

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



# An evidence-based home visiting model





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 <a href="http://homvee.acf.hhs.gov/">http://homvee.acf.hhs.gov/</a>

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

Community-based Child Abuse Prevention's (CBCAP) Evidence-based Program Directory <a href="https://www.friendsnrc.org/cbcap-priority-areas/evidence-base-practice-in-cbcap/evidence-based-program-directory">www.friendsnrc.org/cbcap-priority-areas/evidence-based-program-directory</a>

California Evidence-Based Clearinghouse (CEBC) for Child Welfare <a href="https://www.cebc4cw.org">www.cebc4cw.org</a>

National Academy of Parenting Practices' (U.K.) Commissioning Toolkit <a href="https://www.education.gov.uk/commissioning-toolkit">www.education.gov.uk/commissioning-toolkit</a>

Strengthening America's Families: Effective family programs for prevention of delinquency <a href="https://www.strengtheningfamilies.org">www.strengtheningfamilies.org</a>

Child Trends Lifecourse Interventions to Nurture Kids Successfully (LINKS) database <a href="https://www.childtrends.org/Links">www.childtrends.org/Links</a>

Proven and Promising Practices website <u>www.promisingpractices.net</u>

Phineo Wirkt! program for working with children in poverty in Germany <a href="https://www.phineo.org">www.phineo.org</a>

Listed as an "Educational Program that Works" by the National Diffusion Network, 1995 <a href="https://www.ed.gov/pubs/EPTW/index.html">www.ed.gov/pubs/EPTW/index.html</a>

Listed in the S & I 100, an index of nonprofits creating social impact <a href="www.socialimpactexchange.org/exchange/si-100">www.socialimpactexchange.org/exchange/si-100</a>



Parents as Teachers

### **Inputs**

#### **Core Values**

- > The early years of a child's life are critical for optimal development and provide the foundation for success in school and in life.
- > Parents are their children's first and most influential teachers.
- > Established and emerging research is the foundation of our curriculua, training, materials and services.
- All young children and their families deserve the same opportunities to succeed, regardless of any demographic, geographic, or economic considerations.
- > An understanding and appreciation of the history and traditions of diverse cultures is essential in serving families.

#### **Theoretical Framework**

- > Human Ecology and Family Systems
- > Developmental Parenting
- > Attribution Theory
- > Empowerment and Self-Efficacy

#### **Community Context**

- > Community needs and relationships
- > Organizational capacity
- > Well-trained and competent staff

#### **Activities**

#### **Training and Professional Development**

Initial training and ongoing professional development build parent educators' core competencies in the following areas:

- > Family Support and Parenting Education
- > Child and Family Development
- > Human Diversity Within Family Systems
- > Health, Safety, and Nutrition
- > Relationships Between Families and Communities

#### **Model Components**

- > Personal Visits
- > Group Connections
- > Screening
- > Resource Network

#### **Approach**

Parent educators share research-based information and utilize evidence-based practices by **partnering**, **facilitating**, and **reflecting** with families.

Parent educators use the Parents as Teachers Foundational Curriculum in culturally sensitive ways to deliver services that emphasize:

#### **Parent-Child Interaction**

- > Parenting behaviors
- > Child development
- > Parent-child activities

#### **Development-Centered Parenting**

- > Link between child development and parenting
- > Developmental topics (attachment, discipline, health, nutrition, safety, sleep, transitions/ routines, and healthy births)

#### Family Well-Being

- > Family strengths, capabilities, and skills
- > Protective factors based on the Strengthening Families™ approach
- > Resourcing

#### **Fidelity and Quality Assurance**

- > Readiness Reflection
- > Quality Assurance Guidelines
- > Essential Requirements
- > Model Implementation Training and Guide

#### **Outcomes**

#### **Short-Term Outcomes**

Increase in healthy pregnancies and improved birth outcomes (when services are delivered prenatally)

Increase in parents' knowledge of their child's emerging development and age-appropriate child development

- > Parents are knowledgeable about their child's current and emerging language, intellectual, social-emotional, and motor development
- > Parents recognize their child's developmental strengths and possible delays
- > Parents are familiar with key messages about healthy births, attachment, discipline, health, nutrition, safety, sleep, and transitions/routines

Improved parenting capacity, parenting practices, and parentchild relationships

- > Parents understand that a child's development influences parenting responses
- > Parents display more literacy and language promoting behaviors
- > Parents demonstrate positive parenting skills, including nurturing and responsive parenting behaviors and positive discipline techniques
- > Parents show increased frequency, duration, and quality of parent-child interactions

Early detection of developmental delays and health issues

> Children will have increased identification and referral to services for possible delays and vision/hearing/health issues

Improved family health and functioning

**Evaluation and Continuous Quality Improvement** 

- > Improved quality of home environment
- > Families link with other families and build social connections
- > Parents are more resilient and less stressed
- > Parents are empowered to identify and utilize resources and achieve family and child goals
- > Families are connected to concrete support in times of need

#### **Intermediate Outcomes**

Improved child health and development

Prevention of child abuse and neglect

Increased school readiness

Increased parent involvement in children's care and education

#### **Long-Term Outcomes**

Strong communities, thriving families, and children who are healthy, safe, and ready to learn

Supervision

Reflective





## 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 children<sup>1</sup>.
- > Over 75% of PAT parents reported taking their child to the library regularly and modeling enjoyment of reading and writing<sup>2</sup>.
- > Parents engaged in more language and were more likely to promote reading in the home<sup>3</sup>.



# Parents improve their parenting knowledge and skills:

- > PAT parents showed significant improvements in parent knowledge, parenting behavior and parenting attitudes <sup>6</sup>.
- > 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 parentteacher conferences<sup>7</sup>.
- > 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 homework<sup>8</sup>.

### 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 development<sup>9</sup>.





# Parents as Teachers.

# 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)<sup>10</sup>.
- > PAT children were five times more likely to be fully immunized<sup>4</sup>.



### Child abuse and neglect is prevented:

- > Parents as Teachers children were less likely to be treated for injury<sup>4</sup>.
- > PAT participation was related to 50% fewer cases of suspected abuse and/or neglect<sup>5</sup>.

# 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 abilities<sup>12</sup>.
- 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 kindergarten<sup>13</sup>.
- > 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)<sup>14</sup>.

## Children achieve school success into the elementary grades:

- > PAT children scored higher on standardized measures of reading, math and language in elementary grades 15.
- > Compared to non-PAT children, PAT children required half the rate of remedial and special education placements in 3rd grade<sup>16</sup>.



"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."





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.
<b>Essential Requirements</b>	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.





- <sup>1</sup> 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.
- <sup>2</sup> 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.
- <sup>3</sup> 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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- <sup>4</sup> 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.
- <sup>5</sup> 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.
- <sup>6</sup> 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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- <sup>9</sup> Research & Training Associates, Inc., (2012). BIE Family and Child Education Program: 2012 Report.

- <sup>10</sup> Parents as Teachers National Office (2013). 2012-2013 Parents as Teachers Affiliate Performance Report summary.
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