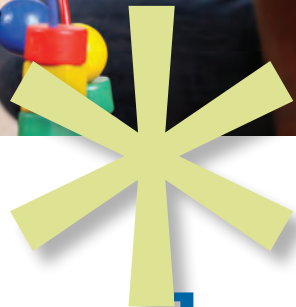




Parents as Teachers®

All children will learn, grow and develop to realize their full potential.



An evidence-based home visiting model

Overview

Implemented within a coordinated, comprehensive service system, home visiting services support families and help children develop optimally during the crucial early years.

The Parents as Teachers (PAT) model is an evidence-based home visiting model designed to support parents as their child's best first teacher. The PAT model has four dynamic components: personal visits, group connections, child screenings, and resource network. Together, these components create a cohesive package of services for families with young children.

The PAT Foundational curricula are designed to help trained parent educators identify and build on family strengths, capabilities and skills, and protective factors within the family. The PAT approach to personal visits, the cornerstone of the model, includes a focus on parent-child interaction, development-centered parenting and family well-being. Parent educators use partnering, facilitation, and reflection in their work with families to promote parental resilience; knowledge of parenting and child development; and social and emotional competence of children – all vital protective factors.

Goals

- > Increase parent knowledge of early childhood development and improve parenting practices
- > Provide early detection of developmental delays and health issues
- > Prevent child abuse and neglect
- > Increase children's school readiness and school success

Evidence Base

Independent evaluation has been integral to the success of PAT since its inception. Research has been conducted and supported by state governments, independent school districts, private foundations, universities and research organizations and outcome data have been collected from more than 16,000 children and parents.

Evidence of effectiveness of the PAT model has been supported by rigorous research designs, including randomized controlled trials and quasi-experimental methods. Studies published in peer-reviewed journals have shown statistically significant effects, demonstrating that PAT achieves its goals and makes a real difference in the lives of children and families.

> 4 independent randomized controlled trials (RCT)
> 7 peer-reviewed published outcome studies

Recognitions

Meets the evidence-based criteria of the Maternal, Infant, Early Childhood Home Visiting program (MIECHV), 2011 <http://homvee.acf.hhs.gov/>

SAMHSA's National Registry of Evidence-based Programs and Practices  SAMHSA's National Registry of Evidence-based Programs and Practices www.nrepp.samhsa.gov

Community-based Child Abuse Prevention's (CBCAP) Evidence-based Program Directory www.friendsnrc.org/cbcap-priority-areas/evidence-base-practice-in-cbcap/evidence-based-program-directory

California Evidence-Based Clearinghouse (CEBC) for Child Welfare www.cebc4cw.org

National Academy of Parenting Practices' (U.K.) Commissioning Toolkit www.education.gov.uk/commissioning-toolkit

Strengthening America's Families: Effective family programs for prevention of delinquency www.strengtheningfamilies.org

Child Trends Lifecourse Interventions to Nurture Kids Successfully (LINKS) database www.childtrends.org/Links

Proven and Promising Practices website www.promisingpractices.net

Phineo Wirkt! program for working with children in poverty in Germany www.phineo.org

Listed as an "Educational Program that Works" by the National Diffusion Network, 1995 www.ed.gov/pubs/EPTW/index.html

Listed in the S & I 100, an index of nonprofits creating social impact www.socialimpactexchange.org/exchange/si-100

* Logic Model



* Results

Parents promote children's language and literacy:

- > PAT families with very low income were more likely to read aloud to their children and to tell stories, say nursery rhymes and sing with their children¹.
- > Over 75% of PAT parents reported taking their child to the library regularly and modeling enjoyment of reading and writing².
- > Parents engaged in more language and were more likely to promote reading in the home³.



Parents improve their parenting knowledge and skills:

- > PAT parents showed significant improvements in parent knowledge, parenting behavior and parenting attitudes⁶.
- > Teen mothers showed greater improvement in knowledge about discipline and organized their home environment in a more appropriate way.¹¹



Parents are involved in their children's school:

- > 63% of PAT parents (vs 37% of non-PAT parents) requested parent-teacher conferences⁷.
- > PAT parents were more likely to enroll their children in preschool, attended parent-teacher conferences, PTA/PTO meetings and school events, volunteer in the classroom, talked with their children's teacher and assist with their children's homework⁸.

Parents in tribal communities report that PAT helps:

- > Increase the amount of time they spend with their child;
- > Become more involved with their child's education;
- > More effectively interact with their child; and,
- > Increase their understanding of child development⁹.



* Results (continued)

Children's developmental delays and health problems are detected early:

- > Approximately 23,000 children every year are newly identified with a developmental delay or problems with vision, hearing, or health (including mental health)¹⁰.
- > PAT children were five times more likely to be fully immunized⁴.



Child abuse and neglect is prevented:

- > Parents as Teachers children were less likely to be treated for injury⁴.
- > PAT participation was related to 50% fewer cases of suspected abuse and/or neglect⁵.

Children enter kindergarten ready to learn and the achievement gap is narrowed:

- > PAT children scored higher on measures of achievement, language ability, social development, persistence in task mastery and other cognitive abilities¹².
- > Parents as Teachers combined with quality preschool education reduced the achievement gap between low-income and more advantaged children at kindergarten entry. More than 75% of the low-income children who participated in PAT and preschool were rated by their teachers as ready for kindergarten¹³.
- > Teachers rated PAT children significantly higher than non-PAT children on multiple, developmental indicators of school readiness (emotional well-being, fine motor, expressive language, receptive language and social competence)¹⁴.

Children achieve school success into the elementary grades:

- > PAT children scored higher on standardized measures of reading, math and language in elementary grades¹⁵.
- > Compared to non-PAT children, PAT children required half the rate of remedial and special education placements in 3rd grade¹⁶.



"How different our story would have been without Parents as Teachers! We owe them a lot, not only because they helped with Daniel's educational development, but because they may also have saved his life."

"It wasn't until I started working with our parent educator that I realized just how far behind Izaya was. Eventually we got a diagnosis: autism. Parents as Teachers gave me the tools and information to move in the right direction. Those visits continue to make a huge difference for my son today."

Fidelity and Quality

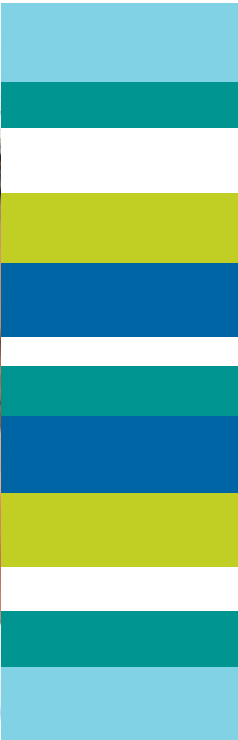
Model fidelity involves adherence to a program model as it was designed to be implemented and is crucial for achieving positive results for the children and families receiving services.

Parents as Teachers has developed a portfolio of resources to help ensure that Parents as Teachers model affiliates are providing high quality early childhood home visiting services. This portfolio includes resources to guide model replication and tools for ongoing monitoring of fidelity and quality.

Resources to Guide Parents as Teachers Implementation with Fidelity	
Logic model	Provides a simplified, visual description of the theory of change and shows how the PAT model is designed to achieve desired outcomes.
Essential Requirements	Outlines the programmatic elements necessary for model replication.
Quality Standards	Guide to initial and ongoing implementation of the model and form the basis of quality endorsement.
Quality Assurance Guidelines	Provides supporting information on how to implement the essential requirements.
Readiness Reflection	Provides an opportunity for reflection about organizational capacity, staffing and community needs and relationships. Completed prior to developing an Affiliate Plan.
Affiliate Plan	Helps organizations design their Parents as Teachers affiliate and demonstrate how they will fulfill the essential requirements, using a logic model format.
Model Implementation Guide	Expands upon the Quality Assurance Guidelines and provides additional implementation strategies and evidence-based practices.
Affiliate Updates	Address emerging issues around quality improvement, measurement, and evaluation of the PAT evidence-based model.

Tools for Ongoing Monitoring of Fidelity and Quality	
Supervisor's Handbook	Includes a variety of tools for affiliate supervisors to conduct and track quality assurance activities: Quality Assurance Blueprint, Personal Visit Observation Tool, Group Connection Observation Tool, Family File Review Tool and Core Competencies Self-Assessment.
Affiliate Performance Report (APR)	A tool for reporting on and understanding the affiliate's design and implementation of essential requirements across a program year.
Performance Measures Report (PMR)	Provides specific indicators of performance using the affiliate's APR data to help understand and continually improve fidelity of implementation and service delivery.
Self-Study/Quality Endorsement Process	Affiliates engage in the quality endorsement process, including a self-study, in their 4th year of implementation and every 5 years thereafter.

- ¹ Wagner, M., Spiker, D. & Linn, M.I. (2002). The effectiveness of the Parents as Teachers program with low-income parents and children. *Topics in Early Childhood Special Education*, 22(2), 67-81.
- ² 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.
- ³ 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.
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- ⁴ 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.
- ⁵ Drazen, S.M., & Haust, M. (1993, August). *Raising reading readiness in low-income children by parent education*. Paper presented at the annual meeting of the American Psychological Association, Toronto, Ontario, Canada.
- ⁶ Owen, M.T. & Mulvihill, B.A. (1994). Benefits of a parent education and support program in the first three years. *Family Relations*, 43, 206-212.
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- ⁸ Pfannenstiel, J. (1989). *New Parents as Teachers project: A follow-up investigation*. Overland Park, KS: Research & Training Associates.
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- ⁹ Research & Training Associates, Inc., (2012). *BIE Family and Child Education Program: 2012 Report*.
- ¹⁰ Parents as Teachers National Office (2013). *2012-2013 Parents as Teachers Affiliate Performance Report summary*.
- ¹¹ 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.
- Wagner, M. & Clayton, S. (1999). The Parents as Teachers program: Results from two demonstrations. In Home Visiting: Recent Program Evaluations. *The Future of Children*, 9(1).
- ¹² Drotar, D., Robinson, J., Jeavons, I., & Kirchner, H.L. (2009). A randomized controlled evaluation of early intervention: The *Born to Learn curriculum*. *Child: Care, Health & Development*, 35(5), 643-643.
- Pfannenstiel, J. & Selzer, D. (1985). *Evaluation report: new Parents as Teachers project*. Overland Park, KS: Research & Training Associates.
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- ¹⁴ O'Brien, T., Garnett, D.M., & Proctor, K. (2002). *Impact of the Parents as Teachers program*. Cañon City, CO (Fremont County) School Year 1999-2000. Center for Human Investment Policy, Graduate School of Public Affairs, University of Colorado at Denver.
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