

# PAT Alaska

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

**Update**

## Parents as Teachers and the No Child Left Behind Act of 2001

The bipartisan No Child Left Behind Act of 2001 (NCLB) represented a sweeping overhaul of federal support to schools.

**NCLB is based upon four key principles:**

1. Stronger accountability for results;
2. More choice for parents of children from disadvantaged backgrounds;
3. An emphasis on teaching methods that have been demonstrated to work; and
4. Greater flexibility for states, school districts, and schools in use of federal funds.



As a research-based parent education and family support program, Parents as Teachers (PAT) supports No Child Left Behind in the following ways:

***PAT has proven effective in increasing a child's school readiness and later school success.***

*Parent participation in the PAT program has important effects on children's school readiness and is "highly effective in helping impoverished parents prepare their children to enter school."<sup>1</sup>*

*Kindergarten and third grade children who had participated in PAT showed better outcomes in all areas of development and on standardized tests than a comparison group matched on gender, ethnicity, language and participation in the free/reduced lunch program.<sup>2</sup>*

***PAT engages parents in their child's development and education from the earliest years and has proven effective in increasing parental involvement once the child reaches school age.*** Research shows that parent involvement in their child's learning is positively related to achievement. *Parents who participated in Parents as Teachers demonstrated high levels of school involvement, which they frequently initiated, and supported their children's learning in the home.<sup>3</sup>*

***The PAT Born to Learn curricula content is based on reliable and current research in the areas of child development and neuroscience.***

The curricula was developed in collaboration with neuroscientists from Washington University School of Medicine in St. Louis and shares information with parents that is not anecdotal, but is content based on the key characteristics of reliable research.

### 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 can do.

### How to Contact Us:

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865-7345

<sup>1</sup> Pfannenstiel, J., Seitz, V., Zigler, E., NHSA Dialog: A Research-to-Practice Journal for the Early Intervention Field, 2002, "Promoting School Readiness: The Role of the Parents as Teachers Program" p. 81

<sup>2</sup> O'Brien, T., Garnett, D.M., and Proctor, K. (2002). Impact of the Parents as Teachers Program. Caon City, CO, School Year 1999-2000

<sup>3</sup> Pfannenstiel, 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