Online Supplementary Materials

Table S1.

Prediction of Preacademic Skills and Problem Behavior: Slope Coefficients (β) Based on 20 Imputed Data Sets

|  |  |  |  |
| --- | --- | --- | --- |
|  | | **Outcome variables** | |
| **Predictor** | | **Preacademic skills** | **Problem behavior** |
| Predictors | | β | β |
|  | Child care quantity | 0.02 | 0.14\*\*\* |
|  | Child care quality | 2.60\*\* | -0.55 |
| Covariates | |  |  |
|  | Site | -0.11 | -0.01 |
|  | Sex | 2.31\*\* | 0.15 |
|  | Ethnicity | 0.77 | 0.57 |
|  | Maternal education | 0.79\*\*\* | -0.39\* |
|  | Partnered | -1.90 | -0.17 |
|  | Income | 0.42\*\* | 0.14 |
|  | Parenting | 7.03\*\*\* | -2.51\*\*\* |
|  | Mom depression | -0.02 | 0.03 |

Table S2: Cross-tabulation of number of children classified as having high, medium, and low susceptibility+ to effects of child care quality on, respectively, pre-academic skills and language competence++.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  |  | **Quality: Language** | | | |
| **Quality: Preacademic Skills** | Susceptibility | | Low | Medium | High |
| Low | | 270 | 97 | 88 |
| Medium | | 96 | 254 | 105 |
| High | | 89 | 104 | 261 |

+Children with low, medium, and high susceptibility had DFBETAs scores in the top, medium, and bottom third of distribution.

++ Language competence was assessed by means of the Preschool Language Scale (Zimmerman, Steiner & Pond, 1979). It measures a range of language behaviors, including vocabulary, syntax and integrative thinking which are grouped into two subscales, Auditory Comprehension and Expressive Language (Cronbach alphas = .89 and .92, respectively, in the NICHD Study). Because the two sores were highly correlated ( r = .70, p < .001), they were composited.

Examining the categorical DFBETAs proved that children very susceptible or very unsusceptible to one of the child care effects (i.e., child care quality on preacademic skills or language competence) were similarly affected—or unaffected—by the other, χ2 = 362.54, df = 4, p < .001. Furthermore, the continuous DFBETAs based on the two associations are highly correlated with each other, r = 0.59, p < .001.

Reference

Zimmerman, I. L., Steiner, V. G., & Pond, R. E. (1979). *Preschool language scale.* San Antonio, TX: The Psychological Corporation.