



An Evidence-Based
Home Visiting Model

Overview

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 program model can be offered prenatally through kindergarten and is replicated by various types of organizations including, health departments, non-profit 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 (see page 5, Fidelity and Quality). A rigorous training, a robust curriculum and ongoing implementation support, guide our home visiting professionals who work with families.

Our home visiting professionals meet families where they are comfortable, typically in their home. During visits, parent educators assess family needs and partner with parents to set family goals. Home visitors provide necessary information and resources to ensure that parents are confident in the emotional, behavioral and physical development of their children. Each personal visit includes a focus on Parent-Child Interaction, Development-Centered Parenting and Family Well-Being.

Parent educators use partnering, facilitating and reflecting in their work with families to: promote parental resilience; knowledge of parenting and child development; and social and emotional competence of children to strengthen protective factors.

Goals

- Increase parent knowledge of early childhood development and improve parenting practices
- Provide early detection of developmental delays and connection to services
- Improve parent, child, and family health and well-being
- Prevent child abuse and neglect
- Increase children's school readiness and school success
- Improve family economic well-being
- Strengthen community capacity and connectedness

Evidence-Base

Independent evaluation has been integral to the success of Parents as Teachers since its inception. Evidence of effectiveness of the Parents as Teachers 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 Parents as Teachers achieves its goals and makes a real difference in the lives of children and families. 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 35,000 children and parents. Parents as Teachers uses a racial equity lens to bring into perspective the ways in which race and ethnicity shape outcomes and to sharpen the focus on the outcomes expected of participation in Parents as Teachers.

8

**independent
randomized
controlled
trials (RCT)**

22

**peer-reviewed
published
outcome
studies**

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/evidence-basedpractice-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.

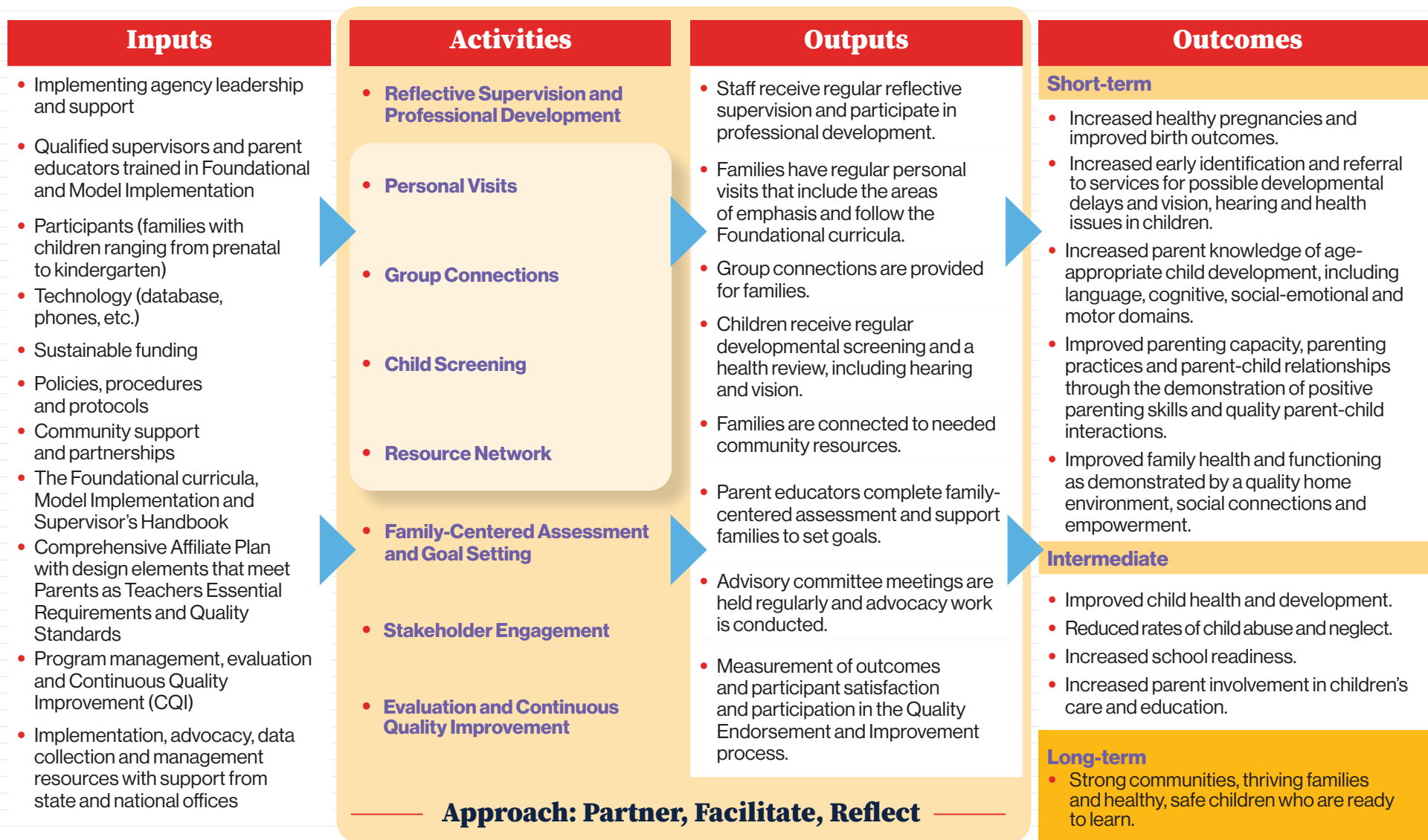
National Academy of Parenting Practices' (U.K.) Commissioning Toolkit: nationalarchives.gov.uk/webarchive, 2014.

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 Germany: phineo.org, 2018.

Guiding Theoretical Framework

Human Ecology and Family Systems | Tenets of Child Development | Developmental Parenting | Attribution Theory | Empowerment and Self-Efficacy



Vision

Mission

Core Values

Approach

Results

Parents promote children's language and literacy:

- Parents as Teachers 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.¹
- Over 75 percent of parents in Parents as Teachers reported taking their child to the library regularly and modeling enjoyment of reading and writing.²
- Parents engaged in more language and were more likely to promote reading in the home.³
- Parents as Teachers families have more books at home.⁴
- Average parenting quality and interactive reading scores increased from Parents as Teachers involvement.⁷

Parents improve their parenting knowledge and skills:

- Parents as Teachers mothers demonstrated more sensitivity to their children than non-Parents as Teachers mothers. Maternal sensitivity was directly connected to positive outcomes on child vocabulary.⁵
- Parents as Teachers parents showed significant improvements in parent knowledge, parenting behavior and parenting attitudes.^{6,7}
- Teen mothers showed greater improvement in knowledge about discipline and organized their home environment in a more appropriate way.⁸

Parents are involved in their children's school:

- Sixty-three percent of Parents as Teachers parents (versus 37 percent of non-Parents as Teachers parents) requested parent-teacher conferences.³
- Parents as Teachers parents were more likely to enroll their children in preschool, attend parent-teacher conferences, PTA/PTO meetings and school events, volunteer in the classroom, talk with their children's teacher.^{3,9}

Parents in tribal communities report that Parents as Teachers helps:

- Increase the amount of time they spend with their child.⁴
- Increase involvement with their child's education.⁴
- Improve effective interaction with their child.⁴
- Increase their understanding of their child's development.¹¹
- Decrease behavioral concerns in toddlers.⁴

Family economic well-being is improved:

- Caregivers were 16% more likely to become employed.³⁰
- Caregivers were 69% more likely to enroll in high school.³⁰
- Caregivers were 12% more likely to enroll in college.³⁰

Children's health concerns and potential developmental delays detected early:

- Annually, Parents as Teachers finds approximately 32,000 newly identified developmental delays or health, hearing or vision concerns in children.¹²
- Children enrolled in Parents as Teachers were five times more likely to be fully immunized.⁵
- Parents as Teachers children are more likely to meet American Academy of Pediatrics (AAP) well-child visit recommendations.⁶
- Parents as Teachers participation was significantly related to well-child visit attendance rates compared to non-PAT children.⁷

Child abuse and neglect is prevented:

- 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 Teachers.¹³
- Families that had prior engagement with Child Protective Services found that among non-depressed mothers, Parents as Teachers was associated with a significantly lower likelihood of Child Protective Services recidivism.¹⁴
- Children in Parents as Teachers are less likely to go to the emergency room to be treated for injury.⁶
- Parents as Teachers participation was related to 50 percent fewer cases of suspected abuse and/or neglect.¹⁵

“By enrolling in Parents as Teachers through my school district, I began receiving visits from a trained parent educator, twice a month from my son's birth until he turned 6. As a mother, I felt empowered to have a professional that I could ask questions of and get advice from; someone I could trust with questions about my children's development and health.”

– Leslie Miller, Parents as Teachers participant mom

Children show better adaptive behavior and self-control:

- Parents as Teachers children showed lower rates of bottle feeding at night at 12, 24 and 36 months.¹⁶
- Parents as Teachers children showed higher rates of sleeping through the night at 12, 24 and 36 months.¹⁶
- Children enrolled in Parents as Teachers demonstrated higher levels of self-control at 36 months.¹⁶
- Parents as Teachers interrupts the harmful effect of early life stress (ELS) on the brains of young children and demonstrated long-lasting positive biological effects on the mental health of children living in high-risk families.¹⁷

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

- Parents as Teachers children scored higher on measures of initiative, achievement, language ability, vocabulary, social development, persistence in task mastery and other cognitive abilities.^{1, 4, 16, 18}
- Parents as Teachers combined with quality preschool education reduced opportunity inequities between low-income and more advantaged children at kindergarten entry. More than 75 percent of the low-income children who participated in Parents as Teachers and preschool were rated by their teachers as ready for kindergarten.¹⁹
- Teachers rated Parents as Teachers children significantly higher than non-Parents as Teachers children on multiple, developmental indicators of school readiness (emotional well-being, fine motor, expressive language, receptive language and social competence).²⁰

Children achieve school success into the elementary grades:

- Children in Parents as Teachers scored higher on standardized measures of reading, math and language at kindergarten entry and later grades.^{4, 21}
- Compared to non-Parents as Teachers children, Parents as Teachers children required half the rate of remedial and special education placements in 3rd grade.^{22, 23}
- Parent as Teachers children performed significantly better on school standardized tests for reading, comprehension, phonics, math, and English Language Learners reading and writing compared to non-Parents as Teachers students.²⁴
- Parents as Teachers children had a significantly lower average rates of absenteeism and lower number of suspension days compared to non-Parents as Teachers students.²⁴
- Parents as Teachers children in the first year of kindergarten showed better German skills, higher self-regulation and fewer behavioral problems.²⁵

Parents as Teachers delivered with a focus on health and obesity prevention reduced obesity and improved health:

- Parents as Teachers parents improved dietary intake, knowledge, and parental modeling compared to the comparison parents.²⁶
- Parents as Teachers children improved fruit and vegetable consumption and parents improved food preparation skills compared to the comparison parents.²⁶
- Parents as Teachers mothers gained less weight weekly and total during gestation and through 12 months postpartum than the comparison mothers.^{27, 28}
- Parents as Teachers mothers were significantly more likely to improve, reduce intake of soda and other sugar sweetened beverages, and increase physical activity compared to the comparison mothers.²⁹
- Parents as Teachers mothers were significantly more likely to achieve a weight loss and reduced weight circumference compared to the comparison mothers.²⁹

“It wasn’t until I started working with our parent educator that I realized just how far behind Layla 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 daughter today.”

– Paul Johnson, Parents as Teachers participant dad

Fidelity and Quality

Parents as Teachers Model Affiliates adhere to the program model, as it was designed to be implemented, to achieve positive results for children and families. Parents as Teachers offers a portfolio of resources to help ensure that model affiliates provide evidence-based 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 Parents as Teachers model is designed to achieve desired outcomes.
Essential Requirements	Outline the programmatic elements necessary for model replication.
Quality Standards	Guide initial and ongoing implementation of the model and form the basis of quality endorsement.
Affiliate Implementation Manual (Formerly called the 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 Library (Formerly called the Model Implementation Guide)	Expands upon the Affiliate Implementation Manual and provides additional implementation strategies and evidence-based practices.
Affiliate Updates	Address emerging issues around quality improvement, measurement, and evaluation of the Parents as Teachers 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.
Data in Motion: A Manual for Documenting Family Data, Services and Impact	Provides a road map for high-quality data collection and documentation.
Affiliate Performance Report (APR)	Provides 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 fourth year of implementation and every five years thereafter.

Citations

- 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. <https://doi.org/10.1177/02711214020220020101>
- 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(2), 188-208.
- 4 Pfannenstiel, J. (2015). Evaluation of the I3 validation of improving education outcomes for american indian children. *Research and Training Associates, Inc.* Kansas City, KS.
- 5 Neuhauser, A., Ramseier, E., Schaub, S., Burkhardt, S. C. A., & Lanfranchi, A. (2018). The Mediating role of maternal sensitivity: Enhancing language development in at-risk families. *Infant Mental Health Journal*, 39, 522-536. <https://doi.org/10.1002/imhj.21738>
- 6 Wagner, M., Iida, E., & Spiker, D. (2001). *The multisite evaluation of the Parents as Teachers home visiting program: Three-year findings from Winston-Salem, NC*. Menlo Park, CA: SRI International.
- 7 Institute for Families in Society, University of South Carolina & Pacific Research & Evaluation, LLC. (2021). *South Carolina First Steps to School Readiness Parents as Teachers External Evaluation FY16-17 to FY18-19*.
- 8 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.
- 9 Zigler, E., Pfannenstiel, J., & Seitz, V. (2008). The Parents as Teachers program and school success: A replication and extension. *Journal of Primary Prevention*, 29, 103-120. <https://doi.org/10.1007/s10935-008-0132-1>
- 10 Pfannenstiel, J. (1989). *New Parents as Teachers project: A follow-up investigation*. Overland Park, KS: Research & Training Associates.
- 11 Research & Training Associates, Inc., (2018). Bureau of Indian Education Family and Children Education Program: 2018 Report.
- 12 Parents as Teachers (2021). *2020-2021 Parents as Teachers affiliate performance report summary*.
- 13 Chaiyachati, B., Gaither, J., Hughes, M., Foley-Schain, K., & Leventhal, J. (2018). Preventing child maltreatment: Examination of an established statewide home-visiting program. *Journal of Child Abuse and Neglect*, 49, 476-484. <https://doi.org/10.1016/j.chiabu.2018.02.019>
- 14 Jonson-Reid, M., Drake, B., Constantino, J., Tandom, M., Pons, L., Kohl, P., Roesch, S., Wideman, E., Dunnigan, A., & Auslander, W. (2018). A randomized trial of home visitation for CPS-Involved families: The moderating impact of maternal depression and CPS history. *Child Maltreatment*, 23, 281-293. <https://doi.org/10.1177/1077559517751671>
- 15 Drazen, S., & 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.
- 16 Schaub, S., Ramseier, E., Neuhauser, A., Burkhardt, S., Lanfranchi, A. (2019). Effects of home-based early intervention on child outcomes: A randomized controlled trial of Parents as Teachers in Switzerland. *Early Childhood Research Quarterly*, 48, 173-185. <https://doi.org/10.1016/j.jecresq.2019.03.007>
- 17 Gardini, E., Schaub, S., Neuhauser, A., Ramseier, E., Villiger, A., Ehlert, U., ... Turecki, G. (2020). Methylation of the glucocorticoid receptor promoter in children: Links with parents as teachers, early life stress, and behavior problems. *Development and Psychopathology*, 1-13. <https://doi.org/10.1017/S0954579420001984>
- 18 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. <https://doi.org/10.1111/j.1365-2214.2008.00915.x>
- 19 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. https://doi.org/10.1207/s19309325nhsa0601_6
- 20 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.
- 21 Zigler, E., Pfannenstiel, J., & Seitz, V. (2008). The Parents as Teachers program and school success: A replication and extension. *Journal of Primary Prevention*, 29, 103-120. <https://doi.org/10.1007/s10935-008-0132-1>
- 22 Drazen, S., & Haust, M. (1995). *The effects of the Parents and Children Together (PACT) program on school achievement*. Binghamton, NY: Community Resource Center.
- 23 Drazen, S. & Haust, M. (1996, August). *Lasting academic gains from an early home visitation program*. Paper presented at the Annual Meeting of the American Psychological Association, Toronto, Ontario, Canada.
- 24 Lahti, M., Evans, C.B.R., Goodman, G., Cranwell Schmidt, M., & LeCroy, C.W. (2019). Parents as Teachers (PAT) home-visiting intervention: A path to improved academic outcomes, school behavior, and parenting skills. *Children and Youth Services Review*, 99, 451-460. <https://doi.org/10.1016/j.childyouth.2019.01.022>
- 25 Schaub, S., Eberli, R., Ramseier, E., Neuhauser, A., & Lanfranchi, A. (2021). Early support with the program «PAT – Mit Eltern Lernen»: Effects in the first year of Kindergarten. *Swiss Journal of Educational Research*, 43(2), 285–296. <https://doi.org/10.24452/sjer.43.2.8>
- 26 Haire-Joshu, D., Elliott, M.B., Caito, N.M., Hessler, K., Nanney, M.S., Hale, N., Boehmer, T.K., Kreuter, M., Brownson, R.C. (2008). High 5 for Kids: The impact of a home visiting program on fruit and vegetable intake of parents and their preschool children. *Preventive Medicine*, 47, 77-82. <https://doi.org/10.1016/j.ypmed.2008.03.016>
- 27 Cahill, A., Haire-Joshu, D., Cade, W.T., Stein, R., Woolfolk, C., Moley, K., Mathur, A., Schechtman K., & Klein, S. (2018). Weight control program and gestational weight gain in disadvantaged women with overweight or obesity: A randomized clinical trial. *Obesity*, 26(3), 485-491. <https://onlinelibrary.wiley.com/doi/pdf/10.1002/oby.22070>
- 28 Haire-Joshu, D., Cahill, A. G., Stein, R. I., Todd Cade, W., Woolfolk, C. L., Moley, K., Mathur, A., Schwarz, C. D., Schechtman, K. B. & Klein, S. (2019). Randomized controlled trial of home-based lifestyle therapy on postpartum weight in underserved women with overweight or obesity. *Obesity*, 27, 535-541. <https://doi.org/10.1002/oby.22413>
- 29 Haire-Joshu, D., Schwarz, C., Steger-May, K., Lapka, C., Schechtman, K., Brownson, R., & Tabak, R. (2018). A randomized trial of weight change in a national home visiting program. *American Journal of Preventative Medicine*, 54(3), 341–351. <https://doi.org/10.1016/j.amepre.2017.12.012>
- 30 James Bell Associates (2022). Exploring family trends using Penelope data. Arlington, VA. https://parentsasteachers.org/wp-content/uploads/2023/05/Employment-and-Education-Outcomes-Analyses_02282387.pdf

How to Join the Parents as Teachers Family

Contact Parents as Teachers today to discuss the right pathway to outcomes for you.



1.866.PAT4YOU (1.866.728.4968)
parentsasteachers.org | info@parentsasteachers.org



facebook.com/parentststeachers



twitter.com/natlpat