



Annotated Bibliography

1968–Present

Levenstein, P. & Sunley, R. (1968). Stimulation of verbal interaction between disadvantaged mothers and children. *American Journal of Orthopsychiatry*, 38, 116-121.

The verbal IQs of two matched groups of disadvantaged preschoolers, 12 to a group, were compared before and after the experimental group was exposed for four months to stimulation of verbal interaction with their mothers through home visits and play material. There was a significant rise in the verbal IQ of the experimental group.

Levenstein, P. (1970). Cognitive growth in preschoolers through verbal interaction with mothers. *American Journal of Orthopsychiatry*, 40, 426-432.

Compared general and verbal IQs derived by the administration of the Cattell or Stanford-Binet Intelligence Scales and the Peabody Picture Vocabulary Test to three groups of 20-43 month old low-income preschoolers before and after exposure of the experimental group (N = 33) to seven months of home sessions stimulating verbal interaction in mother-child dyads. The experimental group made highly significant cognitive gains in contrast to the two comparison groups.

Levenstein, P. (1971). Learning through (and from) mothers. *Childhood Education*, 130-134

“This study examined the behavior and attitudes of participating mothers during their first program year in 1970-71. When they began the Program, two-thirds of mothers were rated as participating only minimally in home sessions; by the end of the year, this number had dropped to one-third. Conversely, the percentage of active participants rose from 25% to 51%. In end-of-year interviews, 60% of mothers said they wanted their children to go to college, hoping they would become teachers (26%), doctors (26%), etc. Home Visitor behaviors thought to contribute to these results included ‘a policy of preventing intense relationships from growing between Toy Demonstrators [Home Visitors] and child,’ and non-didacticism exemplified by Home Visitors refraining from correcting mothers’ grammatical errors.” (Levenstein & Levenstein, 2008, p. 184)

Wargo, M. J., Campeau, P. L., & Tallmadge, G. K. (1971). *Further Examination of Exemplary Programs for Educating Disadvantaged Children, Final Report.* Palo Alto, CA: American Institutes for Research in the Behavioral Sciences.

“This study was conducted by AIR for the U.S. Office of Education which had as its primary objective the identification and description of successful compensatory education programs for disadvantaged children. The programs were considered successful if they demonstrated cognitive benefits that were statistically and educationally significant... Well over 1,200 evaluation reports were reviewed to identify candidate successful programs... In-depth analysis of all available data resulted in the identification of 10 programs that met the majority of the project’s established criteria for success... The four primary reasons for rejection were (1) inadequate sample selection, (2) failure to employ reliable and valid instruments, and (3) failure to demonstrate statistically, and (4) educationally significant cognitive benefits. The Parent-Child Home Program was one of those ten selected programs, one of only two preschool programs in the U.S. that were considered successful compensatory programs for disadvantaged children. The other program, conducted in a school, was operational for only one year.” **(Levenstein & Levenstein, 2008, p. 184)**

Levenstein, P. & Levenstein, S. (1971). *Fostering learning potential in preschoolers. Social Casework* 52 (February), pp. 74-78.

Since 1965, the Verbal Interaction Project, has explored a new means of preparing 2- and 3-yr-old children of low-income families for the good school achievement vital to breaking the cycle of poverty. The method encourages dialogue between mother and child. The project is based on research evidence that a child's intellectual development is closely linked to his verbal growth and that his mother can influence his cognitive development by the amount and quality of her verbal interaction with him. Results confirmed the ability of the project to raise significantly the initially relatively low mean verbal and general IQs of these children over controls.

Levenstein, P. (1972). *But does it work in homes away from home? Theory Into Practice* 11, 157-162.

“The first four replications of The Parent-Child Home Program in educationally disadvantaged populations operated under the auspices of a school system in Massachusetts, a child care agency in New York City, and family service agencies in New Jersey and in Massachusetts. Children’s IQ gains after one year paralleled those in the original model program on Long Island: pre-Program Cattell = 90 and Peabody Picture Vocabulary Test = 80; post-Program Stanford-Binet = 106 and Peabody Picture Vocabulary Test = 90 (significant, $p < 0.001$, in both cases).” **(Levenstein & Levenstein, 2008, p. 185)**

Levenstein, P., Kochman, A., Roth, H. (1973). From Laboratory to Real World: Service delivery of the Mother-Child Home Program. *American Journal of Orthopsychiatry*, 43, 72-78.

“This paper describes the process involved in starting up the first four Parent-Child Home Program replications outside the model Program, in 1970-71, highlighting problems encountered and solutions found. ‘The overall lesson learned in this pilot experience with the service delivery of what had been a laboratory experiment was that there were few short cuts in assisting an organization to replicate the Mother-Child Home Program. Every step, no matter how adapted to local needs, seemed necessary to ensure the achievement of either the scientific or practical goals of delivering this laboratory generated program to the ‘real world.’” (Levenstein & Levenstein, 2008, p. 185)

Ginandes, J., & Roth, H. A. (1973). Replication of the Mother-Child Home Program by a foster care agency. *Child Welfare*, 12 (2), 75-81.

“An attempt at early intervention to prevent school problems in a pilot sample of under care children by duplicating the Verbal Interaction Project’s research program resulted in significant gains, analogous to those in the original research, plus positive attitudinal changes in foster mothers and professionals.” The family’s case worker took on the role of the home visitor with the foster mothers; all 15 invited families agreed to participate. Parent-Child Home Program children gained an average of 13 IQ points, while the control group’s IQ fell by 0.7 point. Foster mothers reported “an increase in the pleasurable aspects of the child’s learning, thus reducing the tension and the grim striving of the more ambitious foster mothers....Since the characteristics of the foster child involve the feeling of ‘not making a difference’ as a core problem producing passivity, the 2-year-olds’ new habit of initiating conversation was an important development.”

Chilman, C. S. (1973). Programs for disadvantaged parents: Some major trends and related research, in *Review of Child Development Research*, vol. 3, eds. Bettye M. Caldwell and Henry N. Ricciuti, University of Chicago Press, pp. 403-66

“A review of parent education programs on which reports are available reveals that they almost uniformly failed to attract and hold more than a few parents and that measured changes in parental attitudes generally failed to occur.” The Parent-Child Home Program, on the other hand, obtained “Enthusiasm and responsible cooperation from the mothers.”

Bronfenbrenner, U. (1974). *Is Early Intervention Effective? A Report on Longitudinal Evaluations of Preschool Programs, Vol. 2*. U.S. Dept. of Health, Education and Welfare: Office of Child Development, Children’s Bureau, DHEW Publication No. (OHD) 74-25.

"It is in the social sphere that Levenstein's method is most distinctive. There are two critical aspects in which it differs from the other approaches we have examined thus far: intervention in group settings and tutoring in the home. First, Levenstein's strategy has as its target not the child but the mother-child dyad as an interactive system. Second, the principal and direct agent of intervention becomes not the teacher or the tutor, but the mother. As a result, intervention does not terminate at the end of the program, but continues as long as the patterns of joint activity and interaction between mother and child endure... Moreover, since it is the product of mutual adaptation and learning, the system exhibits a distinctive hand-in-glove quality, and thereby an efficiency, that it would be hard to achieve in non-enduring relationships. Finally, since the participants remain together after intervention ceases, the momentum of the system insures some degree of continuity for the future."

Levenstein, P. (1975). A message from home: Findings from a program for non retarded, low-income preschoolers. In M.J. Begab & S.B. Richardson, eds., *The Mentally Retarded and Society: A Social Science Perspective*. Baltimore: University Park Press, 305-318.

"This chapter extends earlier research to include four yearly cohorts of toddlers enrolled in the model Parent-Child Home Program, with longer follow-up. In cohorts entering the now two-year Program from 1968 to 1971, children had significant IQ gains and achieved high-normal IQs by the end of the Program (pretest 90, posttest 109). 'Toddlers' play using interactive language with a parent aids the developmental task of learning to learn.' Parent-Child Home Program participants also showed superior coping skills in first grade, two years after the end of the program, according to teachers who knew little about the Program and did not know which children had been in it: on the Child's Behavior Traits, a measure of social, emotional, and behavioral maturity, Program children's mean score was 77 and controls' 66 (statistically significant, $p < 0.02$). At the Program's first eight sites away from the model center, 'The range of IQ differences among the replications was wide, immediately suggesting that the program had varying effects on different target populations among the poor.'" (Levenstein & Levenstein, 2008, p. 186-187)

Hunt, J. McV. (1975). Reflections on a decade of early education. *Journal of Abnormal Child Psychology*, 3, 275-330.

"Most thoroughly tested of the programs for preventing retardation through parent education is Phyllis Levenstein's. Since the course of her investigation approaches the ideal for the development of a program of intervention more closely than any other I know of, it seems worthwhile to summarize the process in some detail. The development of this program has negotiated with promise several essential hurdles in social program development. It has moved from a promising pilot project, where a majority of such programs terminate, to a well developed program that has demonstrated repeatedly that it achieves gains in test-performance large enough to be educationally significant, and gains that persist until the children get into school. A

preponderant majority of the mothers report enthusiasm for the program, and those children who gain in test-performance also acquire motivation to attend and to concentrate as well as desirable traits of social behavior.... a laudable example of program development.”

Madden, J., Levenstein, P., & Levenstein, S. (1976). Longitudinal IQ outcomes of the Mother-Child Home Program. *Child Development*, 47, 1015-1025.

This article reports on follow-up data of children (N=96) through age eight who participated in several variations of the Parent-Child Home Program model and three groups of control children (N=55). The data were analyzed to examine various program characteristics and outcomes. Program completion rate was among the program characteristics that were examined. The authors found that 95% of families completed the first Program Cycle and 80% completed the full two program cycles. Program dosage was also examined in relations to cognitive outcomes; results at follow-up were significantly superior for those who completed 96 visits or the full two Program cycles to those with shorter versions of the Program. The data also revealed Program effects on younger siblings. In 52 families where a younger child entered The Parent-Child Home Program a year or more after an older sibling, the mean pretest IQ scores was higher for younger siblings (95 vs. 87, $p < 0.001$).

Levenstein, P. (1977). The Mother-Child Home Program. In M. C. Day & R. K. Parker, eds. *The Preschool in Action*, 2nd edition. Boston: Allyn and Bacon, 27-49.

This chapter is a thorough description of the theory, practice, and previously reported follow-up data. Various Program dosages were examined in relations to cognitive outcomes; results at follow-up were significantly superior for those who completed 96 visits, or the two Program cycles, to those with shorter versions of the Program. Another programmatic characteristic that was examined was educational background of Home Visitors; the data reveal that a college education is not an essential requirement for Home Visitors.

Joint Dissemination Review Panel of U.S. Department of Education (1978). *Unanimous Approval of Research Findings, 1967-1978, Mother-Child Home Program of Verbal Interaction Project*. Freeport, NY: Verbal Interaction Project.

The Joint Dissemination Review Panel conducted a rigorous review of the Parent-Child Home Program model. The Panel examined and accepted evidence of effectiveness of the initial program replications which served to establish the current version of the model. The panel concluded that the Program had credible, statically reliable and educationally meaningful impact on the parent and child participants. JDRP also approved the reliability and validity of the proprietary observation measure (Maternal Inactive Behavior – MIB). As a result of the unanimous approval by the JDRP, the

Program was included in the National Diffusion Network's annual Catalogue, Educational Programs that Work. The Program remained in the Network's Catalogue through the final (21st) edition in 1995.

Bradshaw-McNulty, G. & Delaney, L. (1979). *An Evaluation of the Mother-Child Home Program, ESEA Title I for the Pittsfield Public School District*

This is a report of a third-party evaluation of the Pittsfield, Massachusetts replication of the Program. The evaluators reported that in third grade, Program children outperformed other third graders of comparably low socioeconomic status on the California Achievement Test (CAT test). In kindergarten the Parent-Child Home Program children's scores had clustered slightly below the 50th percentile (pre-reading 47TH percentile, math 47TH percentile, visual 47TH percentile, alphabetic 43rd percentile), indicating that Program children were performing close to national norms. The evaluators concluded that "PCHP children seemed better able to cope with and benefit from formal schooling than children who did not participate..." Evaluators also concluded that "the school achievement data tended to allay the fears of some observers that initial cognitive gains would 'wash-out' over time."

Levenstein, P. (1979). The parent-child network. In A. Simmons-Martin & D.K. Calvert, eds., *Parent-Infant Intervention: Communication Disorders*. New York: Grune & Stratton, Inc.

This chapter reports on data that examined the relationship between parents' verbal interaction, as measured by the Program-developed assessment Parent and Child Together (PACT), and the child's social-emotional competence, as measured by the Program-developed assessment of Child's Behavioral Traits. Data were collected during Program participation, immediately post-Program participation and two years after program completion when the children were in first grade. The data suggests that the characteristics measured by the PACT (e.g. verbal interaction, nurturance, encouragement of autonomy, and parental controls) items rating verbal interaction showed the strongest associations with CBT scores.

Darlington, R. B., Royce, J. M., Snipper, A. S., Murray, H. W., & Lazar, I. (1980). *Preschool programs and later school competence of children from low-income families. Science April 1980, 208:202-204.*

"A report of early results from the Consortium of Longitudinal Studies, which included The Parent-Child Home Program. 'At follow-up in 1976, low-income children who had attended infant and preschool programs in the 1960's had significantly higher rates of meeting school requirements than did controls, as measured by lower frequency of placement in special education classes and of being retained in grade (held back).' Out of 127 children of third grade age, 22.1% of those who had been in the Program and 43.5% of controls had at some point failed to meet school requirements by being

placed in special education classes or being retained in grade (significant, $p = 0.035$).” (Levenstein & Levenstein, 2008, p. 191)

Levenstein, P. (1981). Ethical considerations in home-based programs. In M. Bryce and J. C. Lloyd (Eds.), *Treating Families in the Home*. Springfield, Illinois: C.C. Thomas.

In this paper Levenstein discusses ethical concerns that are raised by social programs that visit families in their homes. She describes ten ethical considerations that she argues practitioners must take into account when designing and carrying out home visiting programs. She argues that the Parent-Child Home Program experience shows that it is possible for voluntary home-based programs to heed these ethical considerations by building in and maintaining ethical safeguards, without sacrificing key elements of the program.

Lazar, I. & Darlington, R. (1982). Lasting Effects of Early Education: A Report from the Consortium of Longitudinal Studies. *Monographs of the Society for Research in Child Development* 47 (serial #195).

“This longitudinal follow-up study, performed in 1979 by independent researchers on the location-randomized subjects of the original model program, tracked graduates of 11 programs in the Consortium of Longitudinal Studies through age ten, when the children should have been in fifth grade. Researchers took account of the families’ baseline characteristics using the statistical technique of multivariate regression analysis. Of 250 toddlers who had enrolled in The Parent-Child Home Program, some follow-up data were available for 186, more than twice as many as those reported in Madden et al. in 1976. Before the study began, Program children had an IQ of 84, similar to the controls’ 85. Two years later, average IQ was 105 for Program participants and 96 for controls (statistically significant, $p < .001$). Program children maintained their superiority through age ten. These benefits remained significant in analyses that statistically eliminated the influence of mother’s education, number of siblings, sex, ethnicity, presence/absence of the father in the house, and child’s baseline IQ.” (Levenstein & Levenstein, 2008, p. 191- 192)

Levenstein, P., O’Hara, J.M., & Madden, J. (1983). The Mother-Child Home Program of the Verbal Interaction Project. In Consortium for Longitudinal Studies, ed., *As the Twig is Bent: Lasting Effects of Preschool Programs*. Hillsdale, New Jersey: Lawrence Erlbaum Associates.

This chapter of the Consortium for Longitudinal Studies reports previously unpublished raw follow-up data for 53 third graders who had received the two-cycle Parent-Child Home Program, 26 who received the Program for one year, and 22 location-randomized controls. Parent-Child Home Program graduates had superior results on

math and reading (Wide Range Achievement Tests, WRAT), grade failure, social-emotional competence (Child's Behavioral Traits).

Datta, L-E. (1983). Epilogue: We never promised you a rose garden, but one may have grown anyhow. In Consortium for Longitudinal Studies, ed., *As the Twig is Bent: Lasting Effects of Preschool Programs*. Hillsdale, NJ: Lawrence Erlbaum Associates, 467-479.

“Levenstein, O’Hara and Madden make the fewest policy claims for their program among the early interventions in this book,” yet “they show most clearly that their program can be implemented and maternal behavior affected....Levenstein et al., comparing long-term effects for children who had been in the program for 1 year versus 2 years, reported that reading and mathematics achievement beyond the third grade were linear functions of the amount of treatment received.”

Levenstein, P. (1983). Implications of the transition period for early intervention. In R. Golinkoff, ed., *The Transition from Prelinguistic to Linguistic Communication*. Hillsdale, New Jersey: Lawrence Erlbaum.

This chapter argued for the practical success of a program design based on language theory, concluding that, “The research has already produced significant empirical evidence for the effectiveness of a theory based early intervention program [The Parent-Child Home Program], conducted during the little child’s transition from paralinguistic to linguistic modes of communication and thought.”

Levenstein, P. & O’Hara, J. (1983). Tracing the parent-child network. Final Report: 9/1/79-8/31/82, Grant No. NIE G 800042, National Institute of Education, U.S. Department of Education.

This report to the federal granting agency presents follow-up data for 37 five-and-a-half-year-olds who had been in the model Parent-Child Home Program’s subject-randomized 1976 cohort, a particularly well-motivated subject group (see Chapter 6). Two years after the end of the Program, Parent-Child Home Program mothers scored significantly better than Controls on seven out of ten items of the Maternal Interactive Behavior (MIB), an instrument developed by the Program to assess mother-child interactions during a videotaped play session. Overall MIB scores and longitudinal results were subsequently published (Levenstein, 1986; Madden, O’Hara, & Levenstein, 1984), but individual item scores and concurrent correlations were not. There were no differences in IQ, parental education, and other socioeconomic status indicators between children who were and were not lost to follow-up; 77% of attrition was reported due to families moving out of the area rather than to their having voluntarily left the Program or declined testing.

Using statistical multiple regression analysis intended to factor out overlap among the items, behaviors examined on the MIB were shown to be related to desired outcomes. Four of the 10 items rated in 1980 at age five and a half were associated with academic, socioemotional, and intellectual competencies measured concurrently, and the regression model explained a large portion (32%-69%) of the variance in outcome scores. Several behaviors were *negatively* related to child's competencies: "Gives label information," "Gives color information," "Vocalizes praise," and "Mother does not reply to child's vocalization."

The authors considered that the lack of a benefit from parental labeling behaviors suggested revision of the Mother-Child Home Program's curriculum: "[T]his curriculum, which is aimed at two to four year olds, should minimize its information-giving aspects and emphasize even more the non-didactic responsiveness to children which is part of the Program's current theoretical base."

Madden, J., O'Hara, J. M., & Levenstein, P. (1984). Home again. *Child Development*, 55, 636-647.

This article reports on a study that enrolled four successive cohorts of families who were individually randomized in a "lottery" to receive either the Parent-Child Home Program model or a control condition (a) only yearly evaluations, b) toys and books without home visits).

For groups with pretest (baseline) and posttest (follow-up) IQ tests, the posttest scores (statistically adjusted to achieve baseline equivalence) were higher in Program participants than in controls immediately after Home Visits had ended (106 vs. 102), and performance on a Program Achievement Test of cognitive skills based on the Parent-Child Home Program curriculum was higher for Program children.

There were large Program effects on videotaped parent-child interactions (Maternal Interactive Behavior, MIB) immediately after the Program (mean total MIB scores 282.6 vs. 185.8, statistically significant, $p < 0.001$). The mean frequency of desirable behavior such as labeling and verbalizing actions was from 33% to 51% greater in PCHP groups in the three cohorts for which data was available...the results indicate that PCHP mothers are capable of producing the kind of verbal interaction intended by the program. These improvements in parents' verbal behavior as measured by the MIB persisted on follow-up one or two years later, though to a somewhat lesser degree (mean scores 233.9 vs. 157.7, significant $p < 0.05$; for details see Levenstein & O'Hara, 1983).

DeVito, P.J. & Karon, J.P. (1984). Pittsfield Parent-Child Home Program, Chapter 1. Longitudinal Evaluation Pittsfield Public Schools. Final report.

This is the final report of a third-party evaluation of the Pittsfield, Massachusetts Parent-Child Home Program replication. The reported presented achievement data on

155 Program graduates who were enrolled in the Program during the 1983-84 school year. Program groups surpassed the national average (50) in 12 out of 16 results (i.e. reading, language, math), and their lowest average score was just under the national average at 48. Data were collected at second, third, fourth, fifth, and sixth-eighth grades. The evaluators found that the District was successful in reaching the intended target population of the Program. According to the evaluators the Program “selects those students for participation who appear to be most at risk at two years of age and for whom the prognosis of adequate school performance throughout their school years is doubtful. Overall, it appears that PCHP intervention for these students as two and three year olds had lasting effects since as a group throughout school they met or exceeded national achievement norms and generally outperformed the groups to which they were compared.”

Levenstein, P. (1986). Mother-child play interaction and children’s educational achievement. In A. Gottfried & C. C. Brown (Eds.) *Play Interactions: The Contribution of Play Materials and Parental Involvement to Children’s Development*. Lexington, MA: D.C. Heath & Co., pp. 293-304.

In this book chapter Levenstein discusses various characteristics of The Parent-Child Home Program model in relation to effectiveness in ten years of research data. Levenstein highlights the importance of play and playfulness and how crucial they are in strengthening the parent-child network, which in turn provides a foundation for the child’s later motivation for school achievement. Overall the data revealed that mothers’ positive behavior in interacting with their children was strongly predictive of their children’s social-emotional and intellectual achievements.

Levenstein concludes that these data provide additional concrete evidence for the underlying theoretical assumptions of the model by confirming “the existence of a triadic relationship between a mother’s parenting and her child’s intellectual and social-emotional growth...Connecting them are countless strands of specific reciprocally reinforcing behaviors, leading not only from mother to child but from child to mother.”

Levenstein, P. (1988). Messages from Home: The Mother-Child Home Program and the Prevention of School Disadvantage. Columbus, OH: Ohio State University Press.

This is the first edition of Messages from Home. At the time it was written, The Parent-Child Home Program was being implemented at only 19 replication sites, there are more than 150 at present.

McLaren, L. (1988). Fostering mother-child relationships. *Child Welfare*, 67, 353-365.

This study among chiefly Native Canadian Indian families (mean maternal education eighth grade, all referred by family service agencies because of child neglect) used the Parent And Child Together to measure evolution in Parent-Child Home Program mothers' positive interactions with their children, using the statistical approach of a pre-post time series method. Interactions improved significantly from before the program to after it ($p < 0.01$), and all the mothers re-enrolled in the Program's second year. The author commented, "For these parents, the MCHP [PCHP] experience seemed for the first time to individualize their children as separate persons with needs of their own. These mothers all benefited from the modeling format, which offered a more concrete, accessible learning experience."

Scarr, S. & McCartney, K. (1988). Far from home: An experimental evaluation of the Mother-Child Home Program in Bermuda. *Child Development*, 59, 531-543.

This article reposts data from a study of a Parent-Child Home Program replication in Bermuda. Two-thirds of a sample of 125 families were randomized to receive the Parent-Child Home Program, and one-third constituted a control group. The sample mainly consisted of middle-class families with two-year-old children and was derived from a single parish. Seventy percent of mothers were high school graduates and 31% had attended college, while fathers (who were present in 71% of the homes) had even higher educational attainment. The toddlers started with age normal IQs (mean, 99) and had above average posttest IQs (Program = 107; Controls = 103). The posttest scores for Program children were numerically higher but were not statistically significant.

At post-testing, Parent-Child Home Program children achieved parity on "deviance" and performed significantly better than controls on toy sorting. The only other significant difference between groups was that Program children had better communication skills as reported by the parent.

Levenstein P. (1989), Which homes? A response to Scarr and McCartney. *Child Development*, 60, 514-516.

"In this invited Commentary, Levenstein pointed out that the authors of Far From Home had 'shown through their research the futility and even wastefulness of using a replication of the MCHP [PCHP] to prevent educational disadvantage in children who are not in fact at risk for such disadvantage...The Bermudian parents' impressive motivation to aid their preschoolers, in taking a chance on receiving either an early childhood program or only the children's periodic evaluations, can be seen not only in their very low attrition from the study over the years but especially in the high rate of their original acceptance of the study's 'lottery' condition.'" **(Levenstein & Levenstein, 2008, p. 200-201)**

DeVito, P. J. & Karon, J. P. (1990). Pittsfield Chapter 1 Program. Parent-Child Home Program Longitudinal Evaluation. Pittsfield Public Schools.

This third party evaluation extended the long-term follow-up of disadvantaged children who had participated in the Pittsfield, Massachusetts Parent-Child Home Program at two and three years of age. The achievement scores of Program completers currently in grades two through seven proved to be at or above national norms in reading, language arts, and mathematics; relatively few students (17%) had been retained in grade, and fewer than expected (42%) had required further Title 1 (previously, Chapter 1) services. Of appropriately aged students, 42% had taken the College Board examinations, 67% had graduated from high school (30% had dropped out), and 72% of the high school graduates had gone on to higher education. To verify the continued quality of delivery of the Pittsfield Parent-Child Home Program after 20 years, IQ scores on the Peabody Picture Vocabulary Test were obtained for the cohorts who began the Program in 1986 and 1987: pretest scores averaged 81 and posttest scores 100 (a significant improvement, $p < 0.01$).

Levenstein, P. (1992). The Mother-Child Home Program: Research methodology and the real world. In J. McCord & R.E. Tremblay, eds., *Preventing Antisocial Behavior*, New York: Guilford Press.

“This chapter set out the goals and approach of The Parent-Child Home Program and discussed methodological pitfalls that had been encountered in three studies trying to evaluate Program outcomes. Two have been published elsewhere (Madden et al., 1984; Scarr & McCartney, 1988) and are discussed under their own entries as well as in Chapters 5 and 6. The third study, unpublished except for its mention in this book chapter, illustrated the human factor as a source of sample bias: instead of randomizing potential subjects, well-meaning Coordinators of an unnamed replication assigned the neediest children to the active intervention group, so baseline IQ was lower for the Program group (89) than for controls (98). At the end of two years, both groups met national norms with minimal difference between them. ‘The research problems of the MCHP [PCHP] have been described in this chapter as examples of some hazards that the best planned experimental field research may encounter in actual practice. Investigators who study social programs by using the experimental method – the research design rightly favored as an ideal by most research methodologists – should be aware, and accordingly vigilant, that this method’s results may at times be threatened by unanticipated human volunteer factors which must be faced in evaluation of a social intervention in, and for, the real world.’” (Levenstein & Levenstein, 2008, p. 202)

Levenstein, P. & O’Hara, J. M. (1993). The necessary lightness of mother-child play. In K.B. MacDonald, ed., *Parent-Child Play: Descriptions and Implications*. Albany, NY: State University of New York Press.

Provided evidence for the idea that play is an affect-driven enterprise even when the playful activities are cognitively oriented/relying on Sheldon White's classic paper, [the authors] note that children seek to master the environment and that they experience a positive feeling of efficacy when they do so. This intrinsic motivation to master the environment is importantly influenced by the "affectively charged" presence of the parent, highlighting that interventions aimed at improving cognitive competence in young children must utilize sources of motivation that are intrinsic to the child, and this has been the guiding philosophy of Levenstein's Mother-Child Home Project [for two- to four-year-olds and their mothers] from its inception. Reports on positive results for this Program, both in terms of children's cognitive competence and in terms of raising the level of the mothers' verbal interactive behavior.

Kamerman, S. B. & Kahn, A. J. (1995). *Starting Right*. New York: Oxford University Press.

"The Mother [Parent]-Child Home Program has an impressive body of rigorous research documenting that this type of intervention with 2 and 3-year-olds 'at risk' has lasting impact on school performance, high school completion, and cognitive development. There are measurable positive child impacts as well as on mothers' verbal behavior with their children...This, then, is a remedial program for high-risk families, but an effective one."

Barnett, S. W. (1995). Long-term effects of early childhood programs on cognitive and school outcomes, *The Future of Children* (The David and Lucile Packard Foundation), Vol. 5, No. 3, 25-50.

"Only one of the quasi-experimental studies of model programs [The Parent-Child Home Program] found long-term effects on achievement....In analyses of PCHP subjects and controls in third grade, the Program children retained superiority on IQ tests and achievement tests. By seventh grade, they were less likely to have required placement in special education...or to have been left back."

After reviewing 15 model programs and 21 large-scale public programs, the author concluded that, "The weight of the evidence establishes that ECCE [Early Childhood Care and Education] can produce large effects on IQ during the early childhood years and sizable persistent effects on achievement, grade retention, special education, high school graduation, and socialization...These effects are large enough and persistent enough to make a meaningful difference in the lives of children from low-income families: for many children, preschool programs can mean the difference between failing and passing, regular or special education, staying out of trouble or becoming involved in crime and delinquency, dropping out or graduating from high school....Bringing ECCE services to all children who could benefit from them well not

be cheap.... However, based on the evidence presented above, these costs would be offset over time by reductions in social problems that cost society far more each year.”

Schultz, T., Lopez, E., & Hochberg, M. (1996). *Early Childhood Reform in Seven Communities: Front-Line Practice, Agency Management, and Public Policy*. U.S. Department of Education Office of Educational Research and Improvement Studies of Education Reform, October; ORAD 96-1320

“The first distinct strand of family-oriented early childhood intervention programs, in the 1960s...focused on teaching mothers how to structure the home environment, and interact with their young children in more cognitively stimulating and socially appropriate ways. As was true for outcome studies of center-based programs, evaluations generally found positive short-term outcomes, but a more mixed pattern of effects over the longer term....[S]tudies of the Florida Parent Education Program (Gordon, 1967), the Early Training Project (Gray & Klaus, 1968), and the Mother-Child [Parent-Child] Home Program (Levenstein, 1971) all found evidence of long-term program-favoring effects on children's school careers, as measured by promotion, special education placement, and high school graduation....[I]n reality, most child-focused programs included some form of parent involvement or education and many of the parent-focused programs provided activities for the child either in the home or in a center-based program. The idea that these foci are mutually reinforcing and that effective programs address both the child and parent is the prevalent view today.”

Joyce Cordus and Nice van Oudenhoven (1997). *Early Intervention: Examples of Practice; Averroes Programmes for Children - an experience to be shared*. UNESCO Education Sector Monograph No 8, Action Research in Family and Early Childhood.

“Klimrek (Climbing frame)...is the Dutch version of the American ‘Mother [Parent] Child Home Program’ developed in the 1960s by Phyllis Levenstein. In the Netherlands, the programme serves children aged two to four and their parents. Though the programme lasts two years, its structure and content facilitate parental participation. Evaluation research shows that the programme’s methods and materials make it highly suitable for caravan-dwellers and gypsies, as well as for more traditional families.”

Levenstein, P., Levenstein, S., Shiminski, J. A., & Stolzberg, J. E. (1998). Long-term impact of a verbal interaction program for at-risk toddlers: An exploratory study of high school outcomes in a replication of the Mother-Child Home Program. *Journal of Applied Developmental Psychology*; 19, 267-285.

This subject-randomized controlled trial in Pittsfield, Massachusetts found that participation in The Parent-Child Home Program improved high school graduation rates. Among 123 young adults who were eligible for the Program as toddlers, those

who completed the full two years were significantly less likely than those from a small group of randomized non-program controls to have dropped out of high school (15.9% vs. 46.2%, $p = 0.03$) and more likely to have graduated (84.1% vs. 53.9%, $p = 0.01$). Their graduation rate matched the nationwide rate (83.7%) of middle-income students. When children who completed only one year of the Program were included, the gains over controls remained statistically significant. The Odds Ratio for high school graduation (a measure of the advantage of Program participants over controls), adjusted for baseline IQ, was 2.12 for the entire group assigned to receive the Program, 2.23 for those with baseline IQ of < 100 , and 2.40 for those with baseline IQ of < 90 , indicating that The Parent-Child Home Program provided the greatest advantage for the lowest-IQ toddlers. Initial acceptance rate for the Program had been 100%.

Manoil, K., & Bardzell, J. (1999). Parent-Child Home Program, in Genevieve Manset, Edward P. St. John, Ada Simmons, Robert Michael, Jeffrey Bardzell, Dodi Hodges, Stacy Jacob, David Gordon, *Indiana's Early Literacy Intervention Grant Program: Impact Study for 1997-98*, prepared for the Indiana Department of Education by the Indiana Education Policy Center, Indiana University, December, p. 151-152.

“Overall, the research suggests that PCHP parents develop high verbal responsiveness that continues throughout their child’s school years. Such responsiveness has shown to correlate with a variety of short-term school readiness and long-term school performance outcomes including increased scores in reading, math, task orientation, self-confidence, social responsibility and IQ. There is also evidence that PCHP participants ultimately graduate from high school at higher rates than similar children who did not participate in the program....The Parent-Child Home Program is a community-based intervention designed to be a tool in helping break the poverty cycle. It better enables the public educational system to prepare all children for lifelong success. By providing materials and focusing on empowering parents, PCHP increases the generalization of the skills acquired to parent-child interactions throughout a child’s life. In addition, PCHP has several features that illustrate the program’s emphasis on and respect for the integrity of the family unit. Sessions take place in homes at families’ convenience. PCHP also respects and incorporates features of families’ cultural differences. Furthermore, because there is no direct teaching involved in the sessions, the program should empower parents to experiment and adapt the interactions to meet the needs of their children.”

Kendrick, D., Elkan, R., Hewitt, M., Dewey, M., Blair, M., Robinson, J., Williams, D., & Brummell, K. (2000). Does home visiting improve parenting and the quality of the home environment? A systematic review and meta-analysis. *Archives of Disease in Childhood*; 82, 443-451.

The authors of this meta-analysis concluded “Our review of the effectiveness of home visiting programmes suggests they are effective in increasing the quality of the home

environment as measured by HOME scores [Home Observation for Measurement of the Environment], and that the majority of studies using other outcome measures also indicated significant improvements in a variety of measures of parenting....Eight studies used lay workers, and the results of these studies appeared similar to those using professional visitors.”

Brooks-Gunn, J., Berlin, L. J., & Fuligni, A. S. (2000). Early childhood intervention programs: What about the family? In J. P. Shonkoff & S. J. Meisels (Eds.), *Handbook of Early Childhood Intervention* (Second ed., pp. 549-588): Cambridge University Press, pp. 552-553.

Researchers reviewed the effects on families of 17 home-based interventions, and concluded that The Parent-Child Home Program is among those that lead to “more sensitive, supportive, or positive parenting behaviors.”

Hevesi, A.G. (2001). Building foundations: Supporting parental involvement in a child’s first years. New York: City of New York Office of the Comptroller, Office of Policy Management.

This report from the Comptroller of the City of New York summarizes the method of The Parent-Child Home Program and other programs, and uses Parent-Child Home Program research findings to estimate economic benefits of early childhood intervention. On the basis of the gains in high school graduation rates and IQ in Parent-Child Home Program research, he estimates that participation in the Program could increase a participant’s lifetime earnings potential by between \$600,000 and \$1,000,000, with at least \$150,000 going to the government in increased tax revenues. “An investment of only \$2,325 per year for a few years of a home visiting program could yield these significantly higher earnings. Failing to make that investment seems imprudent.” The report calculates further savings due to reduced need for Special Education services for Parent-Child Home Program graduates at \$210,000 per child, and concludes, “Evaluations of parenting programs have shown convincingly that they make a significant difference for families, improving lifelong outcomes for both children and parents. We must ensure that parents and society take advantage of the opportunities presented in the first few years of life. By investing in programs aimed at strengthening parents and families, the City would improve the future health of New York City’s children, families and communities. This is a wise investment.”

Layzer, J. I., Goodson, B. D., Bernstein, L. & Price, C. (2001). National Evaluation of Family Support Programs Volume A: The Meta Analysis Final Report Abt Associates Inc., for Mary Bruce Webb, DHHS/ACYF.

“This meta-analysis of family services for at-risk populations in the first period of implementing welfare-to-work programs reviewed 260 family support programs with evaluable published results, including The Parent-Child Home Program. The programs overall showed small but statistically significant effects in all outcome domains studied,

particularly on children's cognitive development and social-emotional development, parenting attitudes and knowledge, parenting behavior, and family functioning. The greatest impact on cognitive outcomes was reported to come, however, from programs providing early childhood education directly to children and/or giving parents opportunities for peer support, with weaker effects from programs using home visiting as a primary intervention." (Levenstein & Levenstein, 2008, p. 206)

Levenstein, P., Levenstein, S., & Oliver, D. (2002). First grade school readiness of former child participants in a South Carolina replication of the Parent-Child home program. *Journal of Applied Developmental Psychology*, 23, 331-353.

To study the effects of a South Carolina replication of the Parent-Child Home Program on the school readiness of 84 former child participants in four successive first grade cohorts (1997, 1998, 1999, 2000), their scores on the Cognitive Skills Assessment Battery (CSAB), given to all first graders statewide, were compared to scores statewide and in the school district. Scores indicating school readiness were achieved by 82.4% of first graders statewide and by 84.5% of all Parent-Child Home Program children (by 92.2% when 7 Parent-Child Home Program children with severe developmental delays [SDD] were excluded). Among those receiving free lunch, 74.4% of statewide children but 93.2% of the non-SDD Parent-Child Home Program first graders passed the CSAB readiness score of 88 ($p < 0.001$). Similarly, passing scores were achieved by only 75.6% of African American children statewide but by 92.7% of the non-SDD Parent-Child Home Program African American children ($p > 0.01$). The pass rates of non-SDD Parent-Child Home Program children were higher than those of at-risk non-Parent-Child Home Program participants in the school district ($0.05 < p < 0.1$). All parents invited into the Parent-Child Home Program accepted enrollment, and 96.2% who remained in the district completed the two-year program at a cost of approximately \$2000 per family.

Gomby, D. S. (2003). *Building School Readiness Through Home Visitation. Prepared for the First 5 California Children and Families Commission.*

This review of home visiting programs for the State of California found that, "Some studies of programs such as Parents as Teachers, HIPPI, or the Parent-Child Home Program have demonstrated that home visited children out-perform other children in the community through the 4th, 6th, or 12th grades on measures such as school grades and achievement test scores on reading and math, suspensions, or high school graduation rates." The review commission included The Parent-Child Home Program among "the home visiting programs whose goals are most closely aligned with the school readiness focus of the California Children and Families Commission." Noting that most home visiting programs manage to deliver only about half the scheduled number of home visits, it observed that, "An exception to this general pattern may be the PCHP where program administrators report a 90% completion rate for its twice-

weekly home visits. If this is accurate, it may be because the PCHP brings toys and books into the homes of participants, and participants may be more likely to welcome visits in order to receive those tangible gifts.” (Appendix A, pp. 25-26)

The report also describes the experience of the Eisner Pediatric & Medical Center Parent-Child Home Program in Los Angeles, serving 150 families per year since 2000, half Latino and half African-American (Appendix C: National Models of Home Visiting Programs, pp. 42-46). Fewer than 5% of families had ended enrollment. “Families are encouraged to understand the importance of their child’s early childhood education, and the importance of their own roles as their child’s first teacher. Because of this program, over half the parents have returned to high school, sought employment to improve living conditions, enrolled in and completed ESL courses, and developed an interest in the future of their children... Professional development for the home visitors is emphasized, and some of the home visitors are currently enrolled in college, striving to learn more about child development. Both Co-coordinators have returned to college to finish their degrees in child development and sociology.” **(Levenstein & Levenstein, 2008, p. 207-2008)**

Allen, L., Astuto, J., & Sethi, A. (2003). The Role of Home Visitors’ Characteristics and Experience in the Engagement and Retention of Parent-Child Home Program Participants: Final Report. Child and Family Policy Center, New York University.

Researchers under the auspices of the Home Visit Forum studied 137 parents or caregivers who had completed two years of The Parent-Child Home Program in Massachusetts, New York, or South Carolina, and the 36 home visitors who served those families. They aimed to identify home visitor characteristics associated with greater retention and engagement of families in the Program, using qualitative focus group data and quantitative questionnaire data. Parents’ overall satisfaction with the program, an average of 4.5 out of 5, was highest if the home visitor was from their own racial/ethnic group and their own community. Results regarding use of former participants as home visitors were mixed: those home visitors were more likely to rate their clients as high in use of community programs and the library (success content), but low in success quantity (change in functioning from outset to graduation), and obtained lower rates of parental participation. There was no consistent association between outcome variables and home visitors’ educational level. Engagement quantity (defined as whether parents cancelled missed appointments ahead of time) was better for home visitors who had worked longer with The Parent-Child Home Program. Considerable variation was observed among communities, and the researchers concluded that, “With regard to recommendations for hiring and training home visitors, the results of the current study suggest that hiring recommendations cannot be program-wide, but need to be community-specific.”

Nelson, G., Westhues, A., & MacLeod, J. (2003). A Meta-Analysis of Longitudinal Research on Preschool Prevention Programs for Children. *Prevention & Treatment, Volume 6, Article 31.*

This meta-analysis of 34 programs including The Parent-Child Home Program concluded that “preschool prevention programs do have positive short-, medium-, and long-term impacts on several outcome domains,” including cognitive impacts still evident many years later, social-emotional impacts, and parent-family wellness impacts, and observed that, “given the amount of time that has passed between the preschool period when the programs began and the follow-up to ages 9 and 18, these medium-term and long-term impacts are quite impressive.” (Levenstein & Levenstein, 2008, p. 207-209)

Curtis, A., & O'Hagan, M. (2003). Care and Education in Early Childhood: A Student's Guide to Theory and Practice. UK: Routledge, pp. 214-215.

“Klimrek, the Dutch Parent-Child Home Program, ‘aims at stimulating verbal interaction between parents and child and making them aware that they are the first educators of their child.’ It has been found to be of value “not only for traditional families from different cultural and ethnic groups, but also for traveling families.” (Levenstein & Levenstein 2008, p. 209)

Segall, N. (2004), Review of *The First Three Years and Beyond: Brain Development and Social Policy* by Edward F. Zigler, Matia Finn-Stevenson, and Nancy W. Hall. *Social Service Review, 78: 166-168.*

“Neuroscience’s findings on babies and young children do not necessarily indicate that startlingly new designs are needed for policy and programming: such research primarily indicates instead the need for the enhancement and extension of programs already in existence. Indeed, Head Start, Healthy Start, Healthy Families America, Parents as Teachers, Healthy Steps, Home Instruction for Preschool Youngsters (HIPPI), the Parent-Child Home Program, the Nurse Visitor Program, and the Yale Child Welfare Research Program have yielded meaningful, if not dramatic, positive outcomes. The data support the premise that well-designed interventions providing supports to young children and their families can achieve important outcomes that reach far beyond early childhood. Among these outcomes are improved attitudes toward school, reduced grade retention, less need for special-education placements, reduced dropout rates, and lower pregnancy rates. Edward Zigler, Matia Finn-Stevenson, and Nancy Hall argue that the excitement generated by the media coverage of the new brain research may actually interfere with political support for successful, well-researched policies and programs.”

Halpern, R. (2004). Parent support and education: Past history, future prospects. *Applied Research in Child Development*, Herr Research Center Erikson Institute, Number 6, Fall p. 1, 4-12.

“The parent education models of Gordon, Weikart, Levenstein, and the Deutsches...provided the outline and prototype for a new type of human service intervention....Each of the main theoretical strands of parent support and education found a home in some of the notable program models that came to embody the field. For instance, the parent education approach was adopted by Parents as Teachers and continued to be disseminated in Phyllis Levenstein’s Mother-Child Home (now called Parent-Child Home) Program.” The author noted a record of such programs having only modest effects on outcome measures, but his conclusions are balanced: “[P]arenting programs remain a potentially important resource for vulnerable young families. The recent public policy focus on school readiness has partially obscured the view of these programs. Yet, as with most supports, their time will come again. It is important, meanwhile, to continue to nurture the research that has helped this field develop.”

Allen, L. & Sethi, A. (2004). Bridging the gap between poor and privileged. *American Educator*, Summer, 2004, 34-56.

In the professional journal of the American Federation of Teachers, two academics who have studied The Parent-Child Home Program wrote, “Phyllis Levenstein had a hunch...she knew that a critical step in the cycle that locks generations in poverty was dropping out of high school. The dropout rate had to be drastically reduced – but how? Levenstein knew that the path to school failure actually started before school entry. She believed that the dropout rate could be reduced by helping low-income parents see that talking with their young children is a great way to educate them.

“Today, nearly 40 years later, it’s clear that Levenstein's hunch was correct. Researchers know that the verbal interaction between parents and their young children – especially interaction around books and toys that inspire the children to initiate conversations – is absolutely essential to cognitive development. Researchers also know that the program that Levenstein developed, the Parent-Child Home Program (PCHP), is the most effective intervention of its kind. Dozens of studies have been conducted by Levenstein as well as by independent researchers; the results overwhelmingly indicate that PCHP is highly effective in preparing young children from low-income families for school. For example, researchers have found lasting increases in IQ scores; scores above national norms on the California Achievement Test in the second, fifth, and seventh grades; and high school graduation rates as high as those of middle-class students. Even more impressive, results like these have been found among a great variety of children (whites, blacks, non-English speakers, etc.) and in a great variety of communities (New York suburbs, inner-city Los Angeles, semi-rural South, etc.).”

Sweet, M. A. and Appelbaum, M. I. (2004). Is Home Visiting an Effective Strategy? A Meta-Analytic Review of Home Visiting Programs for Families With Young Children. *Child Development* 75(5):1435 – 1456.

“This assessment of the usefulness of home visits as a strategy for helping families across a range of outcomes covered 60 home visiting programs in a meta-analysis, including The Parent-Child Home Program, and analyzed five child and five parent outcome groups. Its primary conclusion: ‘Home visiting does seem to help families with young children.’” (Levenstein & Levenstein 2008, p. 210)

Pelaez, M. B., & Novak, G. (2004). Child and Adolescent Development: Child and Adolescent Development: a Behavioral Systems Approach. Thousand Oaks, CA: Sage Publications Inc.

“The PCHP has home visitors bring a book or toy into the homes of 2- and 3-year-olds each week. The home visitor models the use of the item with the child and encourages the parents to adopt an interactive, dialogic style...A recent study (Levenstein, Levenstein, & Oliver, 2002) showed that the 2 years of PCHP intervention greatly lowered the extra risk of poor school readiness that those not receiving home visits faced...Thus, there is ample evidence that the mother-child dyad plays a crucial role in language skill learning.”

Shiminski, J. A. (2005, unpublished manuscript). Parent-Child Home Program, Pittsfield Public Schools, Pittsfield, Massachusetts.

This manuscript reports two studies. The first provides further follow-up on 87 high school graduates who had enrolled as disadvantaged toddlers in the Pittsfield Parent-Child Home Program between 1976 and 1980. Fifty-six were known to have been accepted into institutions of higher education (Levenstein, Levenstein, Shiminski, & Stolzberg, 1998), of whom 49 could be traced in the spring of 2000: 14 had been accepted but had not attended college (three of them entered the military), four had attended college but had not graduated, 10 had graduated from a two-year college, and 21 had graduated from a four-year college. Thus 89% of college attenders had graduated.

The second study in 2002 traced students who had been screened as toddlers for The Parent-Child Home Program between 1984 and 1987. Follow-up information was obtained on the 104 who had remained in the school system (55.9% of the original 186). Seventy-four had completed the full two-year Program, 27 had completed one year, and 23 had completed less than one year. Fourteen of those screened (13.5%) and seven of the students who had completed two years of the Program (9.5%) had dropped out of school, comparing very favorably with the estimated 31% dropout rate of the city of Pittsfield as a whole in 2004. Fifty-one of the 73 high school graduates (69.9%) had been accepted by college; 17 students were still in high school.

Rafoth, M. & Knickelbein, B. (2005). Cohort One Final Report: Assessment Summary for the *Parent Child Home Program*. An evaluation of the Armstrong Indiana County Intermediate Unit PCHP program, Center for Educational and Program Evaluation located at Indiana University of Pennsylvania.

Evaluators examined caretaker-child dyads who participated in the Parent-Child Home Program replication in Armstrong Indiana County, Pennsylvania. The participant families had been identified as the neediest families enrolled in the local Women, Infants, Children program. On videotapes of caretaker and child interactions recorded by the Home Visitor and scored independently by the Center for Educational and Program Evaluation, the average number of verbal interactions increased from 6 to 108 and from 6 to 119 (positive verbal and total verbal, respectively) at the midpoint evaluation, and to 203 and 208 at the final evaluation; the average number of total nonverbal interactions increased from 8 to 18, and the number of positive nonverbal interactions from 8 to 17. According to the final assessments by the Home Visitors, positive change occurred on all 20 items of Parent and Child Together, and positive behaviors of children increased dramatically on all 20 items of Child Behavior Traits (significant for every item, $p < .001$). On the Home Screening Questionnaire, 17 of 41 children (41%) were identified as “at risk” at program start, whereas only eight (20%) were found to still be at risk at program completion. All the respondents agreed or strongly agreed with positive responses to all items in the Parent Satisfaction Survey, and all rated the overall quality of the Program as good or excellent.

Gomby, D., Spiker, D., Golan, S., Zercher, C., Daniels, M., Quirk, K. (2005). Case Studies of School Readiness Initiative Promising Programs and Practices: A Focus on Early Literacy. Menlo Park: SRI International for First 5 Statewide Data Collection and Evaluation, California Children and Families Commission.

“Established in the 1960s, the Parent-Child Home Program is a home-visiting program that seeks to develop children’s language and literacy skills, to strengthen the parent-child bond, and to enhance parenting skills. HABLA is an adaptation of the program for Spanish-speaking families...Most families (60% to 70%) remain enrolled in the program for 2 years. Those who leave do so primarily because they move out of the area.”

Gomby, D. S. (2005). Home Visitation in 2005: Outcomes for Children and Parents. Sunnyvale, California: Committee for Economic Development, Invest in Kids Working Group; July 18. Invest in Kids Working Paper No. 7.

“This in-depth review of The Parent-Child Home Program, Early Head Start, Healthy Families America, Home Instruction for Parents of Preschool Youngsters, Nurse-Family Partnership, and Parents as Teachers concludes that ‘Home visiting programs can

produce benefits for children and parents,' especially for families with the greatest need, though they generally "produce benefits that are modest in magnitude.' The author observes, 'It is likely that results would improve if quality of home visiting services were bolstered. This would mean focusing on intensity of services that families actually receive, the skills of the home visitors, and the content of the home visiting curriculum.' The analysis confirms that home visiting has the greatest benefit for families whose initial need is greatest. The author believes that interventions with mixed home-based and center-based components usually yield the greatest cognitive/academic gains; she notes that The Parent-Child Home Program has reported effects on high school graduation rates, but feels that 'large cognitive benefits such as these are not demonstrated reliably in high-quality randomized trials of home visiting programs.'" (Levenstein & Levenstein, 2008, p. 212)

Williams, P. H. (2006). A Multi-Year Study of Program Implementation and Progress for Massachusetts' Parent-Child Home Program (PCHP), 2003-2006: Final Report and Recommendations. Report submitted to the Massachusetts Department of Early Education and Care.

In this study of all 604 families who enrolled in the Massachusetts Parent-Child Home Program statewide in 2003-2005 plus a 49-family subset of the 2006 enrollees, 86% met National Center criteria as being at risk for educational disadvantage and 70% had multiple risk factors. Somewhat more than half had incomes under \$20,000 per year, one in three was single-parent, more than one in four mothers had failed to finish high school, and two-thirds were members of an ethnic minority group; families came from 46 different countries. Thirty-eight percent of families left the Program prematurely, in 39% of cases because of residential instability. A variety of family literacy behaviors and practices improved during the Program, especially in families with a moderate number of risk factors (two or three). Initial experience using home visits based on the Parent-Child Home Program model to help family child care providers was reported and seemed encouraging.

Higgins, M., Krupa, K., & Williams, P. H. (2006). Characteristics of extended family support that lead to attrition or retention among diverse families in the PCHP home visiting program. Presented at: 46th Annual Meeting of the New England Psychological Association, Southern New Hampshire University, Manchester, NH.

"This study examined retention in the Massachusetts Parent-Child Home Program in relation to the support participants perceived from their extended families. All 427 families who enrolled at 25 sites in fall 2003 were tracked until their participation was scheduled to end in June 2005. Of 324 with complete data, 110 (34.0%) dropped out of the Program prematurely. Among non-Caucasian participants, especially Hispanics, a *greater* quantity of extended family support ("our children spend time with aunts, uncles, cousins, and relatives") on the Familia Inventory was associated with *brief* participation in the Program. Quality of support ("we share stories about our family and

other relatives with our children) was not significantly associated with outcomes. The authors hypothesized that ‘families with more frequent access to extended family support may perceive themselves as not needing the intervention,’ and concluded that programs ‘should inquire beforehand about the importance of the extended family,’ and consider trying ‘to educate and include all extended family members in the intervention.’” (Levenstein & Levenstein, 2008, p. 214)

Organizational Research Services (2006). Parent-Child Home Program/Play & Learn Group Demonstration Project: Preliminary Findings Report. Seattle: Business Partnership for Early Learning.

This report presents pre/post results for the first Program year among 106 families who received a Parent-Child Home Program intervention. All but three of the participant families had an income of \$25,000 per year or less, and 64.2% spoke a language other than English at home. The intervention period was particularly brief due to logistic complications, so the average time between pre- and post-Program assessments was only three months. Only two families voluntarily discontinued the program, and 95.3% of participants received all 46 scheduled visits. On the Parent and Child Together (PACT), parents had higher scores on all items at post-testing ($p < 0.01$ in all cases). The children also scored higher on every item of the post-test Child Behavior Traits (CBT; $p < 0.01$ on 18 items, $p < 0.05$ on 2 items). Coordinators reported considerable success in navigating challenges related to the great cultural and linguistic diversity among their client population and among the Home Visitors, such as ensuring that customs related to hospitality did not prevent devotion of the home visit time to Program activities, and the cultural unacceptability of certain books and toys.

Allen, L., Sethi, A., & Astuto, J. (2007). An evaluation of graduates of a toddlerhood home visiting program at kindergarten age. *NHSA Dialog: A Research-to-Practice Journal for the Early Intervention Field* 10(1), 36–57.

This follow-up study by independent evaluators evaluated the effects of Nassau and Suffolk County, New York replications of The Parent-Child Home Program on families when the children reached kindergarten, comparing 68 Program graduates with 48 randomly-selected non-Program children from the same kindergarten classrooms. Comparison group parents were better educated (59% vs. 27% had gone to college), were less likely to be Latino (33% vs. 71%), and worked for pay more hours per week (25 vs. 16). “Despite the challenges of limited English proficiency, low parental education, immigrant status, and poverty, children who had participated in the home visiting intervention were performing similarly to their peers on the majority of measures...Teachers’ reports of children’s early literacy indicated no differences between the intervention and comparison groups, and there was no difference on tests of early literacy administered by research staff” including the Language and Literacy subscale of the Academic Rating Scale, Story and Print Concepts and Color Names and Counting measures from FACES, Kochanska battery. The Parent-Child Home

Program group did perform less well on the Peabody Picture Vocabulary Test and the Test of Early Reading Ability – “in line with findings of previous researchers on children whose primary language is not English.” Program children were indistinguishable from their peers on all measures of social-emotional development, including teachers’ reports, parents’ reports, evaluator ratings, and tests of children’s inhibitory control including the attitudes and behavior segment of the Assessment Behavior Scale and the Social Skills Rating System. The frequency of communication with teachers was equal in both groups of parents, though comparison group parents “were more likely to provide home supports for their children’s learning and to participate in school-based activities.”

Levenstein, P. and Levenstein, S. (2008). Messages from Home: The Parent-Child Home Program and Overcoming Educational Disadvantage. Philadelphia, PA: Temple University Press, 2008.

Second edition of Messages from Home: The Mother-Child Home Program and Overcoming Educational Disadvantage, originally published in 1988.

Mann, V, Sandoval, M, Garcia, L, & Calderon, D. (2009). Using Spanish in the home to promote school readiness in English. In A. Harrison (ed.), Speech disorders: Causes, treatment and social effects (pp. 97-118). USA: Nova Science Publishers, Inc.

A recent study by Dr. Virginia Mann of the University of California-Irvine demonstrates that home visiting in a family’s native language prepares children to successfully learn and utilize English once they enter school. The UC-Irvine Parent-Child Home Program replication, called HABLA (Home Based Activities Building Language Acquisition), has been serving families since June 2000. Dr. Mann’s research on the impact of serving Spanish-speaking families with Spanish-speaking Home Visitors shows that by working with families in the language in which they are best able to talk and read with their children, the Parent-Child Home Program is successfully preparing children to learn English. Once in pre-kindergarten, Program children scored well above the control group of native Spanish-speakers on both the K-Seal and the Pre-school Language Scale 4 (PLS-4). In addition, the Parent-Child Home Program participants, at age three, had also scored much higher on the Spanish PLS-3.

Nievar, A., M., Van Egeren, L., A., & Pollard, S. (2010). A Meta-analysis of Home Visiting Programs: Moderators of improvement in maternal behaviors. Infant Mental Health Journal, 31(5), 499-520.

This is a meta-analysis of home visiting programs that target high-risk families. The authors examined differences in the effects of programs on maternal behavior. On average, programs with more frequent visitation had higher success rates. The

researchers concluded that home visitation programs which use nurses or mental health professionals as service providers were not significantly more effective than were programs using paraprofessionals.

Organizational Research Services (2010). Evaluation of the Parent-Child Home Program/Play & Learn Group Demonstration Project 2005-2010: Final Report. Seattle: Business Partnership for Early Learning.

This report presents findings of a third-party evaluation of four Parent-Child Home Program sites in Seattle, Washington. The evaluation was designed specifically to inform funders and other community stakeholders about the short-term impacts of the Program while being culturally sensitive and non-invasive to participating families. The report documents the high quality training and supervision of the diverse home visiting staff that visited a diverse population. The evaluators concluded that the Parent-Child Home Program is being implemented with fidelity to the model. Data show that children and parents who participated in the full two-year program experienced statistically significant positive changes in their skills and behaviors consistent with the longer term results demonstrated by PCHP research. The evaluators also found that families report experiencing additional positive outcomes through participation in PCHP, such as increased engagement in other community services, activities, and early learning programs, and recognition of the importance of early learning and the parent's role as the child's first teacher.