



Parents As Teachers

A fun, early-learning program sponsored by local school districts for soon-to-be parents and parents with children up to three 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 their children's schooling than did non-PAT parents.

PAT was found to reduce placement 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 make sure children don't have any undetected learning problems.

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:

Kansas Parent Information
Resource Center
PO Box 320
Lecompton, KS 66050
1.866.711.6711
www.kpirc.org

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PAT Update

Helping Kansas to be the best state in the nation to raise children.

A Special Feature with Information on PAT Involvement and Early Childhood Development



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;
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."¹

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.²

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.³

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.

¹ 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

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

³ 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

LITERACY-RELATED EVALUATIONS

State of Kansas: The results of an independent evaluation of 17 Kansas PAT programs in both urban and rural settings conducted by Overland Park Research & Training Associates showed that in the area of literacy development

children who participated in PAT tell or retell stories more frequently than do children who did not participate in PAT. This demonstrates a child's ability to use verbal language and memory skills. And, parents who participated in PAT reported that they read to their child more frequently than do parents who did not participate in PAT. Research shows that one of the best activities for preparing a child to read is to read to them.

(Pfannenstiel, J. Evaluation Report: Kansas Parents as Teachers Project. Overland Park, Kan.: Research & Training Associates, 1988.)

Binghamton, N.Y., studies: A series of studies of PAT program participation and school readiness were conducted in the Binghamton, N.Y., School District, beginning in 1992. A pilot study focused on a sample of poor, high-needs children. 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 the American Psychological Association, August 1993.)

Missouri PAT Pilot Project: Outcomes at Age Three and in Early Elementary School: 75 project families were randomly selected from the 380 first-time parents who had participated in PAT for three years. The pilot project families and a matched comparison group represented Missouri's urban, rural and suburban communities. Assessments of children's abilities showed that **Parents As Teachers children at age 3 were significantly more advanced in language, problem-solving and other intellectual abilities, and social development than comparison children.** PAT parents were more knowledgeable about child rearing practices and child development. Participating parents were more likely to regard their school district as responsive to their children's needs than were parents of comparison group children.

[Pfannenstiel, J., and Seltzer, D. Evaluation Report: New Parents as Teachers Project. Overland Park, Kan.: Research & Training Associates, 1985; Pfannenstiel, J., and Seltzer, D. New Parents as Teachers: Evaluation of an Early Parent Education Program. Early Childhood Research Quarterly, 4, 1-18, 1989)



LITERACY: A UNIVERSAL ISSUE FOR AMERICA. The National Reading Panel found that 40 percent of children read below basic skill levels. A significant number of these children that had difficulty reading came from families that had no risk factors, but came from middle-class families.



FEED ME A STORY!

What difference can reading aloud to a child for 30 minutes per day make?

If daily reading begins in infancy, by the time the child is 5 years old, he or she has been fed roughly 900 hours of brain food!

Reduce that experience to just 30 minutes a week and the child's hungry mind loses 770 hours of nursery rhymes, fairy tales, and stories.

A kindergarten student who has not been read to could enter school with less than 60 hours of literacy nutrition. No teacher, no matter how talented, can make up for those lost hours of mental nourishment.

Source: US Department of Education, America Reads Challenge

Go to Early Literacy at www.readyforlearning.net