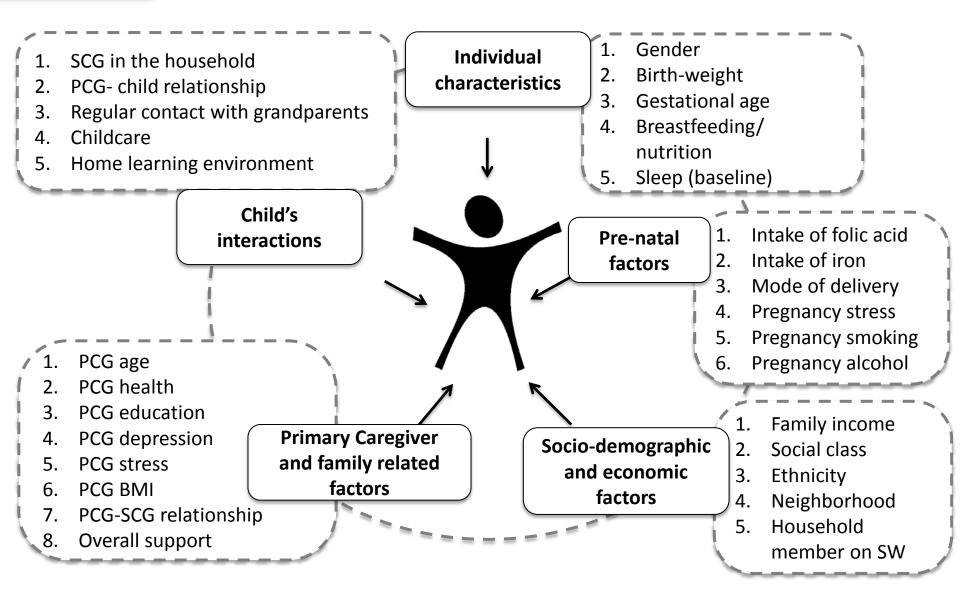
 child scores on sub-scales from standardized instruments (ASQ<sup>1</sup>, ICQ<sup>2</sup>, SDQ<sup>3</sup>)

Indicators:

child scores on sub-scales from standardized instruments (ASQ<sup>1</sup>, BAS<sup>2</sup>) or observed tasks<sup>3</sup>

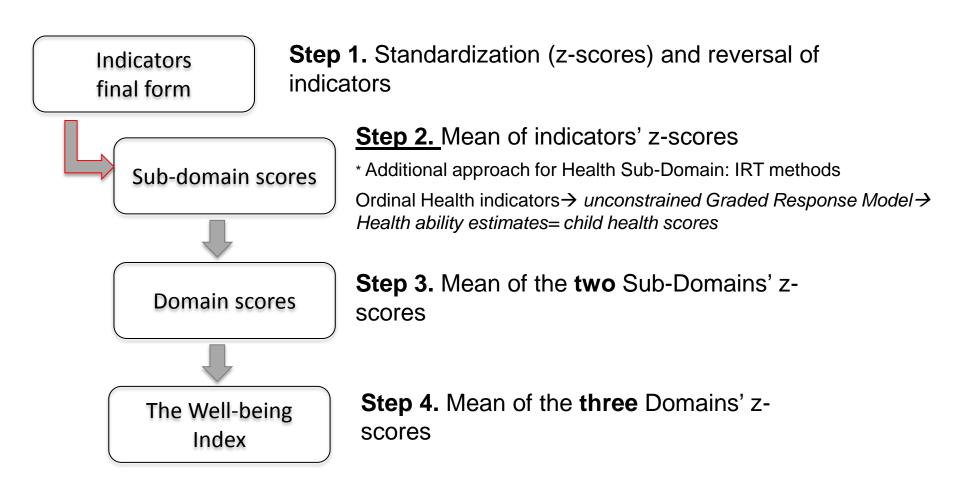


# **Developmental determinants**





## Methods Domain Scales and Well-being Index development





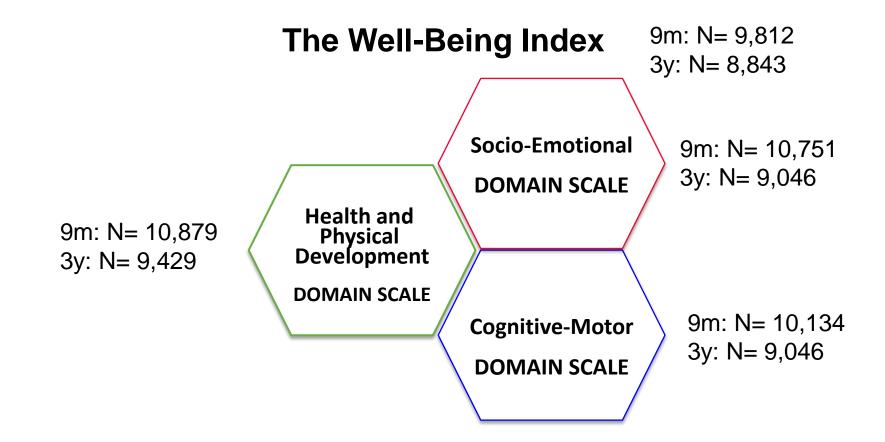
## Methods Factors associated with development and well-being

#### 4 fully adjusted linear regression models for each time point (9m and 3y)

- Outcome variables: each Domain Scale and the Well-Being Index
- Explenatory variables: developmental determinants significantly associated in univariate analysis
- Method: automatic step-wise regression with forward selection approach, Aikaike Information Criterion (AIC) was used to select variables for the final models







→ Child-scores standardized to Mean 100 and SD 10
 → Domain Scales and Well-Being Index: distribution close to normal



### Results

# Factors that promote or constrain Baseline and Follow-up development

Significant determinants of development	Health and Physical development		Socio-Emotional		Cognitive-Motor	
	9m	Зу	9m	Зу	9m	Зу
Baseline development		+		+		+
Gender (female)	+	-	+	+	+	+
Breastfeeding duration	+	+			+	
Gestational age	+		+		+	
Child-PCG relationship	+		+	+		+
Less talking/ reading			-	-	-	-
PCG-SCG relationship			+	+	+	
PCG stress		-	-	-		
PCG BMI		-				
Reduced pregnancy stress	+	+				
Smoking during pregnancy	-					
		Not significant				



## Results

#### Factors that promote or constrain Baseline Well-being

	Individual characteristics	Child' s interactions	Primary Caregiver factors	Socio- demographic and economic factors
+	<ul> <li>Female gender</li> <li>Higher birth-weight</li> <li>Higher gestational age</li> <li>Longer breastfeeding</li> <li>Increased number of night-sleep hours</li> </ul>	<ul> <li>Only child</li> <li>Higher Quality of attachment score</li> <li>Frequent talking to the child</li> <li>Being in small setting or parental care</li> </ul>	<ul> <li>Higher dyadic adjustment score</li> </ul>	<ul> <li>Maternal ethnicity other than Irish</li> </ul>
_	<ul> <li>Emergency or Planned C-section</li> </ul>		<ul> <li>Higher parental stress scores</li> </ul>	<ul> <li>Household member on Social Welfare</li> <li>Neighborhood not safe for play</li> </ul>



## Results

#### Factors that promote or constrain Follow-up Well-being

	Individual characteristics	Child' s interactions	Primary Caregiver factors	Socio- demographic and economic factors
+	<ul> <li>Higher baseline Well-being Score</li> <li>Female gender</li> <li>Higher birth-weight</li> <li>Higher gestational age</li> <li>Longer breastfeeding</li> </ul>	<ul> <li>Higher score on the Pianta positive scale</li> <li>Frequent reading to the child</li> </ul>	<ul> <li>Higher maternal age</li> <li>Higher dyadic adjustment score</li> <li>PCG educated to Degree level</li> </ul>	
_			<ul> <li>Higher parental stress scores</li> <li>Higher PCG depression score</li> <li>Higher PCG</li> </ul>	<ul> <li>PCG ethnicity</li> <li>Household member on Social Welfare</li> <li>Neighborhood rated as not safe for play</li> </ul>



## Discussion

#### Findings consistent with previous child well-being research

	Health and Physical development	Socio-Emotional development	Cognitive-Motor development	Well-being
Girls	$\uparrow$	$\uparrow$	$\uparrow$	$\uparrow$
Longer breastfeeding	$\uparrow$			$\uparrow$
Frequent weekly intake of fresh fruits	$\uparrow$			
Frequent weekly intake of raw vegetables	$\uparrow$			
PCG educated to Degree level			$\uparrow$	$\uparrow$
PCG of ethnicity other than Irish				Ļ



# Discussion

#### Novel findings

	Health and Physical development	Socio-Emotional development	Cognitive- Motor development	Well-being
Better PCG-child and PCG-SCG rel.		$\uparrow$		$\uparrow$
Frequent talking (9m) or reading (3y)		$\uparrow$	$\uparrow$	$\uparrow$
Higher PCG stress scores		Ļ		Ļ
Higher PCG depression score (3y)		Ļ		Ļ
Higher PCG's BMI	Ļ			Ļ
Parental or small- setting childcare (9m)	$\uparrow$	$\uparrow$	$\uparrow$	$\uparrow$
Parental or small- setting childcare (3y)	$\bigwedge$	Ļ	Ļ	



Discussion

## **Relevance of findings:**

- Policy makers: improving child well-being → indirect manner by targeting aspects from children's life (e.g. poverty, neighbourhood safety, access to healthcare)
- **Researchers:** validity of pre-established theories (e.g. Barker hypothesis, bio-ecological model)
- **Caregivers:** prompt changes of detrimental behaviours (e.g. smoking during pregnancy, increased BMI)



Conclusions

- Factors representing areas of national concern (e.g. parental mental health, childcare, parental BMI and child nutrition) are significantly associated with development and well-being
- Current development and well-being are significant predictors of future outcomes



Aknowledgemnts

### Supervisors: Prof. Lina Zgaga, Prof. Alan Kelly (RIP)

## Department of Public Health & Primary Care, Trinity Centre

