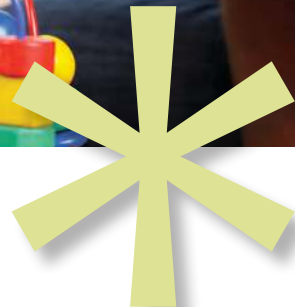Parents as Teachers ™

An evidence-based home visiting model

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

Recognitions

Listed as an approved home visiting model meeting the evidence-based criteria of the Maternal, Infant, Early Childhood Home Visiting program (MIECHV), 2011
www.hrsa.gov/grants/manage/homevisiting/sir02082011.pdf

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

Listed as a supported evidence-based program in the 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.

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

Listed on the National Academy of Parenting Practices' (U.K.) Commissioning Toolkit
www.commissioningtoolkit.org

Listed as a model program by Strengthening America's Families: Effective family programs for prevention of delinquency
www.strengtheningfamilies.org

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

Listed on the Proven and Promising Practices website
www.promisingpractices.net

Listed as a promising program by the Office of Juvenile Justice and Delinquency Prevention (OJJDP) Model Program Guide
www.ojjdp.gov/mpg

Listed in the evidence-based program directory Substance Abuse, Violence and Other Risk Behavior
www.findyouthinfo.gov/program-directory

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

Overview

THE PARENTS AS TEACHERS MODEL IS AN EVIDENCE-BASED HOME VISITING MODEL DESIGNED TO ENSURE YOUNG CHILDREN ARE HEALTHY, SAFE AND READY TO LEARN.

The Parents as Teachers model has four dynamic components, each closely interrelated and integrated: personal visits, group connections, child screenings, resource network. Together, these four components create a cohesive package of services with four primary goals:

1. **Increase parent knowledge of early childhood development and improve parenting practices.**
2. **Provide early detection of developmental delays and health issues.**
3. **Prevent child abuse and neglect**
4. **Increase children's school readiness and school success.**

Our approach to personal visits, the cornerstone of Parents as Teachers, focuses on parent-child interaction, development-centered parenting and family well-being.

Our training and curriculum are designed to identify and build on family strengths, capabilities and skills and build protective factors within the family. Personal visits are an integral part of the model and directly promote parental resilience; knowledge of parenting and child development; and social and emotional competence of children…all vital protective factors.

Home visiting services are part of a continuum of support for families of young children. Our mission is to provide the information, support and encouragement parents need to help their children develop optimally during the crucial early years of life.

"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 may have saved his life."
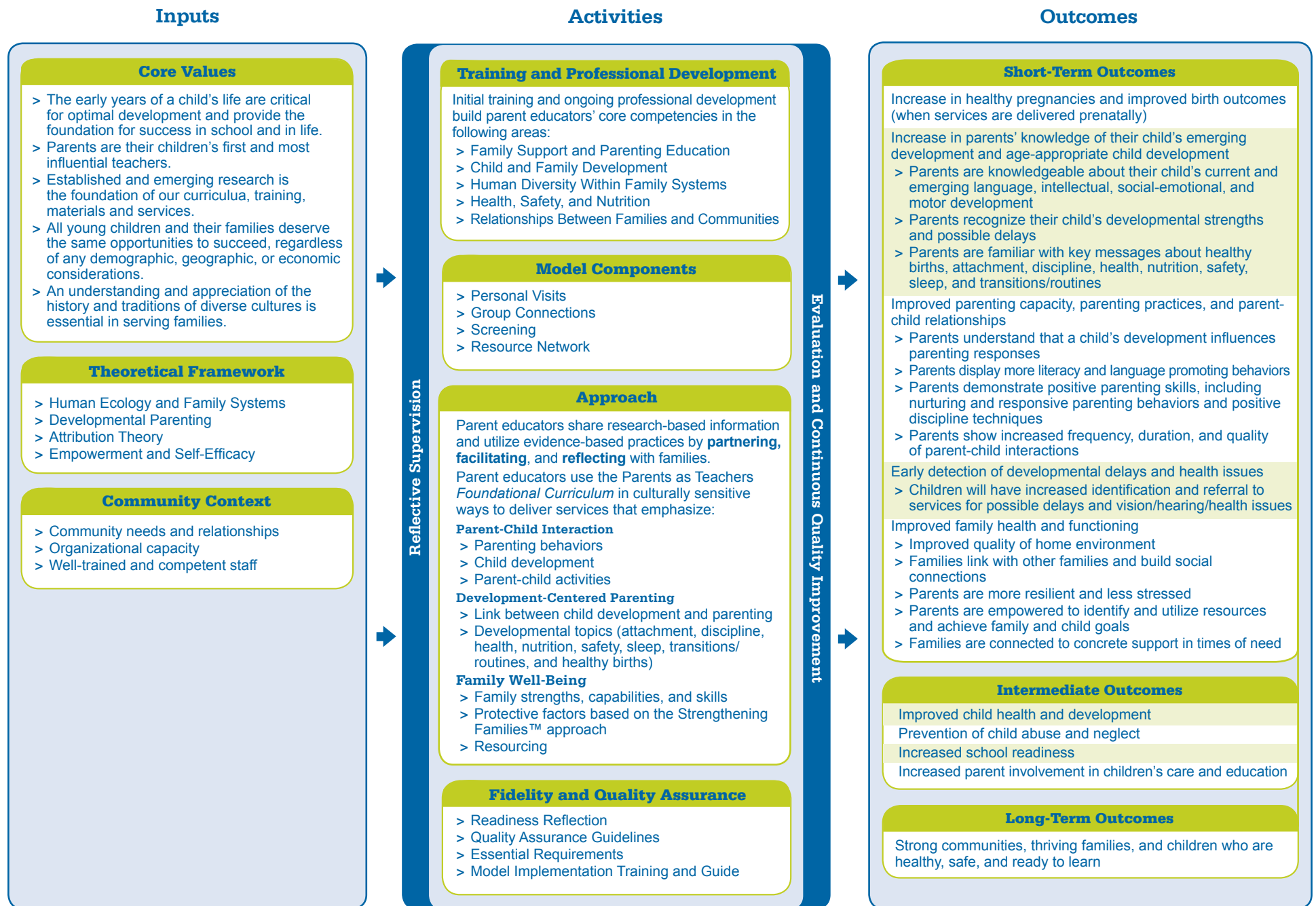– Parents, St. Charles, Mo.

"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."
– Parent, Belleville, Ill.

Logic Model

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

Reflective Supervision

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

Evaluation and Continuous Quality Improvement

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 parent-child 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
> 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

Results

Independent evaluation has been integral to the success of Parents as Teachers 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.

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

Researchers have used rigorous research designs, including randomized controlled trials and quasi-experimental methods. Studies published in peer-reviewed journals have shown statistically significant effects, demonstrating that Parents as Teachers achieves its goals and makes a real difference in the lives of children and families.

Following is a brief summary of key research findings across the four primary goals:

Goal 1: Increase parent knowledge of early childhood development and improve parenting practices

> Parents showed improvements in parent knowledge, parenting behavior and parenting attitudes (Owen & Mulvihill, 1994; Wagner, Spiker & Linn, 2002; Pfannenstiel, Lambson & Yarnell, 1991; Pfannenstiel & Selzer, 1985, 1989).

> Parents reported learning how to interact with their child more effectively, a better understanding of child development and spending more time with their children (Pfannenstiel, Seitz, & Zigler, 2002; Research and Training Associates, 2002).

> Parents engage in more language and are more likely to promote reading in the home (Albritton, Klotz & Roberson, 2004; Pfannenstiel, Seitz, & Zigler, 2002; Research Training Associates, 2006; Zigler, Pfannenstiel & Seitz, 2008).

> Parents are more likely to take an active role in their child's schooling through enrolling them in preschool, attending parent-teacher conferences, and school events, volunteering in the classroom, PTA/PTO meetings, talking with their child's teacher and assisting them with homework (Pfannenstiel, 1989; Pfannenstiel, Lambson & Yarnell, 1996; O'Brien, Garnett & Proctor, 2002).

Goal 2: Provide early detection of developmental delays and health issues

> Approximately 40,000 children per year are identified with a developmental delay or problems with vision, hearing or health (including mental health) (Parents as Teachers National Office, 2011).

> Children are more likely to be fully immunized (Wagner, Iida & Spiker, 2001).

Goal 3: Prevent child abuse and neglect

> Children are less likely to be treated for injury (Wagner, Iida & Spiker, 2001).

> Teen mothers showed greater improvement in knowledge about discipline, organized their home environment in a more appropriate way (Wagner, Iida & Spiker, 2001), and were less likely to be subjects of child abuse investigations when also receiving case management (Wagner & Clayton, 1999).

> Parents have significantly fewer cases of abuse and neglect (Pfannenstiel, Lambson & Yarnell, 1991).

Goal 4: Increase children's school readiness and school success

> Children score higher on measures of achievement, language ability, social development, prosocial behavior, persistence in task mastery and other cognitive abilities (Drotar, Robinson, Jeavons & Kirchner, 2009; Pfannenstiel & Selzer, 1985, 1989; Pfannenstiel, Lambson & Yarnell, 1991; Wagner, Spiker & Linn (2002).

> Children score higher on kindergarten readiness tests and standardized measures of reading, math, and language in elementary grades (Pfannenstiel, Seitz & Zigler, 2002; Zigler, Pfannenstiel & Seitz, 2008).

> Parents as Teachers combined with quality preschool education reduced the achievement gap between poor and more advantaged children at kindergarten entry (Pfannenstiel, Seitz & Zigler, 2002; Zigler, Pfannenstiel & Seitz, 2008).

Quality and Fidelity

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 (National Resource Center for CBCAP, 2007). Key factors of high quality replication include:

> "Solid internal consistency that links specific program elements to specific outcomes;

> Well-trained and competent staff;

> High quality supervision that includes observation of the provider and participant; and,

> Solid organizational capacity;

> Linkages to other community resources and supports;

> Consistent implementation of program components" (Daro, 2006, pg. 11).

Another important characteristic of high quality replication is the collection of implementation and service delivery data to assess how closely implementation adheres to the model, identify areas to target improvement efforts and provide ongoing monitoring of progress toward model fidelity. Clear and comprehensive documentation of data that is easily retrievable is important for pursuit of continuous quality improvement.

Parents as Teachers offers several resources that provide standards and comprehensive guidance for high quality replication of the Parents as Teachers model and for ongoing monitoring of fidelity. Together, the following key items create a portfolio of resources to develop and support high quality programming.

Resources to Guide High Quality Replication

Logic Model	**Provides a simplified, visual description of the theory of change and shows how the Parents as Teachers model is designed to achieve desired outcomes.**
Essential Requirements	**Establishes the programmatic elements necessary for model replication.**
Quality Assurance Guidelines	**Provides supporting information on how to implement the essential requirements.**
Quality Standards	**Provides detailed, comprehensive standards for quality implementation of the Parents as Teachers model that include the essential requirements along with additional expectations for quality.**
Readiness Reflection	**Provides an opportunity for reflection about organizational capacity, staffing and community needs and relationships prior to new affiliates completing their 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 (only available as a part of Model Implementation Training).**

Tools for Ongoing Monitoring of Fidelity

Affiliate Quality Assurance Blueprint	**Describes necessary quality assurance activities, along with who completes the activities and at what frequency. The Blueprint functions as a tracking tool, helping the supervisor track implementation and model fidelity.**
Affiliate Performance Report (APR)	**Along with descriptive information about affiliates' design and services, the APR is a tool for reporting on and understanding implementation of the essential requirements across a program year.**
Affiliate Quality Assessment	**Every fourth year, affiliates undergo a comprehensive assessment by assessing themselves on their fulfillment of the quality standards.**

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