



Parents as Teachers Model Goals

Revised and Updated 2023

Parents as Teachers® is an evidence-based home visiting model that promotes the optimal early development, learning and health of children by supporting and engaging their parents and caregivers. The home visiting model can be offered prenatally through kindergarten and is replicated by various types of organizations including health departments, nonprofit organizations, hospitals, and school districts.

The Parents as Teachers model offers a cohesive package of services for families with young children and is framed around four dynamic components: Personal Visits, Group Connections, Child Screenings, and Resource Network. These components are guided by explicit fidelity and quality standards that guide program service delivery and successful replication of the program.

Our home visiting professionals meet families where they are comfortable; each personal visit includes a focus on parent-child interaction, development-centered parenting, and family well-being.

Parents as Teachers evidence-based model is backed by nearly 40 years of independent research including many evidence recognitions in the U.S. and Internationally.

U.S. Recognitions

California Evidence-Based Clearinghouse (CEBC) for Child Welfare: cebc4cw.org, 2018.

Child Trends What Works Programs Database: Childtrends.org/programs, 2010.

Community-based Child Abuse Prevention's (CBCAP) Matrix of Evidence-Based Programs: friendsnrc.org/evidence-based-practice-in-cbcap/evidencebasedpractice-directory, 2015.

Educational Program That Works by the National Diffusion Network: <https://eric.ed.gov/?id=ED381535>, 1995.

Home Visiting Evidence of Effectiveness for Maternal, Infant, Early Childhood Home Visiting program (MIECHV): <http://homvee.acf.hhs.gov>, 2013.

Proven and Promising Practices website: promisingpractices.net, 2014.

Title IV-E Prevention Services Clearinghouse: <https://preventionservices.abtsites.com>, 2019.

International Recognitions

Early Impact Foundation - United Kingdom, a database of effective early intervention programs: eif.org.uk, 2021.

Grüne Liste Prävention – Germany, a database of programs that aim to prevent violence, crime, addictive behavior and other problem behaviors among children and adolescents: <https://www.gruene-liste-praevention.de/nano.cms/datenbank/information>, 2020.

National Academy of Parenting Practices' (U.K.) Commissioning Toolkit: Nationalarchives.gov.uk/webarchive, 2014.

PGF wirkt! – Switzerland, a list of effective prevention and health promotion projects: pgfwirkt.ch/de, 2020.

Phineo Wirkt! program for working with children in poverty in German: phineo.org, 2018.



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

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Parents as Teachers model goals have expanded to ensure we continue to meet the needs of families and communities. Research supports our model goals including:

- **Increase parent knowledge of early childhood development and improve positive parenting practices**

Parents show greater sensitivity toward their children¹, they are likely to read to their child². Parents are more likely to have more books in the home³, take their children to the library⁴, have a safe home environment⁵. Parents are also more involved in their children's school/education³.

- **Provide early detection of developmental delays and connection to services**

Annually, Parents as Teachers identifies approximately 32,000 newly identified development delays or health, hearing, or vision concerns⁶. Early identification of delays can lead to interventions being applied in a timely manner.

- **Improve parent, child, and family health and well-being**

Parents as Teachers interrupts the harmful effect of early life stress on the brains of young children and demonstrated long-lasting positive biological effects on the mental health of children living in high-risk families⁷. Children enrolled were five times more likely to be fully immunized¹. Children were more likely to meet American Academy of Pediatrics well-child visit recommendations⁸. Parents and families demonstrated less parental and family stress than families not in the program⁹. Parents as Teachers delivered with a focus on health and obesity prevention reduced obesity and improved health, improved dietary intake, knowledge, and parental modeling among Parents as Teachers parents as compared to the comparison parents¹⁰. Additional positive outcomes include children sleeping through the night and children having better adaptive behavior (e.g., less bottle feeding at night, better behavior/self-control)¹¹.

- **Prevent child abuse and neglect**

Parents as Teachers children had a 22 percent decreased likelihood of child maltreatment substantiations (as measured by Child Protective Services maltreatment data) compared to children not in Parents as Teachers¹². Parents as Teachers participation was associated with a lower likelihood of Child Protective Services reinvolvement¹³.

- **Increase children's school readiness and success**

Children before age 3 demonstrated better adaptive behavior and higher levels of self-control¹¹, scored significantly higher on initiative, achievement, social development, cognition, language development, vocabulary, and persistence in task mastery^{2,3,11,14}. As children enter the school system, children who participated in Parents as Teachers perform better on third grade standardized tests: Math, Phonics, and Comprehension as well as Reading and Writing (for English Language Learners)¹⁵. Additionally, absence rates and suspension rates are lower for children that received Parents as Teachers^{15,16}.





● Improve family economic well-being

Education and employment goals are among the top five types of goals set by caregivers at enrollment with Parents as Teachers. Parents as Teachers caregivers are more likely to gain employment (16% higher than comparison caregivers), enroll in high school (69% higher than comparison caregivers), and enroll in college (12% higher than comparison caregivers)¹⁷.

● Strengthen community capacity and connectedness

Making referrals to additional community resources and services is an important way for Parents as Teachers to support families. Evaluation findings demonstrate the average number of referrals per family increased from 1.9 to 4.1¹⁸. Also, connections to referrals increased from 86.8% to 93.8%¹⁸. Parents also experienced increases in social support in the areas of tangible support, positive interactions, informational support, affectionate support, and emotional support¹⁹. Parents as Teachers participation encourages parents' active participation in their child's learning inside and outside of the home. In addition to Parents as Teachers parents being more likely to enroll their children in preschool, parents were more likely to attend parent-teacher conferences, PTA/PTO meetings and school events, volunteer in the classroom, and talk with their children's teacher^{20,21}.

A comprehensive review of Parents as Teachers evidence can be found here:
<https://parentsasteachers.org/research-and-results>.

References

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