



Parents As Teachers National Research Overview and Key Outcomes

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

Parents as Teachers parent educators support the development of strong parent-child relationships by providing information to families about parenting skills, parent-child interactions, and child development.

Parent educators model, consult, and coach on parenting practices, and engage in parent-child activities designed to foster observation of the child's behavior and parent-child interaction.

Outcome: Parents as Teachers parents are more knowledgeable about child development and child-rearing practices.

PAT parents scored significantly higher than comparison parents on four of six parent knowledge scales, including the importance of physical stimuli in their child's development, appropriate discipline, and knowledge of child development.

Pfannenstiel, J., & Seltzer, D. (1985). Evaluation report: New Parents as Teachers project. Overland Park, KS: Research & Training Associates. Pfannenstiel, J., & Seltzer, D. (1989). New Parents as Teachers: Evaluation of an early parent education program. Early Childhood Research Quarterly, 4, 1-18.

Parents who received the neuroscience-infused PAT Born to Learn curriculum showed improvements in parent knowledge (general development and neuroscience knowledge), parenting behavior, and parenting attitudes.

McGilly, K. (2000) Chicago Born to Learn™ Neuroscience Project: Final report to Robert R. McCormick Tribune Foundation. St. Louis, MO: Parents as Teachers National Center, Inc.

95% of parents rate PAT as "very helpful" and over 85% report that they learned to more effectively interact with their child, better understand child development and spend more time with their children.

Research and Training Associates (2002). BIA Family and Child Education Program: 2001 Report.

Outcome: Parents as Teachers parents engage in more language- and literacy-promoting behaviors with their children.

Results of a multi-site randomized trial showed that for families with very low income, those who participated in PAT were more likely to read aloud to their child and to tell stories, say nursery rhymes, and sing with their child.

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.

PAT parents engaged in a wide variety of activities that supported learning in the home. More than 75% of PAT parents reported taking their child to the library regularly, modeling enjoyment of reading and writing several times a week, and giving children the opportunities to purchase or receive books several times a month.

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.

Outcome: Parents as Teachers parents are more involved in their children's schooling.

Participating parents were more likely to regard their school district as responsive to their children's needs than were parents of comparison group children. 53% of PAT parents rated their district as "very responsive" versus 29% of comparison group parents.

Pfannenstiel, J., & Seltzer, D. (1985). Evaluation report: New Parents as Teachers project. Overland Park, KS: Research & Training Associates. Pfannenstiel, J., & Seltzer, D. (1989). New Parents as Teachers: Evaluation of an early parent education program. Early Childhood Research Quarterly, 4, 1-18.

A significantly higher proportion of PAT parents initiated contacts with teachers and took an active role in their child's schooling. For example, 63% of parents of PAT children versus 37% of parents of comparison children requested parent-teacher conferences.

Pfannenstiel, J. (1989). New Parents as Teachers project: A follow-up investigation. Overland Park, KS: Research & Training Associates.

PAT parents demonstrated high levels of school involvement, which they frequently initiated, and supported their children's learning in the home. 95% attended special events at their schools, nearly 67% worked as volunteers in the school or classroom monthly, 75% participated in PTA and PTO meetings, and 67% communicated with their child's teachers by phone on average four times a year. Most (85%) parents initiated a contact with the school or teacher. 75% of parents always assisted with home activities related to school work.

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.

More PAT parents attended parent conferences than parents in the comparison group. 90% of parents of PAT kindergarteners “always” attended parent conferences.

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.

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

Undiagnosed and unaddressed developmental and health issues can impede overall child development and school readiness. Programs offering Parents as Teachers services through the Born to Learn model provide regular child screening that focuses on developmental progress regarding cognitive, language, social-emotional, and motor skills, as well as identification vision/hearing/health issues. As a consequence, children with possible developmental delays and vision/hearing/health issues are identified early, and referred to further services when needed.

Outcome: Children who participate in Parents as Teachers receive developmental screenings and have delays identified early.

In a recent program year, more than 200,000 children were screened by PAT programs and 25,407 developmental delays, 5,657 vision problems, 7,261 hearing problems, and 6,811 physical delays/health problems were identified in the children.

Parents as Teachers National Center (2004). 2002-2003 Parents as Teachers annual program report summary.

The “Second Wave” study was designed to determine the impact of PAT on 400 randomly-selected families enrolled in 37 diverse school districts across Missouri. At age 3, PAT children performed significantly above the national norms on a measure of school-related achievement, despite the fact that the Second Wave sample was over-represented on all traditional characteristics of risk. More than one-half of the children with observed developmental delays overcame them by age 3.

Pfannenstiel, J., Lambson, T., & Yarnell, V. (1991). Second wave study of the Parents as Teachers program. Overland Park, Kan.: Research & Training Associates.

Outcome: Children who participate in Parents as Teachers are healthier.

Results at age 3 showed that children in the PAT group were much more likely to be fully immunized for their given age, and were less likely to be treated for injury in the previous year.

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. Obtained from www.sri.com/policy/cehs/early/pat.html.

Goal #3: Prevent child abuse and neglect

Parent educators using the Parents as Teachers curriculum provide parents with knowledge and more realistic expectations of age-appropriate developmental milestones and behaviors, information about parenting topics (e.g., discipline, sibling relationships, toilet learning), and ways that parents can support their children's development and learning.

Outcome: Parents are more knowledgeable about discipline, show more positive involvement with children, and organize their home environment more appropriately.

Results of a randomized trial in one urban community point to the potential of the PAT program to prevent or reduce the incidence of child maltreatment among low-income adolescent parents. Researchers compared the effects of PAT on teen mothers as compared to older mothers, and found that they showed greater improvement in knowledge of discipline and were more likely to report being "very happy" in the previous year of taking care of their child. Teen mothers in the treatment group also improved their efforts to read aloud to their child, involve themselves in their child's life, and organize their home environment in a more appropriate way. Overall, when compared to older mothers, PAT had a stronger, positive impact on teenage mothers' behaviors. This in turn resulted in stronger, positive impacts for the children of teenage mothers.

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. Obtained from www.sri.com/policy/cehs/early/pat.html.

In another randomized trial, children of adolescent mothers who received PAT services in combination with case management were less likely to be subjects of child abuse investigations than adolescent mothers in the control group who received neither PAT nor case management.

Wagner, M., Cameto, R. & Gerlach-Downie, S. (1996): *Intervention in support of adolescent parents and their children: A final report on the Teen Parents as Teachers Demonstration*. 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*, Vol 9, No. 1.

Outcome: Families who participate in Parents as Teachers have fewer documented cases of abuse and neglect.

The “Second Wave” study examined how well the PAT model program would transfer statewide. This study determined the impact of PAT on 400 randomly-selected families enrolled in 37 diverse school districts across Missouri. There were only two documented cases of abuse and neglect among the 400 families over a three year period—significantly fewer than the state average. Parent knowledge of child development and parenting practices significantly increased for all types of families.

Pfannenstiel, J., Lambson, T., & Yarnell, V. (1991). Second wave study of the Parents as Teachers program. Overland Park, Kan.: Research & Training Associates.

Goal #4: Increase children’s school readiness and school success

The Parents as Teachers Born to Learn model provides personal visits, screenings, group meetings, and connection to a resource network designed to maximize the impact that parents have as their children’s first and most influential teachers. Because the early years of a child’s life are critical for optimal development and provide the foundation for success in school and life, working with parents of very young children is an opportunity to promote children’s readiness for school and sets children on the path for school success.

Outcome: Parents as Teachers children are more advanced than comparison children in language, problem solving and other cognitive abilities, and social development.

Post-test assessments of children’s abilities at age three showed that on measures of intellectual, achievement, and language ability, PAT children scored significantly higher than comparison children. PAT children also demonstrated significantly more aspects of positive social development than did comparison children.

Pfannenstiel, J., & Seltzer, D. (1985). Evaluation report: New Parents as Teachers project. Overland Park, KS: Research & Training Associates. Pfannenstiel, J., & Seltzer, D. (1989). New Parents as Teachers: Evaluation of an early parent education program. Early Childhood Research Quarterly, 4, 1-18.

At age 3, PAT children performed significantly above the national norms on a measure of school-related achievement, despite the fact that the Second Wave sample was over-represented on all traditional characteristics of risk. The average score for PAT children was 106 as compared to the national norm of 100.

Pfannenstiel, J., Lambson, T., & Yarnell, V. (1991). Second wave study of the Parents as Teachers program. Overland Park, KS: Research & Training Associates.

Outcome: Parents as Teachers children score higher on kindergarten readiness tests and on standardized measures of reading, math and language in the elementary grades.

PAT 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 PAT children's achievement progress higher than control group children's progress in all areas.

Pfannenstiel, J. (1989). New Parents as Teachers project: A follow-up investigation. Overland Park, KS: Research & Training Associates.

PAT children were rated by their teachers as performing at high levels of proficiency in all areas assessed. When compared to their grade-level peers, 91% of PAT children were rated by their teachers as equal to or better than average. Overall, the relative level of achievement children demonstrated at age 3 on completion of the PAT program was maintained at the end of the first/second grade.

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.

Third graders who had received PAT services with screening services from birth to age 3 scored significantly higher on standardized measures of achievement than their non-participating counterparts. PAT children had a national percentile rank of 81, while non-participating students had a rank of 63 on the Stanford Achievement Test. PAT graduates were less likely to receive remedial reading assistance or to be held back a grade in school. In fourth grade, PAT graduates still scored significantly higher overall and on all Stanford Achievement subtests (reading, math, language, science, social studies) than did non-PAT fourth-graders.

Coates, D. (1994/1995). Early childhood evaluation. A report to the Parkway Board of Education and memo on one-year update on Stanford scores of students. Parkway School District: Parkway, MO.

Pre-kindergarten assessments showed that compared to matched comparisons, PAT children had better language skills and were twice as likely to be reading-ready by kindergarten.

Drazen, S. & Haust, M. (1993). Raising reading readiness in low-income children by parent education. Paper presented at the annual meeting of the American Psychological Association, August 1993.

PAT 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. PAT children continued to perform better than non-PAT children on standardized tests of reading and math achievement in second grade. Compared to non-PAT children, PAT children required half the rate of remedial and special education placements in third grade.

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.

Upon entry to kindergarten, PAT children scored significantly higher than children from the comparison groups on measures of language and self-help/social skills.

Coleman, M., Rowland, B. & Hutchins, B. (1997). Parents as Teachers: Policy implications for early school intervention. Paper presented at the 1997 annual meeting of the National Council on Family Relations, Crystal City, VA, November 1997.

For all areas of development, teachers rated PAT children higher, with five of the eight areas achieving statistical significance. PAT children also had better attendance, with an average of 95%. 65% of the PAT third graders scored in the proficient or advanced categories of the Colorado Student Assessment Program (csap) achievement test, as compared to 54% of the comparison group. More than one-fourth of the comparison group scored in the unsatisfactory range on the csap, while only 3% of the PAT third graders scored in this range.

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.

Findings from a school readiness assessment project involving 3,500 kindergarteners in Missouri showed that Parents as Teachers achieves its goal of preparing children for success in school. Among children whose care and education were solely home-based, those whose families participated in PAT scored significantly higher on the School Entry Profile. However, the highest performing children were those who participated in PAT combined with preschool, center-based child care, or both. Children from high-poverty schools scored above average on all areas of development when they entered kindergarten with a combination of PAT and any other pre-kindergarten experience (preschool, center-based care, and/or home-based care).

Pfannenstiel, J. (1999). School Entry Assessment Project: Report of findings.

A recently published journal article reports that parent participation in PAT has important effects on children's school readiness and that PAT is "highly effective in helping impoverished parents prepare their children to enter school." The most powerful finding that emerged from the study was that the school readiness scores of children in high poverty schools who participated in PAT were equivalent to those of children at low poverty schools with no preschool enrichment (PAT or preschool). In addition, when children attending high poverty schools participated in both PAT and preschool, their scores were significantly higher than those of children in low poverty schools with no preschool enrichment (PAT or preschool).

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.