



# Parents as Teachers™

## An Evidence-Based Home Visiting Model

*A range of research studies conducted by and supported by state governments, independent school districts, private foundations, universities and research organizations, demonstrate that Parents as Teachers makes a real difference in the lives of parents and their children.*

### Length of participation in Parents as Teachers was a significant predictor of children's third grade achievement.

"...the PAT program improved parenting practices in ways that promote both school readiness and subsequent academic achievement." (p.116).

From: Zigler, E., Pfannenstiel, J.C., & Seitz, V. (2008). The Parents as Teachers program and school success: A replication and extension. *Journal of Primary Prevention*, 29, 103-120.

### Parents as Teachers parents were more involved in children's school activities and engaged their children more in home learning activities, especially literacy-related activities.

"...children of parents involved in a PAT program should enter school with 'stronger' readiness skills than their non-PAT peers."

From: Albritton, S., Klotz, J., & Roberson, T. (2004) The effects of participating in a Parents as Teachers program on parental involvement in the learning process at school and in the home. *E-Journal of Teaching and Learning in Diverse Settings*, 1(2), 108-208. <http://www.subr.edu/coeducation/ejournal/Albritton%20et%20al.Article.htm>.

### Parents as Teachers parents read to their children more often and were more likely to enroll them in preschool, both of which increased school readiness.

"...the PAT program was highly effective in helping impoverished parents prepare their children to enter school."(p.81)

From: Pfannenstiel, J.C., Seitz, V., & Zigler, E. (2002). Promoting school readiness: The role of the Parents as Teachers program. *NHSA Dialog: A Research-to-Practice Journal for the Early Intervention Field*, 6, 71-86.

### Parents as Teachers helps all children enter school ready to learn.

> 7,710 public school children from a stratified random sample of Missouri districts and schools were examined at kindergarten entry and at the end of third grade. Results showed that participation in Parents as Teachers, together with preschool, not only positively impacts children's school readiness and school achievement scores, but also narrows the achievement gap between children in

poverty and those from non-poverty households. With at least two years of Parents as Teachers combined with a year of preschool, **82% of poor children were ready for school at kindergarten entry**—a level identical to non-poverty children with no Parents as Teachers or preschool.<sup>i</sup> A reanalysis using a subset of the above data strongly confirmed these findings.<sup>ii</sup>

- > Parents as Teachers children showed better school readiness at the start of kindergarten, higher reading and math readiness at the end of kindergarten, higher kindergarten grades, and fewer remedial education placements in first grade.<sup>iii</sup>
- > Kindergarten readiness of children in high poverty schools who participated in Parents as Teachers was equivalent to that of children at low poverty schools with no preschool enrichment (Parents as Teachers or preschool). In addition, when children attending high poverty schools participated in both Parents as Teachers

Our vision is that all children will learn, grow and develop to realize their full potential

## FACT SHEET

(continued)

and preschool, their scores were significantly higher than those of children in low poverty schools with no preschool enrichment (Parents as Teachers or preschool).<sup>iv</sup>

- > 87% of Native American children served by Parents as Teachers through its BabyFACE program were ready for preschool by age 3.<sup>v</sup>
- > Parents as Teachers children scored significantly higher on mastery motivation at 36 months. At 24 months, greater effects were found for low-income Parents as Teachers families whose children scored significantly higher on cognitive development and mastery motivation than comparison group families.<sup>vi</sup>

### Parents as Teachers supports later school achievement.

- > The 2007 study of 7,710 Missouri public school children also showed that length of **Parents as Teachers** participation was a significant predictor of children's third grade achievement on the Missouri Assessment Program Communication Arts test.<sup>vii</sup>
- > **Parents as Teachers** children scored significantly higher on standardized measures of reading and math at the end of first grade than did comparison children. In addition, teachers

rated **Parents as Teachers** children's achievement progress higher in all areas than that of control group children.<sup>viii</sup>

- > **Parents as Teachers** children continued to perform better than their peers on standardized tests of reading and math achievement in second grade. Compared to their peers, **Parents as Teachers** children required half the rate of remedial and special education placements in third grade.<sup>ix</sup>

### Parents as Teachers prevents child abuse.

- > The U.S. Advisory Board on Child Abuse and Neglect states, "home visiting and center-based programs with a parental focus can help prevent child abuse and neglect." \* The Task Force on Community Preventive Services recommends early childhood home visitation as an effective method for preventing child abuse and neglect.<sup>xi</sup>
- > In a randomized trial, adolescent mothers who received case management and Parents as Teachers were significantly less likely to be subjected to child abuse investigations than control group mothers who received neither case management nor Parents as Teachers.<sup>xii</sup>
- > In another randomized trial, adolescent mothers in

an urban community who participated in Parents as Teachers scored lower on a child maltreatment precursor scale than mothers in the control group. These mothers showed greater improvement in knowledge of discipline, showed more positive involvement with children, and organized their home environments in ways more conducive to child development.<sup>xiii</sup>

- > Parents as Teachers families had fewer documented cases of abuse and neglect in comparison to the Missouri state average.<sup>xiv</sup>

### Parents as Teachers increases parental involvement.

- > Results of a multi-site randomized trial showed that for families with very low income, those who participated in Parents as Teachers were more likely to read aloud to their children and to tell stories, say nursery rhymes, and sing with their children.<sup>xv</sup>
- > A significantly higher proportion of Parents as Teachers parents initiated contacts with teachers and took an active role in their child's schooling. For example, 63% of parents of Parents as Teachers children versus 37% of parents of comparison children requested parent-teacher conferences.<sup>xvi</sup>

## FACT SHEET

(continued)

- > Parents as Teachers parents demonstrated high levels of school involvement, which they frequently initiated, and supported their children's learning in the home.<sup>xvii</sup>
- > Parents as Teachers parents read more to their children, used more techniques to support book/print concepts, and had more children's books in the home.<sup>xviii</sup>

### Parents as Teachers improves children's health and development outcomes.

- > Annual health and developmental screenings is a core component of Parents as Teachers. Of the more than 227,000 children screened in the most recent program year, 15% were identified with possible health/developmental delays and were referred on for additional follow up services and 64% of those referred received follow-up services.<sup>xix</sup>
- > Children participating in Parents as Teachers were much more likely to be fully immunized for their given age, and were less likely to be treated for an injury in the previous year.<sup>xx</sup>
- > At age 3, Parents as Teachers children performed significantly above national norms on a measure of school-related achievement, despite the fact that the sample was over-represented on all traditional characteristics of risk. More than one-half of

the children with observed developmental delays overcame these delays by age 3.<sup>xxi</sup>

### Research Highlights

- 4 Independent Randomized Controlled Trials (RCT)
- 7 peer-reviewed published outcomes studies

- i Pfannenstiel, J.C. & Zigler, E. (2007). *Prekindergarten experiences, school readiness and early elementary achievement*. Unpublished report prepared for Parents as Teachers National Center.
- ii Zigler, E., Pfannenstiel, J.C., & Seitz, V. (2008). The Parents as Teachers Program and School Success: A Replication and Extension. *Journal of Primary Prevention*, 29, 103-120.
- iii Drazen, S., & Haust, M. (1995). *The effects of the Parents and Children Together (PACT) program on school achievement*. Binghamton, NY.; Drazen, S. & Haust, M. (1996). *Lasting academic gains from an early home visitation program*. Paper presented at the annual meeting of the American Psychological Association, August 1996.
- iv Pfannenstiel, J. C., Seitz, V., & Zigler, E. (2002). Promoting school readiness: The role of the Parents as Teachers program. *NHSA Dialog: A Research-to-Practice Journal for the Early Intervention Field*, 6, 71-86.
- v Research and Training Associates, Inc. (2006). *BIA Baby Family and Child Education Program: 2005 Report*. Executive Summary.
- vi Drotar, D., Robinson, J., Jeavons, I., and Kirchner, H.L. (2009). A randomized, controlled evaluation of early intervention: The *Born to Learn™* curriculum. *Child: Care, health and development*, 35, 643-649.
- vii Zigler, E. & Pfannenstiel, J.C., (2007).
- viii Pfannenstiel, J. (1989). *New Parents as Teachers project: A follow-up investigation*. Overland Park, KS: Research & Training Associates.
- x Panel on Research on Child Abuse and Neglect (1993), p. 169.
- xi Hahn, R.A., Bilukha, O.O., Crosby, A., Fullilove, M.T., Liberman, A., Moscicki, E.K., et al. (2003). First reports evaluating the effectiveness of strategies for preventing violence: Early childhood home visitation. *Center for Disease Control, Morbidity and Mortality Weekly Report*, 52, 109.
- xii Wagner, M., Iida, E. & Spiker, D. (2001). *The multisite evaluation of the Parents as Teachers home visiting program: Three-year findings from one community*. Menlo Park, CA: SRI International.
- xiii Pfannenstiel, J., Lambson, T., & Yarnell, V. (1991). *Second wave study of the Parents as Teachers program*. Overland Park, KS: Research & Training Associates.
- xiv Wagner, M. & Spiker, D. (2001). *Multisite Parents as Teachers Evaluation: Experience and outcomes for children and families*. Menlo Park, CA: SRI, Int'l [www.sri.com/policy/cehs/early/pat.html](http://www.sri.com/policy/cehs/early/pat.html)
- xv Pfannenstiel, J. (1998). *New Parents as Teachers project: A follow-up investigation*. Overland Park, KS: Research & Training Associates.
- xvi Pfannenstiel, J., Lambson, T., & Yarnell, V. (1996). The Parents as Teachers program: Longitudinal follow-up to the second wave study. Overland Park, KS: Research & Training Associates.
- xvii Research and Training Associates, Inc. (2006); Albritton, S., Klotz, J., & Roberson, T. (2004). The effects of participating in a Parents as Teachers program on parental involvement in the learning process at school and home. *E-Journal of Teaching and Learning in Diverse Settings*, 1, 188-208.
- xviii *2005-2006 Parents as Teachers Annual Program Report*.
- xix Wagner, M., Iida, E. & Spiker, D. (2001).
- xx Pfannenstiel, J., Lambson, T., & Yarnell, V. (1991).