

PAT Alaska

A Special Feature with Information on Parents as Teachers (PAT) Involvement and Early Childhood Development

Update

Key Parents As Teachers Outcomes: A Research Overview

As a research-based parent education and family support program developed over 20 years ago, evaluation has been integral to the success of the Parents as Teachers program since its inception. The first evaluation of PAT was funded through a contract from the Missouri Department of Elementary and Secondary Education. Subsequent studies have been supported by the State of Missouri and other states, independent school districts, and private foundations. A few studies have been carried out by individual researchers. Overall, evaluations of PAT show these general outcomes for families:



OUTCOME: PAT Parents are more involved in their children's schooling.

PAT parents demonstrated high levels of school involvement, which they frequently initiated, and supported their children's learning at home. 95% of PAT parents attended special events at their schools, nearly 67% worked as volunteers in the school or classroom monthly, 75% participated in PTA and PTO meeting, and 67% communicated with their child's teachers by phone on average 4 times a year. Most parents (85%) initiated a contact with the school or teacher. 75% of parents always assisted with home activities related to school work.

Phannenstiel, J. Lambson, T. and Yamell, V. The Parents as Teachers Program.: Longitudinal follow-up to the second wave study. Overland Park, KS: Research and Training Associates, 1996.

Participating parents were more likely to regard their school as responsive to their child'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. and Seltzer, D. Evaluation Report: New Parents as Teachers Project Overland Park, KS. Research and Training Associates, 1985; Phannenstiel, J., and Seltzer, D. New Parents as Teachers: Evaluation of an Early Parent Education Program.. Early Childhood Research Quarterly, 4, 1-18, 1989.

A significantly higher proportion of PAT parents initiated contact 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. New Parents as Teachers Project: A Follow-Up Investigation. Overland Park, KS: Research & Training Associates, 1989.

More PAT parents attended parent conferences than parents in the comparison group. 90% of parents of PAT kindergartners "always" attended.

O'Brien, T., Garnett, D.M. and 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.

Parents as Teachers

A fun, early learning program for soon-to-be parents and parents with children up to five years of age.

Research Shows:

PAT children outscored their peers on measures of school readiness and later school achievement.

PAT children were more advanced than other 3 year-olds in language and social development, problem-solving, and other intellectual skills.

PAT children performed better than non-PAT children in elementary school.

PAT parents took a more active role in special education; lower incidence of abuse and neglect.

What We Do:

Personalized home visits with a certified Parent Educator, trained in child development, who is eager to help parents give their children the best beginning.

Family Play Times where families can learn new things about children, parenting and share experiences with other parents.

Regular Developmental Screenings to ensure children's development is on track and to detect possible delays.

A Resource Network that can help parents find services in their community, if needed, that are beyond what PAT

How to Contact Us:

Melissa Pickle- PAT Alaska State Coordinator at mpickle@ruralcap.com or (907) 865-7345



OUTCOME: PAT parents engage in more language- and literacy-promoting behaviors with their children.

PAT is as effective for the lowest-income families as for those with more moderate incomes. Of particular note were the positive effects on parenting behavior and the impacts made on language- and literacy-

promoting behaviors for families with very low income. In families with very low income, those who participated in PAT were more likely to read aloud to their child and tell stories, say nursery rhymes, and sing with their child.

Wagner, M. and Spiker, D. Multisite Parents as Teacher Evaluation: Experience and Outcomes for Children and Families, 2001. www.sri.com/policy/cehs/early/pat.html

PAT parents engaged in a wide variety of activities that supported learning in the home. Over 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.

Phannestiel, J., Lambson, T. and Yarnell, V. The Parents as Teachers Program: Longitudinal follow-up to the second wave study. Overland Park, KS: Research & Training Associates 1996.

OUTCOME: PAT parents are more knowledgeable about child-rearing practices and child development.

Parents who received the neuroscience infused *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. Louise, MO: Parents as Teachers National Center, Inc.

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

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

OUTCOME: PAT children score higher on kindergarten readiness tests and on standardized measures of reading, math and language in first through fourth grades.

PAT children scored significantly higher on standardized measures of reading and math at the end of first grade than did comparison children. Teachers rated PAT children’s achievement progress higher than control group children’s progress in all areas.

Phannestiel, J. New Parents as Teachers Project: A Follow-Up Investigation. Overland Park, KS: Research & Training Associates, 1989.

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 three on completion of the PAT program was maintained at the end of the first/second grade.

Phannestiel, J., Lambson, T. and Yarnell, V. The Parents as Teachers Program: Longitudinal follow-up to the second-wave study. Overland Park, KS: Research and Training Associates, 1996.

Third graders who had received PAT services with screening services from birth to age three 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 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. Early childhood evaluation. Missouri: A Report to the Parkway Board of Education, 1994; Coates, D. Memo on one-year update on Stanford scores of students early childhood evaluation study group; Parents As Teachers program leads to elementary school success, Parkway School District news, Spring, 1997.

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. and Haust, M. Raising reading readiness in low-income children by parent education. Paper presented at the annual meeting of 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 replacements in third grade.

Drazen, S. and Haust, M. The effects of the Parents and Children Together (PACT) Program on school achievement. Binghamton, NY: Community Resource Center, 1995. Drazen, S. and Haust, M. 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. & Hutchings, B. 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; Parents as Teachers: Kindergarten screening final report. Rutherford County, VA: Rutherford County Schools, May 1998.

For all areas of development, teachers rated PAT children higher, with 5 of 8 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., and 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 Public Affairs, University of Colorado at Denver.*

Findings from a school readiness assessment project involving 3,500 kindergartners 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 partici-

pated in PAT scored significantly higher on the School Entry Profile. However, the highest performing children were those who participated in PAT combined with pre-school, 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).

Phannenstiel, J. School Entry Assessment Project: Report of Findings, 1999. For the full School Entry Assessment Project report, go to <http://www.patnc.org/researchevaluation.asp#beyond>.

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 with no pre-school 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).

Phannenstiel, J.C., Seitz, V., & Zigler, E. (2002) Promoting school readiness. The role of Parents as Teachers Program. *NHSA Dialog: A Research-to-Practice Journal for the Early Intervention Field*, 6, 71-86.

Conclusion

In sum, PAT has a long history of evaluation research that reflects positive outcomes for families and young children.



How does PAT meet the definition of scientifically based research?



Parents as Teachers Born to Learn curricula content is based on reliable and current research in the areas of child development and neuroscience. The information shared with parents is not anecdotal information, but content based on the key characteristics of reliable research (studies that use the scientific

method have been replicated, and generalizable, meet rigorous standards of peer review, and have converging results). Research on brain development confirms the critical nature of the early years. In collaboration with neuroscientists from Washington University School of Medicine in St. Louis, Parents as Teachers National Center, Inc. developed the *Born to Learn* curriculum to translate the latest neuroscience and child development is woven throughout the curriculum and is documented by scientific references.

Parents as Teachers Born to Learn curricula and training address what reliable research has identified as the essential components of school readiness. Based on research in child development and early education, the National Education Goals Panel identified five areas that play key roles in children's success in school. Measures of school readiness, the Panel determined, include physical well-being and motor development, social and emotional development, approaches to learning, language development, and cognition and general knowledge. The *Born to Learn* curricula and training are designed to support the development of the whole child and include visit plans and content that address each of these research-based school readiness dimensions.

Parents as Teachers places a premium on the kinds of experiences to which young children are exposed and affirms the crucial role of parents in orchestrating those experiences. Parents are the principle architects of their children's development. Reliable research indicates the important role of parents in young children's lives and that the more extensive the parent involvement in their children's education, the higher the student achievement. The Parents as Teachers model is designed to enhance parents' involvement in their children's education.

- **NCLB empowers parents to get involved in their child's education. PAT engages parents in their child's development and education from the earliest years and increases parental involvement.**
- **NCLB requires stronger accountability for results. PAT has proven effective in increasing a child's school readiness and later school success.**
- **NCLB stresses using scientific –based research. PAT curricula are based on reliable and current research in the area of child development and neuroscience.**



How does PAT fit with the No Child Left Behind Act?