OVERVIEW

• Intro to BE and diagnosis and design methodology

• Examples of a few psychologies at play in the childcare domain

• Behavioral mapping in the child care context

• Lessons from current behavioral mapping
REPRESENTATION WE HAVE OF PEOPLE LEADS TO SOLUTIONS

odd choice.
“Excellent airmen commit no errors.”
REPRESENTATION WE HAVE OF PEOPLE INSTEAD OF SITUATIONS ALSO LEADS TO SOLUTIONS
Behavioral Model

- We decide yes if benefits > costs
- Action naturally follows from decision
BEHAVIORAL MODEL

Decision

- Yes
- No
- ???

Failed to choose, didn’t consider at all

Actions

- Yes
- No
- ???

Process changes decision

Outcome

- Yes
- No

Yes

No
THERE ARE MANY INFLUENCES ON DECISION MAKING AND ACTIONS

Attention: Focus & Neglect
- Passivity
- Focusing illusion
- Mindless behavior, automaticity, habits, limited attention
- Prescriptive / descriptive norms
- Implementation intentions

Time Inconsistency
- Discounting
- Self-control problems, procrastination
- Planning fallacy
- Conflicting identities

Barriers (& Routes) to Action
- Hassle factors
- Forgetting / inattention (& reminders)
- Darley/Batson – person vs. situation
- Social proof and social norms
- Channel factors
- Scarcity principle

Revaluation
- Self-perception, self-fulfilling prophesy

Construal: What’s in the Choice Set
- Acceptance (of what’s presented..)
- Frames, sets, order/contrast effects
- What people know, remember, perceive, think about

Situation: Influences of Context
- Proliferation of options & choice conflict
- Joint vs. separate evaluation, opportunity cost ignorance, weighting
- Prospect theory: reference points, loss aversion, endowment
- Local focus
- Mental accounting
- Social norms
- Visual cues

Person
- Misunderstanding compounding, unit confusion
- Overconfidence, probability perception
- Affect
- Identity
- Memory, remembering self makes the choice
- Goals
IDEAS42 METHODOLOGY

1. DEFINE
   - Defined Problem

2. DIAGNOSE
   - Actionable Bottlenecks

3. DESIGN
   - Scalable Intervention

4. TEST
DIAGNOSIS LEADS TO DESIGN

Mental accounting

“Human” finance

Choice conflict

Social norms

Identity

Loss aversion

Discounting

Hassle factors

Procrastination

Automaticity, forgetting

Change choice set

Reduce/ categorize choices

Change comparison group

Change identity priming elements

Re-frame choices

Reminders

Defaults

Remove hassle factors

Plan-making

Forced Choice
IDEAS42 METHODOLOGY

DEFINE

REDEFINE PROBLEM

DIAGNOSE

DEFINED PROBLEM

ACTIONABLE BOTTLENECKS

DESIGN

HYPOTHEZIZED BOTTLENECKS

TEST

SCALABLE INTERVENTION

STATED PROBLEM

DISENTANGLING PRESUMPTIONS

BEHAVIORAL MAP

CONTEXT RECONNAISSANCE

INTERVENTION CONCEPT

ROBUST EXPERIMENT

IDEAS42 partner consumer sequential iterative as necessary
A FEW EXAMPLES OF PSYCHOLOGIES THAT ARE AT PLAY IN CHILDCARE SELECTION

• Three example psychologies:
  – Social Norms
  – Identity
  – Hassle factors
EXAMPLE 1: SOCIAL NORMS

Commonly held understanding: People are impacted by the social norms of family, peer groups, etc.

Deeper understanding: People’s perceptions of social norms are what matters, there are often competing social norm perceptions, and these perceptions are often surprisingly easy to influence.
EXAMPLE 1: SOCIAL NORMS

“90% of people don’t use drugs.”

“A lot of people I know use drugs.”
EXAMPLE 1: SOCIAL NORMS
EXAMPLE 1: SOCIAL NORMS

Implications for Childcare:

- Can have a big Impact on the choice set that people consider when looking for referrals and advice on decision. Quality Rating Information Systems are not even in the choice set.

- Use existing perception of social norms to reach those that will influence parent (e.g. parent of parent, pediatrician)
EXAMPLE 2: IDENTITY

Commonly held understanding: A person’s identity has an impact on decisions and actions.

Deeper understanding: People have multiple identities, these identities are malleable depending on context and priming, and have a surprisingly large impact on outcomes.
EXAMPLE 2: IDENTITY

Implications for Childcare:

- People have conflicting identities (e.g. parent, employee, benefit recipient, young person) depending on which identities are primed can have an impact on how much effort they put into searching or how much they care about quality ratings.

- Interventions that seek to prime identities that are more childcare aligned.
EXÀMPL 3: HASSLE FACTORS

Commonly held understanding: Hassle factors have a cost in time and effort that have real economic cost to people that should be factored into how people make decisions.

Deeper understanding: Hassle factors have an impact on behavior that is usually disproportional to the economic costs. Hassle factors exacerbate other psychologies (e.g. procrastination, prospective memory, inattention).
EXEMPLARY 3: HASSLE FACTORS

Organ Donation Rates

- Denmark
- Netherlands
- United Kingdom
- Germany
- Austria
- Belgium
- France
- Hungary
- Poland
- Portugal
- Sweden
EXÁMPLA 3: HASSLE FACTORS

Implications for Childcare:

- Small hassles; such as multi step process to understand what ratings mean, poor internet search optimization, or multiple state government websites on childcare; cause an “outsized” impact on incredibly important decision.
- The user experience design matters a great deal.
IDEAS42 METHODOLOGY

1. **DEFINE**
   - DEFINE PROBLEM
   - STATED PROBLEM
   - DISENTANGLE PRESUMPTIONS

2. **DIAGNOSE**
   - DEFINED PROBLEM
   - BEHAVIORAL MAP
   - CONTEXT RECONNAISSANCE
   - HYPOTHEZIZED BOTTLENECKS

3. **DESIGN**
   - ACTIONABLE BOTTLENECKS
   - INTERVENTION CONCEPT
   - DETERMINE FEASIBILITY
   - DETERMINE FEASIBILITY
   - POLISH INTERVENTION

4. **TEST**
   - SCALABLE INTERVENTION
   - INITIAL EXPERIMENT DESIGN
   - ROBUST EXPERIMENT

**Ideas42**

**Partner**

**Consumer**

**Sequential**

**Iterative**

**As necessary**
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BEHAVIORAL MAPPING IN CHILD CARE CONTEXT

Policies, Programs, Mandates, and Resources

Increased use of quality child care

- CC Administrators
- Parents (and children)
- QRIS staff
- Providers
- CCR&R staff
- Subsidy eligibility staff
STEPS FOR SUBSIDY-HOLDING PARENTS
SELECTING CARE

- Determined eligible, informed of mandate
- Referred to CCR&R or website
- Receives referrals
- Visits and selects quality rated provider
- Negotiates co-payment (if applicable)
- Signs in to provider each day child attends
- Completes re-determination every 6-12 months

How is message
“90% of parents arrive with a provider”
How are choices presented?
Do assessments of quality match?
Do parents remember?
NACCRRAware Provider Profile List

Client Name: [Redacted] (Client ID# [Redacted])
Referrals Made On: April 23, 2012, 00:00:00

Printed By: Administrative User on April 23, 2012, 13:34:20

ID: [Redacted] | NAME: [Redacted] | Business Name: [Redacted]
Address: [Redacted] | Unit#: [Redacted]
City: [Redacted] | State: [Redacted] | Zip: [Redacted]

Contact Person

Primary Phone

<table>
<thead>
<tr>
<th>Type Of Care</th>
<th>Regulation Status</th>
<th>Total Licensed Capacity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Family Child Care</td>
<td>Regulated/Licensed</td>
<td>8</td>
</tr>
</tbody>
</table>

Ages Served

1 year ~ 12 years

Quality Indicators | QRS Step 1

Session 1 Shift

Days

<table>
<thead>
<tr>
<th>Days Open:</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td>Time Open:</td>
<td>6:30 AM</td>
<td>6:30 AM</td>
<td>6:30 AM</td>
<td>6:30 AM</td>
<td>6:30 AM</td>
</tr>
<tr>
<td>Time Closed:</td>
<td>5:00 PM</td>
<td>5:00 PM</td>
<td>5:00 PM</td>
<td>5:00 PM</td>
<td>5:00 PM</td>
</tr>
</tbody>
</table>

Rates

AgeGroup - Rate (Amount/RateUnit)

Elementary Schools | Coffin, Harriet Beecher Stowe
Environment

Fenced Yard, Lead Safe, No Pets, Non Smoking, Outdoor Play, Peanut Free

Meals

Breakfast, Morning Snack, Lunch, Afternoon Snack, USDA Food Program

Policies

Written Contract, Written Handbook, Provider takes paid vacations, Paid Holidays, Family Vacation Allowance, Takes Paid & Unpaid Vacations or 1/2 Paid

Safety

CPR/First Aid Training, Liability Insurance, Audio Monitor, Video Monitor-view child within home/center, Basic Water Safety Certified

Training

13-40 hours of workshops and training

Education

Some College, Child Related, Maine Roads to Quality Registry

Experience

10-20 Years Experience, Family Child Care Experience

Activities Offered

Music & Movement, Art & Crafts, Cooking, Story Time, Preschool Curriculum, Field Trips, Cultural Activities
NACCRAware Provider Profile List

Client Name: [Redacted]  Client ID#: [Redacted]  
Referrals Made On: April 23, 2012:00:00:00

Printed By: Administrative User on April 23, 2012:14:17:16

ID: [Redacted]  NAME: [Redacted]  Business Name: [Redacted]  
Address: [Redacted]  Unit#: [Redacted]  City: [Redacted]  State: [Redacted]  Zip: [Redacted]

Primary Phone
Secondary Phone
Email

Type Of Care  Total Licensed Capacity  Total Desired Capacity
Family Child Care  6
Ages Served  Regulation Status
1 month 2 weeks ~ 12 years  Regulated/Licensed
License Type  5 children, 1 adult
Quality Indicators

Session 1 Shift

Days
Days Open: Monday Tuesday Wednesday Thursday Friday
Time Open: 7:00 AM 7:00 AM 7:00 AM 7:00 AM 7:00 AM
Time Closed: 5:00 PM 5:00 PM 5:00 PM 5:00 PM 5:00 PM
Care Available
Accepts Children: Both FT & PT, Duration: Full Year, Before School, After School

Rates
AgeGroup - Rate (Amount/Rate/Unit)
6 wks - 12 months - $145.00 Weekly FT
13 months - 2 1/2 years - $145.00 Weekly FT
2 1/2 years - 5 years - $145.00 Weekly FT
(1st - 5th grade) - $125.00 Weekly FT, $125.00 Weekly FT
Kindergarten - $125.00 Weekly FT, $125.00 Weekly FT

Environment
Outdoor Play, Lead Safe, Non Smoking, Pets, Fenced Yard, School Bus Route, Dog(s), Cat(s), Small group size

Meals
Breakfast, Morning Snack, Lunch, Afternoon Snack, USDA Food Program

Financial Assistance

Policies
Multi-Child Discount, Paid Holidays and sick days. Parents pay if family goes on
LESSONS FROM BEHAVIORAL MAPPING

• Choose an issue of the appropriate scale
• Look for standardized processes
• Ideally, want adequate participation data to point to drop off in process; and outcome data that is accessible and of good quality
• If context of BIAS, need short timeline between intervention and outcome of interest, adequate sample size to detect effects, and organization open to iterative process
APPLICATION OF BEHAVIORAL ECONOMICS TO CHILD CARE

JOSHUA WRIGHT, IDEAS42
NADINE DECHAUSAY, MDRC

10/24/2012