



PARENT-CHILD HOME PROGRAM

A PROVEN BEGINNING FOR SCHOOL SUCCESS SINCE 1965

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.

A report of the effects achieved by a small pilot project that preceded The Parent-Child Home Program. The verbal IQs of two matched groups of disadvantaged preschoolers were compared at baseline and after the experimental group had been exposed for four months to stimulation of verbal interaction with their mothers through home visits and play materials. There was a statistically significant rise in the verbal IQ of the six children in the experimental group on the Peabody Picture Vocabulary Test, from 75.8 to 89.5 ($p < .05$), contrasting with stable scores for the six in the control group (from 80.8 to 80.4).

Levenstein, P. (1969). Individual variation among preschoolers in a cognitive intervention program in low income families. Presented at the Council for Exceptional Children Conference on Early Childhood Education, New Orleans, Louisiana, December 12, 1969.

At the end of one year of the model Parent-Child Home Program in Freeport, Long Island, 33 low-income preschoolers had made an average IQ gain of 17 points. Within the group, however, individual children ranged from a gain of 33 points to a loss of 7 points. This diversity in cognitive outcomes brought intra-group variability into relief: target populations are made up of individuals who may not respond uniformly to the same intervention.

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

A report of the IQ outcomes of child participants enrolled in the model Parent-Child Home Program for seven months during the 1968-69 school year. Three federally supported housing projects for low-income families, in three different Long Island communities 18 miles apart, had been randomly assigned to three experimental conditions. Families with two- or three-year-olds in one project received one year of The Parent-Child Home Program and those in the other two projects became control groups, one receiving only yearly cognitive evaluations and the other receiving in addition non-verbally stimulating gifts (scarves, stepstools, flashlights, etc.). The Parent-Child Home Program group gained 17 points on the Stanford-Binet Intelligence Test after the Program, going from 84.9 to 101.9, while the combined control groups' IQ remained stable (89.9 to 90.4). Peabody Picture Vocabulary Test scores rose from 76.8 to 89.0 in Program children and from 83.4 to 84.0 in the controls. Both these differences were statistically significant ($p < 0.001$ and $p < 0.05$, respectively).

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 1970-1971. 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 had dropped to one-third. Conversely, the number who were highly active 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 felt 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.

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

Family agencies wishing to help prevent school failure should, "(1) place primary value on the family as an institution and on respect for the needs of individuals, whether staff or client; (2) be structured with a minimum of bureaucratization; (3) have a variety of personnel available to it; and (4) be ready to respond with its own resources or referral to community resources to the requests of mothers for help in any area of their lives."

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, 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.'"

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, ed. 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.”

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.

Follow-up through age eight of children from low-income families who had participated in several variations of the model Parent-Child Home Program (96 children) and three groups of controls (55 children), examining the relation between various program characteristics and observed outcomes. 95% of enrollees continued participation to the end of the first Program year, and 80% completed the full two years of the Program. One group of Program mothers received only selected toys and books, while other groups received in addition 46, 55, or 92 home visits over 10-22 months; follow-up was in kindergarten (Stanford-Binet IQ test) and third grade (WISC IQ test). Program children (all those who had been assigned to The Parent-Child Home Program even if they had not actually had any home sessions – “intention-to-treat” analyses) entered the study with comparable IQ scores to controls but had higher scores at both follow-up points (106 and 101 for the Program, 95 and 95 for Controls, respectively). Results after the full two-year program were significantly superior to those with shorter versions. 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, $p < 0.001$), suggesting downward diffusion of benefits due to improvements in their mothers’ parenting skills. “The children who received 2 full years of the MCHP do not appear to be laboring under the cognitive disadvantage usually associated with the demographic attributes which determined their acceptance into the program.”

Levenstein, P. (1976). Cognitive development through verbalized play: The Mother-Child Home Programme. In J.S. Bruner, A. Jolly and K. Sylva (Eds.) *Play: Its Role in Development and Evolution*. New York: Basic Books, 286-296.

A summary of the method of The Parent-Child Home Program and of results in the first years of the model Program (see Madden, Levenstein, & Levenstein, 1976), plus detailed data from early replication sites. Grouping the results for the first eight replications in 1971-72, general IQ rose from 90 to 106 over one year of the Program and verbal IQ from 80 to 90 (statistically significant, $p < 0.001$, for both). One of the sites, run by the New Mexico Bureau of Indian Affairs among Apache and Pueblo Tribes, provided raw data for 11 Program participants (pretest IQ 90, posttest 96) and 10 controls (86 and 86). "It is an old saying that play is the work of the young child. The truth of this statement is apparent when we think of a child's work as learning to learn. The main tool for this task of toddlers is language; toys provide the material with which they work."

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.

A thorough description of the theory, practice, and previously reported cognitive data of the Parent-Child Home Program (see Madden et al., 1976). In contrast to the lasting results of the two-year Program, children who had only one Program year made good gains at the end of that year but lost them by third grade; bringing the children books and toys during the second year, without home visits, achieved little more. Apparently a full-scale second program year serves to consolidate program gains by repetition during the second year, indicating that a two-year program is substantially superior to a one-year program. A college education does not seem to be an essential qualification 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 unanimous 1978 approval by the Joint Dissemination Review Panel of the U.S. Department of Education led to the inclusion of the Mother [Parent]-Child Home Program in the National Diffusion Network's annual Catalogue, Educational Programs That Work, where it remained through the final (21st) edition in 1995. The Joint Dissemination Review Panel examined and accepted evidence from the model Program and its first replication sites that "The MCHP [PCHP] had credible, statistically reliable and educationally meaningful impact on mothers interactive behavior; children's significant post program cognitive development, normal third grade reading and arithmetic achievement; and third grade socioemotional competence." The Joint Dissemination Review Panel also approved the reliability and validity of the Maternal Interactive Behavior instrument (see Appendix), and accepted the Program's claim to the generalizability of its results to other low-income populations.

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

This independent report examined the performance of children who had been exposed to the Pittsfield, Massachusetts replication of The Parent-Child Home Program as toddlers. In third grade, Program children out-performed other third graders of comparably low socioeconomic status on the total California Achievement Test battery, with scores of 50 vs. 29 (statistically significant, $p < .009$). 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,” and commented 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 the relation between parents’ verbal interaction during the Program, when their child was four, measured on “Parent and Child Together” (PACT), and the child’s socioemotional competency both at the time and on follow-up on the “Child’s Behavior Traits” (CBT), a scale designed to tap capacities that underlie academic achievement. Of the characteristics measured by the PACT – verbal interaction, nurturance, encouragement of autonomy, and parental controls – items rating verbal interaction showed the strongest associations with CBT scores. At age four, each of the CBT skills was strongly associated with at least two of the five concurrent PACT verbal interaction items. When the children’s teachers were asked to rate them two years later, in first grade, each item on the task orientation, cognitive orientation, responsible independence, and emotional stability subscales of the CBT proved to be related to the mother’s earlier verbal interaction at home. Only one PACT item, “Verbalizes approval of child,” and one CBT subscale, “Social cooperation,” failed to show significant associations. Thus a supportive parent-child network seemed to have been achieved through participation in The Parent-Child Home Program.

Anastasi, A. (1979). *Fields of applied psychology*. New York: McGraw-Hill, p. 469.

“Among the various home tutoring programs launched in the 1960s and 1970s, one of the most fully developed and tested is the Mother [Parent]-Child Home Program initiated by Levenstein...The program has proved to be transferable insofar as it has been successfully introduced in several areas by different agencies.”

O’Hara J, Levenstein P. (1979). Downward Extension of the Mother-Child Home Program: Final report to the Rockefeller Brothers Fund. Freeport, New York: Verbal Interaction Project.

The lower age limit for Parent-Child Home Program participation was examined by recruiting 50 mothers of children between 10 and 14 months old and randomizing them to receive the program either immediately or at the usual time, a year later. Unfortunately, both groups turned out to be unusually mobile geographically, and fewer than half of the subject families were still in the area after seven months. While these were considered too few dyads for reliable outcome evaluation, the subjective impression of Program staff members was that Program’s Downward Extension was welcomed as warmly by mothers as the Program for two year olds had always been, but that delivery was difficult both in planning and execution because Home Sessions were so frequently disrupted by the babies’ physical needs: napping, feeding, diapering, etc. These reasons, as well as the lack of adequate outcome data, prevent The Parent-Child Home Program from advocating application of its classic model to children under the age of 16 months, though future application of a modified version to younger children remains a possibility.

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, 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.

A discussion of ethical issues that are raised by social programs which visit families in their homes, and description of ten considerations to be taken into account when designing and carrying out such programs. 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 program standards.

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 long-term follow-up study, performed in 1976 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.

Positive effects on reading, but not math, achievement scores were also maintained through the final test point. As of third grade, fewer Parent-Child Home Program graduates than controls had been placed in special education classes (14% vs. 39%, statistically significant at $p = 0.005$) and somewhat fewer had been retained in grade (13% vs. 19%, $p = 0.53$). Again, these results held up in multivariate statistical analyses. Mothers of Program graduates were more satisfied with their children's school performance, even above and beyond the Program children's lower rates of grade retention and assignment to special education.

The authors' overall conclusion was that on the basis of their data, "[E]arly childhood education can be advocated as one effective policy that may someday take its place within a coordinated set of public policies and private initiatives designed to address the needs of low-income families."

Royce, J. M., Darlington, R. B. & Murray, H. W. (1983). Pooled analyses: Findings across studies. In Consortium for Longitudinal Studies, ed., *As the Twig is Bent: Lasting Effects of Preschool Programs*. Hillsdale, NJ: Lawrence Erlbaum Associates, 428.

In this summary of their comparative evaluation of early intervention programs in the Consortium of Longitudinal Studies, independent evaluators noted that the IQ scores of model Parent-Child Home Program graduates at age ten, previously reported to be superior to those of Controls (Lazar & Darlington, 1982), were also higher than those at the same age than in the other five nationally known

programs whose cognitive follow-up scores were available. It also reported new school data obtained when Consortium children were about age 13 and should have been in the seventh grade, including 20 Parent-Child Home Program subjects. Model Program graduates were at this point somewhat less likely to have failed to meet school requirements by being placed in special education classes or retained in grade than 26 location-randomized controls (20% vs. 31%); the superiority was not statistically significant in this small group.

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.

In this chapter of the Consortium for Longitudinal Studies book, an internal team from The Parent-Child Home Program summarized Program research, saying: "It has been previously indicated that the MCHP [PCHP] can be reliably provided as a coherent, inexpensive, minimal intervention program in a wide variety of settings and across an extended period of time... In short, it is a social program that is both validated and feasible for implementation on a local, state, or national level." The chapter presents previously unpublished raw follow-up data for 53 third graders who had received the two-year Parent-Child Home Program, 26 who had 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), and special class placement, significantly so for WRAT and grade failure.

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 a 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 (see Appendix). 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."

Slaughter, D.T. (1983). Early Intervention and its Effects on Maternal and Child Development. *Monographs of the Society for Research in Child Development* 48(4), Serial #202.

This location-randomized study in Chicago housing projects compared the Parent-Child Home Program with the Auerbach-Badger Discussion Group Program and with a control group that was given weekly gifts of Program toys without home visits. Children were tested three months into the first year of the interventions (mean age, 22 months), seven months later at the end of the first school year, and 19 months later (mean age 41 months). At final testing, at the end of the second year of the Program, Parent-Child Home Program participants had higher scores than controls on the McCarthy IQ test, both on its full scale (101 vs. 97, statistically significant at $p < .05$) and on its verbal subscale (again, $p < .05$). Children of discussion group mothers were comparable to those in The Parent-Child Home Program on the full-scale McCarthy, but not on the verbal subscale. Peabody Picture Vocabulary Test scores declined substantially, and similarly, in all three groups. Felton Earls said in a published commentary, "Had the same experiment been done in a more controlled setting... Program effects on the children, especially the toy demonstration program [The Parent-Child Home Program], might have produced greater cognitive gains."

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

This study enrolled four successive cohorts of parents who either agreed to participate in randomized research (in 1973-75, 54% of invited parents accepted) or volunteered for a developmental screening program (in 1976, 27% of eligible parents volunteered). All 112 families were individually randomized in a "lottery" to receive either the model Parent-Child Home Program or a control condition (only yearly evaluations in 3 yearly cohorts, toys and books without home visits in one). As compared with previous groups of Program participants, who had been randomized on the basis of geographical location rather than individually (Madden et al., 1976), the Home Again children's baseline IQ was higher (92.5 vs. 88.2), maternal education was higher (11.1 years vs. 10.7), and the enrollment rate for eligible families was strikingly lower (48% vs. 85%). Of the subject-randomized children who began The Parent-Child Home Program, 77% completed the full two years; 90% of planned home visits were accomplished in the first year and 81% in the second year.

All eight groups of children, both Parent-Child Home Program and controls, performed at an average

or above average cognitive level immediately post-Program and in first grade. For groups with pretest (baseline) and posttest (follow-up) IQ tests, the posttest scores – statistically adjusted to eliminate the effect of pretest IQ – 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. For other cognitive ratings there were no substantial differences between the groups, and neither IQs nor Wide Range Achievement Test reading scores (Program 101 vs. controls 109 for the 1973 cohort, 105 vs. 102 for the 1976 cohort) and arithmetic scores (Program 104 vs. controls 111 for the 1973 cohort, 107 vs. 105 for the 1976 cohort) were significantly different when children were in first grade.

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 independent evaluation of the Pittsfield, Massachusetts Parent-Child Home Program reported achievement results for 155 Program graduates in the 1983-84 school year. On the California Achievement Test (CAT) assessing reading, language, mathematics, and total scores in second, third, fourth-fifth, and sixth-eighth grades, the Program groups surpassed the national average (50) in 12 out of 16 results, and their lowest average score was just under the national average at 48. When the researchers compared Parent-Child Home Program graduates with randomly selected comparison groups of Pittsfield Title 1 (previously known as Chapter 1) participants, Program graduates outperformed the Title 1 group dramatically in kindergarten, more modestly in grades one through four, and again dramatically in grades six through eight on each of the four measures. Program graduates in middle school were significantly outperformed by Pittsfield students as a whole (including all socioeconomic classes) in reading and language, but not in math or on their total scores. Attending nursery school after The Parent-Child Home Program had no impact on achievement scores.

The researchers observed that 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.”

Ornstein, R. E. (1985). *Psychology, the study of human experience*. San Diego, Harcourt Brace Jovanovich.

“The most successful interventions to improve IQ, at least in the United States, are those that attempt to change the pattern of mother-child interaction. The most successful of these was devised by Phyllis Levenstein (1970, *Amer.J.Orthopsychol.*)”

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.

This book chapter examined various characteristics of The Parent-Child Home Program model in relation to effectiveness in ten years of research data. Play and playfulness seemed crucial to strengthening the parent-child network, which in turn provided a foundation for the child's later motivation for school achievement. Previously unpublished data relate post-program IQ with behaviors observed during home sessions: if the Home Visitor indicated that a mother "responds verbally to child's request," "tries to converse with child," etc. (the Parent And Child Together, PACT), and that a child "is cheerful and content," "refrains from physical risks," "puts own needs second," etc. (the Child's Behavior Traits, CBT), the child's post-program IQ score was higher (significant correlations of $r = .40$, $p < 0.01$, and $r = .56$, $p < 0.01$ respectively).

A stepwise multiple regression statistical technique was then used to examine the relations between parental behavior in videotaped play sessions (the Maternal Interactive Behavior or MIB) and child outcomes in two stages, supplementing the concurrent analyses in a previous grant report (Levenstein & O'Hara, 1983).

Children's performance on the Wide Range Achievement Test at the end of kindergarten was predicted by two parental behaviors two years earlier: "Mother replies to child" and "Mother smiles or makes other positive gesture," whereas children's socioemotional competence (CBT) was predicted by these two behaviors plus a third: "Mother stimulates divergence and fantasy." There was no correlations between "Gives label information" or "Gives color information" and children's school age competence, and a negative correlation for "Gives number and shape" and for "Failure to reply to the child's vocalization."

When the MIB at age five was examined in relation to outcomes two years later, at the end of second grade, both Wide Range Achievement Test scores and IQ were predicted by "Mother replies to child" and "Mother smiles or makes other positive gesture," while multiple socioemotional competencies were predicted by the same two items plus "Mother verbalizes praise." Again, failure to reply to the child showed negative correlations.

Overall, mothers' behavior in interacting with their children was strongly predictive of their children's social-emotional and intellectual achievements. Regression models derived from the MIB at age three explained 17% of the variance in kindergarten reading scores, 41% of the variance in math scores, 43% of the variance in IQ scores, and 33% of the CBT scores, while similar regression models using the MIB at age five explained 38%, 31%, 55%, and 22% respectively of these scores at age seven.

The chapter concludes that these data furnish concrete evidence for suppositions underlying the creation of the Parent-Child Home Program 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." Simple labeling and information-giving have no or negative associations with later outcomes, so "The data also stand as a warning to mothers who see the latent presence of the parent-child network as a mandate to barrage their children with a flood of didactic instruction. The contradictory aspects of the multiple regression predictions indicate that the supportive parent-child network formed through parents' play interactions is a delicate one. It can be torn apart by a mother's insistence on the child's learning until it becomes a boring task and no longer play. A successful network is formed by a mother's general responsiveness whether verbal or silently nurturing. The probability seems to be that mothers who approach a young child's learning through play with spontaneous joy will have a child who continues to find joy in learning."

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

The first edition of the present book. 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.

In this study two-thirds of a sample of 125 Bermudian families were randomized to receive the Parent-Child Home Program, and one-third constituted a control group. This chiefly middle-class population included all the willing families with two-year-olds in a single parish; 89% of eligible families were successfully contacted, and 93% of those contacted agreed to be randomized. 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 (McCartney & Scarr, 1989). The toddlers started with age normal IQs (mean, 99) and had above average posttest IQs (Program = 107; Controls = 103), numerically but not significantly higher for the Parent-Child Home Program group. Two of the 15 pre-Program measures of child behavior significantly favored the controls (they did better on a toy sorting task and were rated as less deviant), and controls were rated as having a somewhat more positive attitude at baseline, suggesting that by chance the randomization process had yielded a relatively advantaged control group. 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. Regression analyses including socioeconomic status did not yield significant interaction terms, but the authors stated that the small number of controls made these analyses unreliable. The methodology and results of this study, which elicited a published Commentary by Levenstein (Levenstein, 1989), are also discussed in Chapter 6.

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" (Scarr & McCartney, 1988) 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."

Greene, B.S. & Hallinger, C. (1989), *Follow-up Study of Initial Group of Children in the Mother-Child Home Program, White Plains, NY: Westchester Jewish Community Services.*

Of the first children who participated in a Parent-Child Home Program replication site in a low-income housing project in White Plains, New York, 80% could be traced many years later. All had graduated from high school, and many had entered college.

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

This study extended the long-term follow-up (Bradshaw-McNulty & Delaney, 1979; DeVito & Karon, 1984) of disadvantaged children who had received the Pittsfield, Massachusetts Parent-Child Home Program at two and three years of age. All had started out with what the authors call a “particularly grim educational prognosis.” The achievement scores of Parent-Child Home 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, $p < 0.01$). The authors commented that, “The program has been highly successful in aiding these disadvantaged youth as they progress through school” and concluded, “The results of this study should be disseminated widely to state, local and other sources since longitudinal investigations of this scope are relatively uncommon for Chap. 1, ECIA programs.”

Springs, C. (1990). *Chapter 1, Mother-Child Home Program Evaluation Results. Union, South Carolina: Union County School Board Fact Sheet.*

Comparison of scores on the DIAL-R (Developmental Indicators for the Assessment of Learning–Revised) before and after the Parent-Child Home Program among 32 five-year-old former participants in Union, South Carolina showed that all had been considered likely to be eligible for the district’s remedial services when they were two and three years old, before beginning the Program, but fewer than half actually required such services.

McCartney, K. & Howley, E. (1991). Parents as instruments of intervention in home-based preschool programs, in Okagaki L and Sternberg RJ, eds., *Directors of Development: Influences on the Development of Children’s Thinking*, Lawrence Erlbaum Associates, Hillsdale, New Jersey, pp. 181-202.

This review, which called The Parent-Child Home Program “the prototype of home-based early childhood intervention programs,” noted substantial effect sizes of the Program on cognitive outcomes (d ranging from .21 to .63). “We believe that home-based programs offer a successful model of early childhood intervention when parents become instruments of intervention through a change in their maladaptive beliefs and behaviors... Certainly, we must evaluate programs to determine whether parental behavior has been changed before we draw premature negative conclusions about home-based preschool programs.”

Levenstein, P. (1992) The Mother-Child Home Program of the Verbal Interaction Project, Inc. In L. R. Williams and D. P. Fromberg (Eds.) *The Encyclopedia of Early Childhood Education*. New York: Garland Press.

A synopsis of The Parent-Child Home Program's model, research data, and replication method.

Levenstein, P. (1992) The Mother-Child Home Program of the Verbal Interaction Project, Inc. In L. R. Williams and D. P. Fromberg (Eds.) *The Encyclopedia of Early Childhood Education*. New York: Garland Press.

A synopsis of The Parent-Child Home Program's model, research data, and replication method.

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, 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.

This book chapter argued in support of The Parent-Child Home Program concept that early childhood learning can function best in a non-didactic climate of light spontaneity and fun. Citing data published previously (Levenstein, 1986), it concluded that the more explicit teaching elements in the Program's curriculum contained in Guide Sheets given to parents along with the books and toys were less important than the non-didactic parental responsiveness made possible by the play elements of the program, and that "Lightness in mother-child play appears to be a necessary condition if children's optimal cognitive and socioemotional development is to result from the dyadic interaction."

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 the Parent-Child Home Program improved high school graduation rates many years later. Among 123 young adults who had been eligible for the Program as toddlers, those who had 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 had completed only one year of the Program were included, the gains over controls remained statistically significant. When a statistical analysis included in the Parent-Child Home Program group all the youngsters who had ever enrolled in the Program (an "intention-to-treat" approach) – thus including ten youngsters who had participated in the Program for less than one year – 76.9% of all "Program" subjects versus 53.9% of control subjects who had never been offered the Program proved to have graduated from high school (nearly statistically significant, $p = 0.07$). 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 greatest educational advantage from The Parent-Child Home Program was found for the lowest-IQ toddlers. Initial acceptance rate for the Program had been 100%. Family withdrawals during the first year were attributed to a move in 52% of cases and to mothers' finding a job in another 24%. All the families who completed one year of the Program continued through the second year unless they moved out of the area.

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.

This meta-analysis of 34 programs, including the Parent-Child Home Program, 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.

In a review of effects on families of 17 home-based interventions, The Parent-Child Home Program is included among those that lead to "more sensitive, supportive, or positive parenting behaviors."

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, 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.

In this study in a semi-rural South Carolina setting, "exceptionally high risk toddlers were referred to The Parent-Child Home Program by welfare social workers or by teachers of older siblings, either because those siblings had demonstrated school learning problems, and/or because the parents had failed to attend planned school conferences with teachers of older siblings, and/or because home furnishings and children's appearance had evidenced physically visible deprivation." Testing in first grade showed four yearly cohorts of Program graduates to perform as well as the average for their age statewide, overcoming their predicted disadvantage. Cognitive Skills Assessment Battery scores indicating school readiness were achieved by 85% of all Parent-Child Home Program children (92% when seven with severe developmental delay were excluded) as compared with 82% of statewide first graders and 74% of free lunch students. Only 76% of African American children passed the Cognitive Skills Assessment Battery statewide, but 93% of African American Program children without severe developmental delay did so (statistically significant, $p < .01$). All parents invited into The Parent-Child Home Program accepted enrollment, and 96.2% of those who remained in the district completed the two-year program, at a cost of US \$2,000 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."

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.

A team of independent evaluators, 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.”

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.”

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."

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 (3 of them entered the military), 4 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 traced in 2002 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 the screenees (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.

This study by independent evaluators examined caretaker-child dyads who participated in a two-year 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.”

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 briefer 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.”

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 before-and-after 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 discon-

tinued 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.”

Publications for a Non-Professional Audience about The Parent-Child Home Program

Over the years, The Parent-Child Home Program has been evaluated by numerous governmental agencies and foundations and has attracted the interest of many media outlets for the general public. This list is a sampling of publications:

Phyllis Levenstein, *Are Toys Passé? PTA Magazine*, November 1971, vol. 66, pp. 16-18.

“A toy is defined as ‘a plaything; something that is merely amusing or diverting...a paltry or trifling concern...without real or permanent value.’” For toddlers, though, “toys and books are food for the intellect.” They “must be matched to the child’s interests at his particular stage of development. The match can be judged good if the child finds the plaything really ‘amusing’ – that is, if it fascinates or challenges him. Then he will explore it joyously, building a sense of competence with each mastery of another object...[P]arents and older brothers and sisters can nurture his intelligence by helping him discover enjoyment in words. The pleasure of playing with toys and books is enhanced by talk about

them.” So toys and books are “no ‘paltry or trifling concern’...to amuse a child and keep him out of mischief. They can be of real and permanent value for intellectual growth.”

U.S. Office of Education, National Center for Educational Communication (1972). *Mother-Child Home Program, Freeport, New York: Model Programs, Compensatory Education*. Washington, D.C: U.S. Government Printing Office, DHEW publication No. OE 72-84.

In 1972, the U.S. Office (now Department) of Education selected The Parent-Child Home Program as one of 15 compensatory education programs chosen as models for the country. This booklet was created for national distribution to describe The Parent-Child Home Program in detail and to indicate the Office’s support of school districts and other sites in planning replications of the Program. “On the basis of data collected from tests, it can be concluded that the Mother [Parent]-Child Home Program achieved its objectives in producing statistically and educationally significant IQ results.”

Kim Lem, “Volunteer Mothers Teach in Homes,” *New York Times*. New York, N.Y.: Sep 22, 1974. p. 111.

“If a child from a low-income home is to have an equal chance with his middle-class schoolmates, many educators believe, the child’s preschool cognitive growth must start within the family. The Mother [Parent]-Child Home Program has evolved from this belief...These practices, it was explained, encourage the child’s use of his imagination and creativity as well as arouse his curiosity about the world around him...You have to have a sense of humor in dealing with the different moods in the family. Have high expectations of the child and the mother begins to have high expectations, too.”

Paul Pitcoff & Phyllis Levenstein, *Learning In Joy*, film, 1975, produced by Synchro Films, Inc. for the Verbal Interaction Project. 28 minutes.

This educational and training film describes the Parent-Child Home Program’s aims, approach, and curriculum, and deals with the nuts and bolts of Program implementation. Segments show the recruitment of families, home visits, staff training sessions, and staff meetings, and emphasize the handling of practical, interpersonal, and ethical issues.

U.S. National Institute of Mental Health (1978). “Model Parent-Child Program Series, Report No. 1: Parent-Child Home Program, Freeport, New York” DHEW Publication No. ADM 78-659

The U.S. National Institute of Mental Health selected the Program as one of five “visible successful models of programs which enable families to play an important role in improving child mental health.”

Edward B. Fiske, “Toys Can Hone Preschool Skills.” *New York Times*. New York, N.Y.: Feb 20, 1979. p. C1.

“The basic issue addressed by the program is the disparity in verbal and other academically relevant skills between middle-income and low-income children. ‘It’s not that low-income kids don’t hear a lot of talking. It’s the kind of talking,’ explained Dr. Levenstein...‘The ethics of programs such as these are crucial,’ said Dr. Levenstein. ‘The temptation of home-based programs is to overload the recipients with services – whether wanted or not. A worker will start giving advice on nutrition or medical help, and it’s a curious fact about having people come into your home that you can’t tell them to get out. A mother can become the victim of the visitor’s do-goodedness. We train our workers very carefully to maintain confidentiality and to resist the temptation to get drawn into other family problems, and there is close monitoring of how they do this. We are there for one purpose only, and this involves building on the family’s own strength. This is one situation where less is more.’”

Russell, A. (1979). Building concepts through verbal interaction: The key to future success in school? *Carnegie Quarterly*, Carnegie Corporation of New York, 27, 1-4.

“The story behind the Mother [Parent]-Child Home Program’s remarkable success is one of careful, painstaking research fraught with enough methodological problems to have defeated a less determined and visionary proponent of early intervention than Phyllis Levenstein. The PCHP is basically an incentives program that builds on the emotional bond between mother and child to encourage their verbal interaction long after direct assistance has been withdrawn. Thought grows through language, and language expresses thought. The Mother [Parent]-Child Home Program incorporates all these elements: conceptual capacity, curiosity, social readiness, and relationship with parents in order to preserve children’s native intelligence and equip them to take advantage of school.”

Rhoda M. Gilinsky, “Mothers Learn to Be ‘Teachers,’” *New York Times*. New York, N.Y.: Dec 6, 1981. p. WC11.

“The philosophy of the Mother-Child Home Program is that the mother is the child’s most important teacher, according to Carol Hallinger, the program’s coordinator. ‘The mothers’ self-concepts are usually poor, and they find it hard to believe that what they do and say to their pre-school children has any effect...After the first few sessions, they begin to understand that even a few minutes a day of reading to or playing with the child can make a real impact.’...Besides the intended objectives of the program, Mrs. Hallinger described what she called the ‘fringe benefits.’ ‘Women who had never participated in activities outside of their homes have become active in PTA’s and even become board members,’ she said...‘There’s a great increase in their self-confidence.’...Families are referred for many reasons: a lack of mother-child contact or mother-child bonding, a lack of verbalization skills, or a lack of awareness of the needs of an infant or a toddler.”

Silver, H. & Silver, P. (1991). *An Educational War on Poverty: American and British Policy-Making, 1960-1980*. Cambridge University Press, p. 313.

“The home visiting ‘movement’ was given a major impetus both by the West Riding EPA project and follow-up and by interest in American schemes, notably that pioneered by Phyllis Levenstein – a relatively structured approach to assisting mothers with child development – and a particular inspiration for a Lothian Educational Home Visiting Project in Scotland.”

Adam L. Penenberg, Untitled, *New York Times*, New York, N.Y.: Dec 19, 1993. p. L.I. 8.

“On a recent morning in New Hyde Park, an Iranian émigré, Lida Balakhane, joined parents from Ecuador, Colombia and the West Indies to learn about being a parent.. While their toddlers and preschoolers played nearby, the parents learned ways to set foundations for their children’s learning...The philosophy of the program...is to head off potential problems by laying a foundation of parent-child communication...One researcher, Dr. Pasquale DeVito, evaluated children in such a program in Pittsfield, Mass., and found that 80 percent eventually graduated from high school... ‘We’re getting a real bang for our buck,’ Dr. DeVito said.”

Michael Ryan, “They Help Bring Stories To Life,” *Parade Magazine*, August 8, 1999, p. 8.

“This is not a literacy course. The teaching demonstrators simply try to get children to fall in love with books. Based on a model developed in Long Island, N.Y., the program has helped to produce thousands of above average readers who have excelled in school even though tests once predicted that they were likely to fail. The secret is simple, said Judy Stolzberg, who started the Pittsfield program in 1970 and now works as a consultant. ‘You have to make it fun,’ she explained...[N]o amount of

statistics could ever capture the enthusiasm in the children as they discover the power of books. 'It brings out their creativity,' Michelle Yuknis said. 'It's amazing.'"

Hevesi, A. G., Comptroller of the City of New York. (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 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."