

NCECDTL

Curriculum Consumer Report



NATIONAL CENTER ON

Early Childhood Development, Teaching and Learning

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About This Report

How to Use This Report

What is the Curriculum Consumer Report?

A review of selected curricula used by Head Start grantees

The Curriculum Consumer Report provides reviews and ratings for infant and toddler, preschool, and home-based curricula. The ratings are based on criteria of effective, comprehensive curricula. This report replaces the 2015 Preschool Curriculum Consumer Report. This document includes the ratings and reviews of the home-based curricula.

This interactive report can easily be accessed from your computer or any mobile device. It allows users to:

- Search for a review of a specific curriculum
- Search by a specific criterion to see how various curricula rate based on that criterion
- Compare overall ratings of two curricula at a time

Purpose

To help programs select or augment a curriculum

Head Start programs can use this report to select high-quality, research-based curricula that meet or exceed the Head Start Program Performance Standards (HSPPS). Use it to determine the extent to which your current curriculum meets the HSPPS curriculum requirements. Identify content areas you may want to augment in your current curriculum.

Programs can also share information from this report with staff, families, and community leaders about their program's existing curriculum or one they are considering.

Target Audience

Head Start program leaders and education staff

The primary audience includes Head Start and child care program leaders (e.g., directors and education managers) and education staff (e.g., caregivers, teachers, home visitors) who work in infant and toddler, preschool, and home-based programs.

In addition, decision-makers (e.g., Policy Council members, administrators) and training and technical assistance providers can use the report to inform their work.

Finally, state and private early care and education providers, Quality Rating and Improvement Systems, college instructors, and curriculum publishers may also find the report helpful.

Criteria for Effective Curricula

The criteria for effective, comprehensive curricula are based on early childhood education research, the Head Start Program Performance Standards (HSPPS), and other standards for high-quality curricula (e.g., National Association for the Education of Young Children, Division for Early Childhood). The curricula were reviewed and rated all curricula on the following criteria:

Criteria for Home-Based Curricula

Criterion 1: Evidence Base for Child Outcomes

Evidence from research demonstrates that the curriculum has been associated with positive child outcomes. The curriculum has been implemented and directly studied in early childhood home visiting programs, and the research showed significant, positive effects on child outcomes. Evidence of effectiveness has been obtained in rigorous research studies, such as randomized controlled trials or regression discontinuity designs. Research studies on the curriculum have optimally included multiple, diverse groups of children and families.

Review Question

- **Child outcomes:** Has the implementation of the curriculum been associated with positive child outcomes?

Other Information Included in the Review Summaries

- **Parenting outcomes:** Has the implementation of the curriculum in these studies been associated with positive parenting outcomes?
- **Rigorous design:** Has the curriculum been studied using a rigorous research design?
- **Sample and generalizability:** Has the curriculum been studied with multiple samples representative of diverse children and families?
- **Fidelity of implementation:** Have studies of the curriculum assessed fidelity of implementation?

Criterion 2: Research-Based Curriculum

The curriculum provides research-based content and teaching practices to support children's development and learning. A research-based home visiting curriculum is consistent with research on effective home visiting and parenting practices. Specifically, it promotes home visiting practices and interactions that research has shown to be effective in engaging parents and families. Additionally, a research-based home visiting curriculum promotes parenting knowledge, attitudes, and practices that are shown to support children's learning and development.

Review Questions

- **Research-based home visiting practices and interactions:** Does the curriculum suggest home visiting practices and interactions that research has shown to be effective in engaging parents and families?
- **Research-based parenting practices:** Does the curriculum promote parenting knowledge, attitudes, and practices that research has shown to be effective in supporting positive child outcomes?

Criterion 3: Scope and Sequence

The curriculum includes an organized developmental scope and sequence to support children's development and learning. A scope and sequence outlines what the curriculum focuses on and how the plans and materials support children at different levels of development. The scope refers to the areas of development addressed by the curriculum; the sequence includes plans and materials for learning experiences that progressively build from less to more complex, with the goal of supporting children as they move through the developmental progressions. A content-rich curriculum ensures that sequences of learning experiences include multiple, related opportunities for children to explore a concept or skill with increasing depth. Sequences of learning experiences should be flexible to respond to individual children's interests, strengths, and needs.

Review Questions

- **Scope:** Does the curriculum include a clearly identifiable scope that promotes parents' and families' skills in supporting their children's development in the essential domains of learning and development?
- **Sequence:** Does the curriculum include sequences of learning experiences for children that progressively build from less to more complex to help parents and families support their children as they move through the developmental progressions?
 - Does the curriculum provide multiple, related opportunities for children to explore concepts or skills with increasing depth?
 - Do the sequences of learning experiences allow for flexibility in moving through them based on the individual interests, strengths, and needs of children?

Criterion 4: Alignment with the Head Start Early Learning Outcomes Framework (ELOF)

The curriculum is aligned with the ELOF. Aligning a curriculum with the ELOF identifies the extent to which ELOF domains and sub-domains are addressed in the curriculum. Curricula that are fully aligned with the ELOF are comprehensive and cover all areas of children's learning and development described in the ELOF.

Review Question

- **Alignment with the ELOF:** Does the curriculum provide learning experiences to support young children's development and learning in all of the ELOF domains and sub-domains?

Criterion 5: Learning Goals for Children

The curriculum specifies learning goals for children. The curriculum's learning goals are objectives for children's development and learning across domains. Learning goals should be measurable and developmentally appropriate. Measurable learning goals for children focus on skills, behaviors, and knowledge that are observable; developmentally appropriate learning goals are consistent with well-established developmental progressions. Learning experiences support children's progress toward the learning goals. In addition to the goals provided by the curriculum, home visitors collaborate with parents and families to identify individual goals for their child's learning and development.

Review Questions

- **Learning goals:** Does the curriculum specify measurable, developmentally appropriate goals for children's learning and development?
 - **Learning experiences:** Are the learning goals supported by the learning experiences described in the curriculum?
 - **Engaging parents and families around learning goals:** Does the curriculum provide strategies for home visitors to engage parents and families in identifying individual goals for their child's learning and development?

Criterion 6: Ongoing Child Assessment

The curriculum provides guidance on ongoing child assessment. Ongoing child assessment is a process in which families and home visitors observe and gather information to understand and support children's development and learning over time. Information gathered through observation helps home visitors and families support children's individual interests and needs. Information from ongoing observations can also be used to periodically complete standardized and structured assessment instruments to evaluate children's developmental progress.

Review Questions

- **Ongoing observation:** Does the curriculum offer guidance on how home visitors and families can observe and discuss children's developmental progress?
- **Standardized and structured assessment instruments:** Does the curriculum recommend how home visitors can collaborate with parents and families to use standardized and structured child assessment instruments that are valid, reliable, and individually, culturally, and linguistically appropriate?

Criterion 7: Home Visitor-Family Relationships and Interactions

The curriculum promotes positive home visitor-family relationships and interactions. A home visitor's positive relationship with parents and families through culturally and linguistically responsive interactions forms the foundation of home visits. A strengths-based approach to building relationships with families provides a foundation for home visitors to interact with families. The curriculum provides strategies for how home visitors can establish positive relationships and responsive interactions with parents and families. The curriculum also provides strategies to bring families together in groups to facilitate peer support.

Review Questions

- **Relationships with parents and families:** Does the curriculum offer suggestions for how home visitors can establish positive relationships with parents and families?
- **Responsive interactions with parents and families:** Does the curriculum provide suggestions for how to engage in responsive interactions with parents and families?
- **Peer support:** Does the curriculum offer suggestions for how to bring parents and families together in groups to facilitate peer support?

Criterion 8: Professional Development and Materials to Support Implementation

The curriculum offers professional development and materials to support implementation and continuous improvement.

Professional development includes gaining the knowledge and skills required for effective implementation of a curriculum. Standardized training procedures include initial and ongoing training to support home visitors as they learn to implement a curriculum with fidelity. Standardized training procedures provide consistent content and delivery methods across training sessions. Curriculum materials to support implementation include resources that come with a curriculum to help home visitors understand how to use it. The materials may also include resources to help education managers and coaches support home visitors to implement the curriculum effectively.

Review Questions

- **Professional development:** Does the curriculum offer standardized initial training and ongoing professional development opportunities for program leaders and home visitors?
- **Curriculum materials to support implementation:** Does the curriculum include resources and tools to support fidelity of implementation and continuous improvement?

Criterion 9: Learning Experiences and Interactions

The curriculum promotes rich learning experiences for children to support development across domains. Rich learning experiences take place within the context of responsive relationships. The curriculum helps home visitors support the family-child relationship as the foundation for learning in all domains and encourages parents and families to engage children in play, movement, and active exploration. The curriculum also provides guidance for how parents and families can interact with children to extend their exploration, thinking, and communication. Home visitors and families collaborate to plan learning experiences and routines for children that build on the family's culture, language, and preferences.

Review Questions

- **Family-child relationship:** Does the curriculum help home visitors support the family-child relationship as the foundation for learning in all domains?
- **Active exploration and play:** Does the curriculum encourage parents and families to engage children in play, movement, and active exploration?
- **Interactions that extend children's learning:** Does the curriculum provide guidance on how parents and families can extend children's exploration, thinking, and communication?

- **Individualization:** Does the curriculum provide guidance to home visitors on how to collaborate with parents and families to develop caregiving routines and learning experiences that build on their culture and home language and, if necessary, are responsive to their child's disabilities or special needs?

Criterion 10: Learning Environments and Routines

The curriculum provides guidance on how to support parents and families in making the home a rich learning environment and in establishing developmentally appropriate routines. A nurturing home learning environment offers developmentally appropriate schedules, routines, and indoor and outdoor opportunities for play, exploration, and experimentation. The home learning environment should include age-appropriate materials and supplies. The curriculum should support the selection of developmentally appropriate learning materials from the home and culture that foster children's open-ended exploration and inquiry.

Review Questions

- **Environment:** Does the curriculum provide guidance on how to engage parents and families in using the home as a learning environment?
- **Learning materials:** Does the curriculum provide guidance on how parents and families can use materials found in the home and that are part of their culture and community to support their children's learning?
- **Routines:** Does the curriculum provide guidance on how to support parents and families in establishing developmentally appropriate routines that foster learning?

Criterion 11: Cultural Responsiveness

The curriculum supports cultural responsiveness. Cultural responsiveness is a strengths-based approach to relationships and caregiving rooted in respect and appreciation for the role of culture in children's learning and development. A culturally responsive curriculum prompts home visitors to incorporate the family's culture into home visits. The curriculum guides home visitors to build relationships and interactions with families of diverse cultural backgrounds; to learn about families' expectations, practices, and preferences for supporting their child's learning; and to work with parents and families to incorporate their culture and traditions into home visits.

Review Questions

- **Interactions:** Does the curriculum support culturally responsive ways of interacting with diverse families and children?
- **Learning experiences:** Does the curriculum provide guidance on how to collaborate with parents and families to adapt learning experiences for children from the curriculum materials to build on the family's traditions, culture, values, and beliefs?

Criterion 12: Linguistic Responsiveness

The curriculum supports linguistic responsiveness. Linguistic responsiveness refers to practices that support the learning, development, and engagement of children from diverse linguistic backgrounds. It involves partnering with families to intentionally support the development and learning of children who are dual language learners (DLLs). The curriculum provides guidance to families to support the home language while providing suggestions on how to expose children to English

Review Questions

- **Home language:** Does the curriculum encourage home visitors to support parents' and families' use of their home or tribal language during learning experiences in the home?
- **Supporting dual language learners:** Does the curriculum provide guidance on how to support development of the home language and expose children to English?

Criterion 13: Individualization for Children with Disabilities, Suspected Delays, or Other Special Needs

The curriculum provides guidance on how to help parents and families support their child with a disability, suspected delay, or other special need. Home visitors and families can adapt learning experiences from the curriculum for a child with a disability or other special need. The curriculum includes suggestions for accommodations to the physical home learning environment and adaptations of learning experiences in the curriculum to meet the learning needs and strengths of children with disabilities, suspected delays, or other special needs. The curriculum also provides suggestions for how home visitors can provide resources and referrals to families as needed.

Review Questions

- **Resources and referrals:** Does the curriculum describe how home visitors can provide resources, information, and supports to families with a child with a disability, suspected delay, or other special need?
- **Learning environment:** Does the curriculum include suggestions for parents and families about how to set up an appropriate learning environment and materials to support the development and learning of their child with a disability, suspected delay, or other special need?
- **Parenting practices and interventions:** Does the curriculum provide guidance on how home visitors and families can adapt learning experiences for a child with a disability or other special need?

Criterion 14: Individualization Based on Interests, Strengths, and Needs

The curriculum offers guidance on how to individualize based on the interests, strengths, and needs of children.

Individualization is a process of collaborating with families to plan home visits and learning experiences that are responsive to children. Home visitors and families reflect on their observations of the child and together plan how to support each child's learning and development. When learning experiences are tailored to children's interests and take place in the context of a family's regular routines, they are more engaging and meaningful to children. Because children may vary in their developmental progressions, it is also important that the curriculum supports home visitors and families in planning learning experiences that are responsive to individual children's strengths and needs.

Review Questions

- **Individualization based on interests:** Does the curriculum offer guidance on how to tailor home visits based on the interests of individual children?
- **Individualization based on strengths and needs:** Does the curriculum offer guidance on how to tailor home visits based on the strengths and needs of individual children?

Criterion 15: Family Development and Well-Being

The curriculum supports family development and well-being as the context for promoting children's development and learning. Children develop in the context of their family systems; families provide a base of support for each child's development. Home visitors support family development and well-being through the family goal-setting process. They partner with families to identify goals that address family challenges and support family development and well-being. Home visitors also provide families with resources and referrals to support them as they work toward their goals.

Review Questions

- **Family goals:** Does the curriculum provide home visitors with strategies to engage parents and families in setting goals that address family development, well-being, and challenges?
- **Ongoing assessment of progress toward family goals:** Does the curriculum promote ongoing assessment of family progress toward their goals?
- **Resources and referrals:** Does the curriculum include guidance on how to refer parents and families to additional resources in the community that may help them make progress toward their family goals?

Review Process

Curriculum Selection

The **preschool** and **infant and toddler** curricula included in the Curriculum Consumer Report met the following selection requirements:

- **Written with a plan that includes goals, teaching practices, and learning experiences.** The curriculum provides learning goals and activities to support these goals in key areas of children's development. It provides guidance on what to teach (content) and how to teach (learning experiences and teaching practices).
- **Comprehensive.** The curriculum addresses multiple domains in the Head Start Early Learning Outcomes Framework (ELOF). Curricula that address only a specific domain (e.g., ones focusing on early math or literacy) are not included in this report.
- **Commercially available.** The curriculum can be purchased and is published in English.
- **Listed in Program Information Report (PIR) data.** At least two programs listed the curriculum first in the 2016 PIR data.

The **home-based** (home visiting) curricula included in the Curriculum Consumer Report met the following selection requirements:

- **Written with a plan that includes goals and materials for home visiting.** The curriculum provides strategies to engage and connect with families and to promote effective parenting skills that support children's development.
- **Designed to be used in home-based programs.**
- **Comprehensive.** The curriculum supports children's development in multiple domains of the ELOF.
- **Commercially available.** The curriculum can be purchased and is published in English.
- **Listed in PIR data.** At least two programs listed the curriculum first in the 2016 PIR data.

Curriculum reviews will continue to be added to the Curriculum Consumer Report based on current PIR data.

Curriculum Review Process

Evaluation of Criterion 1: Evidence Base for Child Outcomes was based on a literature review of peer-reviewed journal articles and independent evaluations of each curriculum. Review summaries include information on the research design, sample and generalizability, training, fidelity of implementation, and child outcomes.

For the evaluation of criteria 2–14 (and criterion 15 for home-based only), two independent reviewers were assigned to each curriculum. Curriculum reviewers were child development experts with extensive knowledge and experience in early childhood education. Reviewers of home-based curricula also had significant experience in home visiting.

All reviewers participated in training on the comprehensive review process and rubric. In the first stage of the review process, reviewers examined the curriculum for information and examples related to each of the criteria for effective, comprehensive curricula. Reviewers then used this information to rate the curriculum on each criterion and provide a justification for each rating. Reviewers met weekly with a member of the Office of Head Start National Center on Early Childhood Development, Teaching, and Learning (NCECDTL) team for consultation and further guidance throughout the review and rating process.

Once ratings for all criteria were assigned, the NCECDTL team aggregated the reviews and ratings into summaries of all criteria for each curriculum. If significant discrepancies in ratings between reviewers arose, the NCECDTL team met with the two reviewers to discuss and resolve the discrepancies. The NCECDTL team shared curriculum ratings with curriculum publishers and invited their input.

Understanding the Ratings

Each curriculum was reviewed and rated on the 14 criteria for effective, comprehensive curricula. All ratings display a star that follows a four-level scale.

For Criterion 1: Evidence Base for Child Outcomes, the overall rating was based on the strength of the research design and child outcomes.

- The lowest level (no evidence ) indicates either no studies have evaluated the impact of the curriculum on child outcomes, or studies have found only null or negative child outcomes.
- The next level (minimal evidence ) indicates minimal child outcomes in descriptive, quasi-experimental, or experimental studies.
- The third level (moderate evidence ) indicates modest child outcomes in one or more areas in quasi-experimental or experimental studies.
- The highest level (full evidence ) indicates strong child outcomes across multiple experimental studies.

For criteria 2–14 (and criterion 15 for home-based only), the overall ratings reflected the following progression.

- The lowest level (no evidence ) indicates the curriculum shows no evidence of meeting the criterion.
- The next level (minimal evidence ) indicates the curriculum shows minimal evidence of meeting the criterion. For example, the curriculum may describe the importance of practices related to the criterion (e.g., family engagement, linguistic responsiveness) but provides little guidance or teaching strategies to support children's learning.
- The third level (moderate evidence ) indicates the curriculum shows some evidence of meeting the criterion. For many of the criteria, this rating means that the curriculum provides general guidance on effective practice related to the criterion but lacks specific teaching strategies to support learning embedded throughout the materials.
- The highest level (full evidence ) indicates the curriculum shows full evidence of meeting the criterion. At this level, the curriculum offers specific guidance and teaching strategies related to the criterion embedded throughout the materials.

			
No evidence	Minimal evidence	Moderate evidence	Full evidence

All Curriculum Ratings

What do the ratings mean? ☆ No evidence ☆ Minimal evidence ☆ Moderate evidence ☆ Full evidence

	Evidence Base	Research-Based	Scope & Sequence	Alignment to ELOF	Learning Goals	Ongoing Child Assessmt	Home Vis-Fam Rel & Interct	Prof Dev & Imp	Learning Exp & Interct	Learning Env & Routines	Cultural Responsive	Linguistic Responsive	Ind for Special Needs	Ind Strgths, Needs & Intrsts	Fam Dev & Well-Being
Baby TALK	☆	☆	☆	☆	☆	☆	☆	☆	☆	☆	☆	☆	☆	☆	☆
Growing Great Kids™ for Preschoolers	☆	☆	☆	☆	☆	☆	☆	☆	☆	☆	☆	☆	☆	☆	☆
Growing Great Kids™: Prenatal–36 Months	☆	☆	☆	☆	☆	☆	☆	☆	☆	☆	☆	☆	☆	☆	☆
Parents as Teachers Foundational 2 Curriculum: 3 to Kindergarten	☆	☆	☆	☆	☆	☆	☆	☆	☆	☆	☆	☆	☆	☆	☆
Parents as Teachers Foundational Curriculum: Prenatal to 3	☆	☆	☆	☆	☆	☆	☆	☆	☆	☆	☆	☆	☆	☆	☆
Partners for a Healthy Baby	☆	☆	☆	☆	☆	☆	☆	☆	☆	☆	☆	☆	☆	☆	☆

Curriculum Ratings and Reviews

Baby TALK

Curriculum Description

Baby TALK includes a variety of materials for home visitors and families that promote child development, parent-child interaction, parenting skills, and family well-being. The curriculum emphasizes the importance of screening every family, identifying needs, and delivering appropriate services to positively impact child development and nurture healthy parent-child relationships during the critical early years.

Website: <http://www.babytalk.org/default.htm>

Last Updated: January 6, 2020

Summary of Curriculum Review

- Promotes research-based home visiting practices for building positive relationships and engaging in responsive interactions with parents
- Promotes research-based parenting practices to support children's development and learning
- Describes a specific process for setting and assessing family-level goals
- Supports children's development and learning in all Head Start Early Learning Outcomes Framework (ELOF) domains
- Offers comprehensive standardized training and materials to support implementation
- Promotes parents' ongoing observation and discussion of children's development and learning
- Provides guidance to parents on how to engage children in active exploration, movement, and play
- Provides guidance on how to use routines and materials in the home environment to support children's learning
- Offers limited guidance on how to integrate children's and families' cultures into interactions and learning experiences
- Lacks guidance on how to support the development and learning of children who are dual language learners (DLLs)
- Provides limited guidance on ensuring the home environment, learning materials, and learning experiences are accessible to children with disabilities, suspected delays, or other special needs
- Lacks specific guidance on how to tailor curriculum activities based on children's individual interests, strengths, and needs

<p>Cost of Curriculum</p> <p>Cost of the curriculum includes training, and total cost is based on program type and need. Please contact publisher for more information about cost.</p> <p>Cost of Professional Development</p> <ul style="list-style-type: none"> • Core Certification Training: \$895 (four-day home visiting/center-based training); \$650 (three-day Head Start/Early Head Start training) • Early Childhood Professional 15-hour Certification Training: \$495 • Newborn Encounter Training: \$600 <p>More information can be found at http://www.babytalk.org/which-training-do-i-need</p>	<p>Availability in Other Languages</p> <p>The curriculum is available in Spanish.</p>	<p>Target Age</p> <p>Children birth to 36 months</p>	<p>Curriculum Materials Reviewed by Raters</p> <p>Materials from <i>Baby TALK</i> were reviewed in 2018. These materials included:</p> <ul style="list-style-type: none"> • <i>Baby TALK</i> Model Fidelity, Quality Standards, <i>White Paper</i>, and <i>Teaching Strategies Gold (TSG) Crosswalk</i> • <i>Baby TALK</i> Fact Sheets • <i>Baby TALK</i> Documentation • <i>Baby TALK</i> Curriculum (English)
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What Do the Ratings Mean?

			
No evidence	Minimal evidence	Moderate evidence	Full evidence

<p>Evidence Base for Child Outcomes</p>	 <p>Minimal Evidence</p>	<p>At the time of this review, <i>Baby TALK</i> has been studied as part of the evaluation of the RefugeeOne program in Chicago, IL (Hilado, Leow, & Yang, 2019; Hilado, Leow, & Yang, 2018).</p> <p>For information on <i>Baby TALK</i> as a parenting curriculum, please see the Parenting Curricula for Home-Based Delivery Database: https://eclkc.ohs.acf.hhs.gov/parenting/article/parenting-curricula-review-databases.</p> <p>Rigorous Design: <i>Baby TALK</i> was evaluated in a randomized control trial.</p> <p>Sample and Generalizability: The sample included 200 families with children between 3 and 36 months old. Families were referred by a refugee resettlement program in Chicago. About half of the sample was East Asian, with several African, Near Eastern, South Asian, Latin American, and Caribbean families. Families were predominantly low-income.</p> <p>Training: Home visitors participated in a four-day core training and received supervision twice a month. Fidelity of implementation was assessed as part of supervision. It was also assessed by analyzing the documentation home visitors completed before and after each home visit. The study did not present an analysis of the home visitors' fidelity to the intervention.</p> <p>Parenting Outcomes: Parents reported lower parental stress and trauma symptoms after one year of participating in <i>Baby TALK</i>. However, these outcomes were not significantly different from those of families who did not participate. In addition, home visitors reported observing more positive parenting practices after one year of participating in <i>Baby TALK</i>. The parenting practices of families in the control group were not assessed.</p> <p>Child Outcomes: The evaluation investigated the effect of one year of participation in a home visiting program using <i>Baby TALK</i> on children's language development and social and emotional development. Children who participated in the program had more gains in language development after one year than children who did not participate in home visiting. They also had higher scores on social and emotional development after one year. However, these gains in social and emotional development were not significantly different from the gains of children who did not participate in home visiting.</p> <p>References:</p> <p>Hilado, A., Leow, C., & Yang, Y. <i>The Baby TALK – RefugeeOne Study: A Randomized Controlled Trial Examining Home Visiting Services with Refugees and Immigrants</i>. Report submitted to the U.S. Department of Health and Human Services, Home Visiting Evidence of Effectiveness (HomVEE) Review, January 2018.</p>
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<p>Research-Based Curriculum</p>	<p> Full Evidence</p>	<p>Home Visiting Practices and Interactions: <i>Baby TALK</i> promotes home visiting practices and interactions that research has shown to be effective in engaging parents. The curriculum is grounded in critical concepts, such as "building relationships," "going where families are," and "coming alongside" through partnerships with families rather than through giving advice. <i>Baby TALK</i> provides guidance on effective communication with families using the mnemonic OPERA: open-ended questions, pause, make eye contact, repeat, avoid judgment, ask opinion, advice last. The <i>Encounter Protocols</i> provide conversation prompts for the home visitor to engage the parents in discussing their child's interests and behaviors and to reflect on the quality of connection with the family. Examples of prompts include "What new behaviors have you observed your baby doing?" and "How did I connect with the family?" Additionally, the curriculum utilizes an approach and strategies that reflect the perspective of parents as adult learners. For example, the <i>Baby TALK White Paper</i> describes the importance of facilitating effective parenting rather than simply prescribing an approach for parents to follow. The curriculum materials promote the use of active listening, reflection, and affirmation of parental competence.</p> <p>Parenting Practices: <i>Baby TALK</i> promotes teaching practices, learning experiences, and developmentally appropriate content that are effective in supporting positive child outcomes. The curriculum encourages parents to engage in sensitive, responsive interactions to build secure attachment relationships with children. For example, the monthly resources provide reflective prompts for the parent to think about their interactions with their child (e.g., "What changes have you noticed in his reaction to your voice? How do you think talking with him affects his mood or state?"). A variety of resources provide guidance on how to support social skills and emotional regulation (e.g., <i>Let's Talk Kids</i> articles). The curriculum consistently promotes the use of routines as learning opportunities and guides parents to support play and exploration throughout the day (e.g., <i>Dressing, Diapering, Feeding, and Bath Time Fun</i>). The curriculum offers guidance to promote language-rich interactions and strategies for engaging children in shared read-alouds, but provides limited guidance on how to effectively support the use of a home language and children who are DLLs.</p>

<p>Scope and Sequence</p>	<p> Moderate Evidence</p>	<p>Scope: The curriculum includes a clearly identifiable scope for supporting development in the following domains: Approaches to Learning; Self-Regulation; Cognitive, including emergent mathematical knowledge; Language; Physical Health and Development, including gross- and fine-motor development and self-care; and Social and Emotional Development. The activities for each month of age support children's development across these domains. On the bottom of each activity page, the curriculum indicates which domains and specific standards from the Illinois Early Learning Guidelines (IELG) are addressed.</p> <p>Sequence: The <i>Baby TALK</i> curriculum provides multiple, related opportunities for children to explore concepts and skills with increasing depth in each of the ELOF domains. The curriculum suggests a sequence based on children's developmental progressions through monthly resources and activities, from newborn to 36 months. The <i>Preschool Activities</i> provide ideas for how to extend an activity for older children (e.g., <i>Extension for Older Preschoolers</i>). The general approach of <i>Baby TALK</i> promotes mindful planning and use of curriculum materials based on children's individual development. However, there does not appear to be specific guidance on how to flexibly use the sequence of suggested activities (e.g., <i>0–3 Developmental Activities</i>, <i>Preschool Activities</i>) or adapt learning experiences to individualize them based on the child's strengths and needs or the family's priorities and concerns.</p>
<p>Alignment with the Head Start Early Learning Outcomes Framework (ELOF)</p>	<p> Full Evidence</p>	<p>Alignment with the ELOF: A thorough review of all the curriculum indicates that <i>Baby TALK</i> is fully aligned with the ELOF domains and sub-domains. The curriculum materials, including learning experiences, learning goals, parenting practices, and guidance support children across the ELOF sub-domains. Several activities are provided in the resources each month to promote development in different areas. Although not every month's materials include resources for each domain of development, overall the curriculum does address all domains across the various monthly resources and materials.</p>
<p>Learning Goals for Children</p>	<p> Full Evidence</p>	<p>Learning Goals: <i>Baby TALK</i> specifies measurable, developmentally appropriate goals for children's learning and development that are consistently supported by the learning experiences. The learning goals are based on the IELG, with one or two specific standards referenced within monthly activities. The curriculum provides guidance on how to engage families in identifying individual goals for their child's learning and development. <i>Family Resource Assessment & Monitoring</i> includes a section to assess the family's needs for resources related to child development concerns. The <i>Baby TALK Individual Family Service Plan</i> form, provided by the curriculum, is used to document goals agreed on by the parent and family support staff member, including goals related to child development.</p>

<p>Ongoing Child Assessment</p>	 <p>Moderate Evidence</p>	<p>Ongoing Observation: <i>Baby TALK</i> describes a process for observing and discussing children's development and using this information for home visit planning. The <i>Encounter Protocol</i> for each month includes explicit guidance to promote regular observation of the child by the home visitor and the parent during the visit. For example, at 1 Month activities, "Simply look at the baby with the parents for 10–30 seconds. Does the baby look to the parent or caregiver for praise or approval?" The <i>Personal Encounter Documentation</i> form requires the home visitor to note specific child behaviors observed during the visit. Then, the document <i>HV Guideline for Preparation</i> encourages the home visitor to reflect on past observations when planning the next visit (e.g., "What parent-child interactions have I observed in the past that I will build on during this encounter?"). Additionally, the <i>Baby TALK</i> monthly activities use the prompt, "Let's wonder together," with open-ended questions the home visitor can use to encourage parents to share their ongoing observations of their child (e.g., At 2 Months activities: "What changes have you noticed in your baby's awareness of her body parts? What does she like to do with her hands and feet?"). Similar prompts can be found in other monthly activity files.</p> <p>Standardized and Structured Assessment Instruments: <i>Baby TALK</i> makes a reference to standardized and structured assessment instruments to assess developmental progress. However, it provides minimal guidance on how home visitors can engage parents in collaboratively using standardized instruments to assess children's development. Specifically, the <i>Baby TALK White Paper</i> mentions the Ages and Stages Questionnaires, the Hawaii Early Learning Profile, and the Battelle Developmental Inventory as instruments to conduct developmental screenings, a process different from assessment. The <i>Individual Family Case File Checklist</i> mentions that developmental assessment should be "ongoing/every 6 months." No further guidance is provided within the curriculum materials on how standardized and structured assessments are to be incorporated into the program. Although the curriculum provides a structured assessment tool called the <i>Family Resource Assessment & Monitoring</i>, which includes a section to discuss family concerns, needs, and resources pertaining to the child's health and development, it only covers broad topics rather than specific skills and developmental milestones.</p>
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**Home Visitor-
Family
Relationships
and Interactions**



Moderate
Evidence

Relationships with Parents and Families: *Baby TALK* offers specific guidance and a process for how to build positive relationships with families. Guidance is integrated throughout the curriculum materials. For example, the *Encounter Protocol* provides a process for each encounter with the family that promotes respectful, collaborative relationships. In preparing for the home visit, the *Encounter Protocol* prompts the home visitor to "prepare with an open mind" and "recognize what I bring to the interaction." It also provides tips for respectful communication (e.g., "avoid judgment," "ask opinion"), open-ended questions, and observation prompts to learn about the family's strengths and needs. Further, each of the monthly activities from birth through 36 months provide open-ended questions and prompts that elicit the parent's perspective on their child's development. They also promote home visitor-parent interactions that are built on trust and respect toward parents as the agent of change in promoting their child's development (e.g., "How might you ask questions that will help him figure out ...").

Responsive Interactions with Parents and Families: The curriculum provides general principles and some strategies on how to engage in responsive interactions with parents. It recommends meeting the family where they are, using active listening, and eliciting information about family needs to provide individualized services. For example, there is a "Preparation" section in all *Encounter Protocols* that reminds home visitors, "It is crucial to have the courage to meet every family without preconceptions or prepared programs, to come open-minded and ready to listen, not knowing in advance what form our intervention may take." In another section, "Affiliation," the *Encounter Protocol* discusses how to effectively and authentically communicate with families using OPERA listening. Each *Encounter Protocol* ends with reflective questions (Reflection-On-Action) to promote responsiveness to the family's needs when planning future visits (e.g., "Did I hear or understand a concern from the family that I can follow up on?"). While the curriculum provides general direction on responsive interactions with families, it lacks more specific guidance embedded in the materials for responsive interaction with culturally and linguistically diverse families.

Peer Support: *Baby TALK* provides specific guidance on how to bring families together to facilitate peer support. The *Guideline for Group Preparation* resource provides reflective prompts to help the home visitor plan group activities for families. Factors to consider include materials, information from the curriculum that will be shared with the family, things to observe during the group activity, and developmental behaviors to support. The *Group Encounter Documentation* provides the home visitor with a tool for recording the interactions (e.g., parent-to-child, parent-to-parent, and child-to-child) that took place within the group activity, any concerns about families, family support systems, and reflections on the activity.

<p>Professional Development and Materials to Support Implementation</p>	<p> Full Evidence</p>	<p>Professional Development: <i>Baby TALK</i> provides both comprehensive standardized initial training and ongoing professional development opportunities. There is a four-day Core Certification training that is required to purchase the curriculum. It covers a variety of topics to support curriculum implementation, including, but not limited to, supporting family engagement and parental mastery, facilitating parent-child interactions, and relating to families with cultural humility. In addition, technical assistance is provided through site visits or off-site interactive technology, which may provide individualized supports to programs.</p> <p>Curriculum Materials to Support Implementation: <i>Baby TALK</i> includes a comprehensive, systematic set of user-friendly materials embedded throughout the curriculum to facilitate understanding and implementation of the curriculum. There are a variety of forms to guide the home visitor in planning the home visit, as well as documenting and reflecting on what occurred during the visit. The resources for each month of development (e.g., <i>Encounter Protocols, Developmental Perspectives, Activities</i>) also reference specific principles and strategies pertaining to home visitor-parent interactions as a constant reminder of the philosophy and approach of the curriculum.</p> <ul style="list-style-type: none"> • Fidelity Tool: The curriculum provides a tool for implementation fidelity called the <i>Baby Talk Model Fidelity and Self-Assessment Tool</i>. It covers questions pertaining to key components of the curriculum: the "12 Words" (Build a System, Screen Every Family, Identify the Need, Deliver Appropriate Services), the foundational "Critical Concepts," and protocols for family encounters. The tool contains "yes and no," open-ended, and Likert-scale questions to review the extent to which the program was implemented with fidelity and quality. There is also the <i>Baby TALK Quality Confirmation Process</i> document, which is used to examine the fidelity of the program overall, with a specific section to evaluate the quality of reflective supervision.
<p>Learning Experiences and Interactions</p>	<p> Moderate Evidence</p>	<p>Family-Child Relationship: The curriculum consistently offers specific guidance and a process for how home visitors facilitate nurturing relationships between parents and children. For example, the <i>HV Guideline for Preparation</i> includes the question, "What parent-child interactions have I observed in the past that I will build on during this encounter?" Guidance can also be found in the <i>Developmental Perspectives</i> articles, which explain development from the point of view of the child to help the parent respond more appropriately to their child. Further, during each visit at each month of age, birth through 36 months, the <i>Personal Encounter Documentation</i> form has the home visitor describing their observations of the parent-child interaction in great detail (e.g., looking at things like holding, eye contact, talking, calming/comforting, smiling/laughing, serve and return, and play behaviors).</p>

Active Exploration and Play: The curriculum provides specific guidance on how parents can create ongoing opportunities to engage children in active exploration, movement, and play. For example, the "Children's Play" resource in the *Family Fun* series, discusses play as the "work" of childhood and provides tips for parents on how to support their child's play ("What Is My Role as a Parent in My Child's Play?"). The *Homemade Toy* series provides a range of activities to engage families in positive communication and play with children using homemade toys (e.g., Cloth Pin Drop; Bells on Their Toes; Fun with Blocks). The activities emphasize parents' role in encouraging children's play and exploration. Finally, the curriculum's monthly activities encourage parents to engage children in play, movement, and exploration. For example, at 6 months, the activity encourages parents to provide the baby with toys they can grasp and transfer between hands and to observe the baby's reaction (e.g., "Let's have you set some toys around her and see what happens.").

Interactions that Extend Children's Learning: The curriculum provides some specific guidance for how parents can extend young children's exploration, thinking, and communication. On the *Personal Encounter Documentation* form, the home visitor records the extent to which the parent demonstrated play behaviors, including "Engagement" (e.g., the parent initiated interaction), "Encouragement" (e.g., the parent offered some verbal or physical support), and "Extension" (e.g., parent initiated an extension of the play activity). The monthly activities provide some guidance for parents on how to extend children's learning. For example, in the 15-month *Fish* activity, it prompts parents to "continue the learning during bath time by talking about fish, asking the child to wiggle and splash like a fish, and to pour water to and from containers." While the monthly activities consistently include guidance in the form of reflective prompts for parents (e.g., "How do you think she likes doing this activity?"), concrete supports to extend children's learning are not consistently embedded throughout curriculum materials.

Individualization: *Baby TALK* describes the importance of building on a family's culture and home language. The curriculum materials emphasize engaging authentically with families and ensuring that supports are individually meaningful and relevant to families (e.g., *Quality Confirmation Standards on Adult/Child Interactions and Curriculum*). However, minimal guidance is embedded in curriculum materials on how to offer learning experiences that build on the families' culture and home language. Guidance to support a child's special needs is also lacking.

<p>Learning Environments and Routines</p>	 Moderate Evidence	<p>Environment: The curriculum provides guidance for how to use the home environment to support exploration and development. For example, the <i>Developmental Perspectives</i> for 8 Months instructs parents to make their home environment safe for exploration through child-proofing (e.g., baby gates, cabinet locks, removing choking hazards). <i>16-Month Activities</i> encourages the parent to find safe places for the child to climb, either outdoors or at home, by creating a safe obstacle course. A limitation is that no specific guidance is provided about making the home learning environment accessible for a child with a disability, suspected delay, or other special need.</p> <p>Learning Materials: The curriculum provides guidance for using learning materials in the home environment to promote open-ended exploration. The <i>Homemade Toys</i> series provides guidance on how to make homemade toys and use everyday household items. There are many examples of using homemade toys and materials found in the home to support learning experiences. For example, how to make a "Touch and Feel Book," using materials from home, and how to use everyday kitchen items such as measuring cups, spoons, and funnels to support learning experiences. However, there is no specific guidance for how to incorporate learning materials that are accessible to children with disabilities, suspected delays, or other special needs.</p> <p>Routines: <i>Baby TALK</i> provides specific guidance, embedded throughout the curriculum, on how to support parents and families in establishing developmentally appropriate routines that foster learning. For example, resources such as "Goodnight Toddler," "Toilet Training," and "Daily Schedules" provide guidance and strategies for helping parents establish predictable routines for children. Additionally, <i>Cycles & Routines</i> contains documents on "Dressing, Diapering, Feeding," "Value of Daily Schedule," "Bedtime Routine," and "Bath Time Fun," all of which explain the learning opportunities within these routines.</p>
<p>Cultural Responsiveness</p>	 Minimal Evidence	<p>Interactions: The curriculum recognizes the importance of cultural responsiveness. For example, the <i>Baby TALK White Paper</i> describes the importance of "valuing each family's culture and traditions and honoring these traditions in program practices." Training materials provide guidance on cultural responsiveness. The curriculum also cites research that shows how the home visitor's non-judgmental, optimistic attitude about parents is more likely to lead to increased family participation and positive family outcomes. However, the curriculum materials provide no further guidance for engaging in culturally responsive interactions with diverse children and families.</p>

		<p>Learning Experiences: While the curriculum emphasizes responsiveness in general, there is minimal guidance in the materials on how to plan or adapt learning experiences based on families' traditions, cultures, and values. There are some references to culture in a few sources. For example, in the <i>2-Month Activities</i>, the reflective questions include the following prompts: "How might you encourage your baby to understand who she is? Your family's culture? How did you learn about who you are and the family you come from?"</p>
Linguistic Responsiveness	 No Evidence	<p>Linguistic Responsiveness: The <i>Baby TALK</i> curriculum does not provide guidance for how to intentionally support the development and learning of children who are DLLs.</p>
Individualization for Children with Disabilities, Suspected Delays, or Other Special Needs	 Minimal Evidence	<p>Resources and Referrals: The curriculum's approach promotes building a system of support and the delivery of appropriate services. <i>Baby TALK</i> emphasizes the importance of providing resources and referring families to resources in the community. Guidance is included to discuss the potential need for referrals at each home visit (e.g., the <i>Referrals Document</i> keeps track of all referrals made by the home visitor to the parents; the <i>Personal Encounter Documentation</i> form includes the question of whether a referral is needed). However, the curriculum does not provide specific guidance for home visitors on how to identify resources or how to support families in referrals relevant to children with disabilities, suspected delays, or other special needs. For example, the <i>Developmental Perspectives</i> for 12-month-olds recommends sharing developmental concerns with the pediatrician, and the pediatrician will "keep an eye on the concern to make sure it is addressed as quickly as possible." No further information is provided on specific services for children identified with a developmental delay (e.g., Early Intervention services under Part C of the Individuals with Disabilities Education Act (IDEA)).</p> <p>Learning Environment: The curriculum does not include clear suggestions for parents and families about how to set up an appropriate environment and materials to support the development and learning of their child with a disability, suspected delay, or other special need.</p>

		<p>Parenting Practices and Interventions: The curriculum provides limited guidance on how home visitors and families can adapt learning experiences for a child with a disability or other special need. For example, in the <i>Let's Talk Kids</i> column, <i>Special Kids, Regular Lives</i>, families and home visitors are reminded that children with special needs are children first. Additionally, another column, <i>When Kids Know Best</i>, briefly mentions the issue of sensory overstimulation and the importance of supporting the child to avoid difficulty with concentration, stress and anxiety, and other significant challenges. <i>Baby TALK</i> lacks more specific strategies related to parenting practices and interventions to support children with special needs.</p>
<p>Individualization Based on Interests, Strengths, and Needs</p>	<p> Moderate Evidence</p>	<p>Individualization Based on Interests: <i>Baby TALK</i> provides some guidance for engaging the home visitor and parent in learning about the child's interests. For example, materials like the <i>Encounter Protocol</i> promote a reflective process that includes open-ended questions (e.g., "Where does your child like to explore? What are some of his favorite books? Does he seem to like sorting and grouping objects?") In addition, there is a <i>Parent Interview</i> form that guides the home visitor to ask the parent about their child's favorite play things. Overall, the curriculum's approach emphasizes the importance of implementing the activities responsively. However, there is no specific guidance on how to tailor activities based on children's individual interests.</p> <p>Individualization Based on Strengths and Needs: The curriculum provides general guidance for how to tailor home visits based on the strengths and needs of individual children. It discusses the importance of implementing the activities responsively, being sensitive to the development of the child. The <i>Encounter Protocols</i> include a structure and prompts to engage the home visitor and parents in "Observation" (e.g., "How does the toddler show frustration?"), to notice "Developmental Behaviors" (e.g., "Elicit or note expected behaviors and the meaning parents are making of the behavior."), and to consider this information when planning the next family visit. Several resources in the curriculum discuss individual differences (e.g., Temperament). However, the curriculum materials lack specific guidance on how the home visitor can tailor the monthly learning activities to children's individual strengths and needs.</p>

**Family
Development
and Well-Being**



Moderate
Evidence

Family Goals: The *Baby TALK* curriculum provides a specific process for setting family-level goals in the following three categories: parent-child interaction; child development; and personal, work, academic, and family well-being. The curriculum includes procedures to assess the family's strengths, resources, and areas of need to guide the development of the *Individual Family Service Plan* form. For example, the form *Baby TALK Family Resource Assessment & Monitoring* guides the discussion and reflection with the parent on goals and concerns around education, career, and financial capabilities; physical, emotional, and spiritual health; relationships and role models; support systems; and child growth and development. *Family Resource Assessment Instructions*, an accompanying form, provides further details on goal-setting based on the assessment. Additionally, there are tips within the monthly resources for engaging parents in setting goals.

Ongoing Assessment of Progress Toward Family Goals: *Baby TALK* includes a specific process and tools for ongoing assessment of progress toward family goals. The *Individual Family Service Plan—Goals* form indicates goals should be specific, measurable, achievable, realistic, and timely (SMART). The form is to be used for documenting the goal, action steps by the parent, action steps by the family support staff member, target completion date, and progress toward meeting the goal.

Resources and Referrals: *Baby TALK* consistently promotes discussing with parents the need to seek further resources and referrals. The *Personal Encounter Documentation* form asks the home visitor to note any resources needed and referrals made during the visit. Similarly, the *Family Resource Assessment Instructions* form provides questions the home visitor can ask the family about their specific needs for additional resources and referrals for supplementary services. While there are tools to facilitate the process, more explicit guidance is needed to support home visitors on how to refer families to additional resources in the community.

Growing Great Kids™ for Preschoolers

Curriculum Description

Growing Great Kids™ for Preschoolers provides materials for home visitors and families that promote child development and parenting practices. The curriculum includes two volumes with theme-based activities and one volume that focuses on family well-being.

Website: <http://www.greatkidsinc.org/ggk-curriculum/growing-great-kids-for-preschoolers-for-home-visiting-programs/>

Last Updated: March 25, 2019

Summary of Curriculum Review

- Promotes a variety of research-based home visiting practices for building positive relationships with families
- Promotes research-based parenting practices to support children's development and learning
- Describes a specific process for setting and assessing family-level goals
- Supports children in most Head Start Early Outcomes Framework (ELOF) sub-domains
- Offers comprehensive standardized training and materials to support implementation
- Provides guidance on how to establish and support developmentally appropriate routines
- Offers limited guidance on how to integrate children's and families' cultures into interactions and learning experiences
- Provides limited guidance on how to support the development and learning of children who are dual language learners (DLLs)
- Provides limited guidance on ensuring the home environment, learning materials, and learning experiences are accessible to children with disabilities, suspected delays, or other special needs
- Lacks comprehensive guidance in the ELOF sub-domains of Cognitive Self-Regulation and Creativity
- Lacks opportunities for child-initiated play, activities based on children's interests, and activities that promote open-ended exploration
- Lacks guidance for home visitors and families to jointly plan home visits and respond to families' interests and strengths

<p>Cost of Curriculum The curriculum developers require training in order to purchase the curriculum.</p> <p>Cost of Professional Development Prices for training vary based on group size and participant role. Contact the publisher for the most updated information on costs of the curriculum and current professional development offerings.</p>	<p>Availability in Other Languages The curriculum materials are not available in other languages.</p>	<p>Target Age Home-based programs for families with children 3–5 years old</p>	<p>Curriculum Materials Reviewed by Raters Materials from <i>Growing Great Kids™ for Preschoolers</i> were reviewed in 2018. These materials included:</p> <ul style="list-style-type: none"> • <i>Growing Great Kids™ for Preschoolers in Home Visiting Programs Curriculum Manual</i> • <i>Growing Great Kids™ for Preschoolers: Learning Pods for 3-Year-Olds</i> • <i>Growing Great Kids™ for Preschoolers: Learning Pods for 4- & 5-Year-Olds</i> • <i>Growing Great Families: A Family Strengthening, Stress Management, and Life Skills Curriculum</i>
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What Do the Ratings Mean?

			
No evidence	Minimal evidence	Moderate evidence	Full evidence

<p>Evidence Base for Child Outcomes</p>	<p> No Evidence</p>	<p>At the time of this review, there are no available published research studies on <i>Growing Great Kids™ for Preschoolers</i>. However, there is some evidence that participation in programs using <i>Growing Great Kids™: Prenatal–36 months</i> is associated with positive child outcomes. Research investigating <i>Growing Great Kids™ for Preschoolers</i> is needed in order to establish evidence for positive effects on children's learning outcomes.</p> <p>For information on <i>Growing Great Kids™</i> as a parenting curriculum, please see the Parenting Curricula for Home-Based Delivery Database: https://eclkc.ohs.acf.hhs.gov/parenting/article/parenting-curricula-review-databases.</p>
<p>Research-Based Curriculum</p>	<p> Full Evidence</p>	<p>Home Visiting Practices and Interactions: The curriculum consistently promotes home visiting practices and interactions that research has shown to be effective in engaging families. The curriculum supports home visitors to build trusting and positive relationships with families, particularly through the proposed structure of home visits. For example, each home visit starts with "Making Connections," a time for home visitors and families to check in on how families are doing. The curriculum also encourages home visitors to use a strengths-based approach with families to build relationships and affirm parental competence (e.g., materials emphasize "accentuating the positives" while working with families). However, <i>Growing Great Kids™ for Preschoolers</i> lacks adequate guidance for home visitors on how to follow the family's lead and jointly plan home visits.</p> <p>Parenting Practices: The curriculum consistently promotes parenting practices that research has shown to be effective in supporting children's development and learning. Guidance to promote responsive and sensitive parent-child interactions is embedded throughout the materials. For example, each home visit includes "Getting in Sync with My Child," which provides reflective prompts for parents to think about ways they can tune in to their child as they learn to respond contingently. The curriculum also provides guidance for parents on how to model and support the development of children's social skills (e.g., suggestions for building empathy during interactions), emotional regulation, problem-solving, and physical skills. The curriculum offers guidance on how to use routines to support children's learning and development. However, many of the materials in the activities are not typically found in the home environment, and there is a lack of guidance for parents on how to support children's exploration and play throughout the day. Finally, while the curriculum supports families to promote a language and literacy-rich environment, minimal guidance is offered on supporting the child's home language.</p>

<p>Scope and Sequence</p>	 <p>Moderate Evidence</p>	<p>Scope: The <i>Learning Pods</i> identify six "pre-academic skills" in the introductory materials: Social-Emotional Preparation, Reading Preparation, Math Preparation, Science Preparation, and Writing Preparation. Other sections of the curriculum identify these domains differently. For example, "Why Do This Activity?" includes goals for each activity in the <i>Learning Pods</i>, where additional domains are referenced (e.g., Physical Development). Moreover, the curriculum manual identifies the following domains: Literacy, Peer Relationships, Impulse Control, Math Readiness, Balanced Nutrition, Self-Care, Physical Activity, Problem-solving, and Independent Thinking. While many of the activities support children's development in the domains, the varying naming conventions do not allow for a clear connection between the domains and the activities.</p> <p>Sequence: The curriculum provides a sequence of learning experiences that supports children as they build knowledge and skills in the domains of Approaches to Learning, Social and Emotional Development, Language and Communication, Mathematics Development, and Perceptual, Motor, and Physical Development. The <i>Learning Pods</i> include one book of activities for 3-year-olds and one book of activities for 4- and 5-year-olds. Both books provide a variety of learning experiences based on children's developmental progressions in these domains. Additionally, the <i>Learning Pods</i> include multiple, related opportunities for children to explore or learn concepts or skills in these domains. However, the curriculum lacks clear sequences of learning experiences that progressively build children's Literacy and Scientific Reasoning knowledge and skills. For example, many of the activities that support children's Scientific Inquiry skills are first presented in the <i>Learning Pods for 3-Year-Olds</i> and are then repeated in the <i>Learning Pods for 4- & 5-Year-Olds</i>, offering the same level of engagement and instruction for children. In the domain of Literacy, while the curriculum offers some progressive supports for children in skill areas such as understanding of narrative structure, other skills such as letter identification have repeating activities across the <i>Learning Pods</i>. In addition, no guidance is offered on how to individualize sequences of learning experiences based on children's interests, strengths, and needs.</p>
<p>Alignment with the Head Start Early Learning Outcomes Framework (ELOF)</p>	 <p>Moderate Evidence</p>	<p>Alignment with the ELOF: A thorough review of all <i>Growing Great Kids™ for Preschoolers</i> curriculum materials indicates that it is mostly aligned with the ELOF. The <i>Learning Pods</i> support children across the majority of ELOF sub-domains, only partially addressing: Creativity and Cognitive Self-Regulation (Executive Functioning).</p>

<p>Learning Goals for Children</p>	 <p>Moderate Evidence</p>	<p>Learning Goals: Each activity in the <i>Learning Pods</i> includes goals for children's learning and development. Most of the goals are measurable and developmentally appropriate. In addition, the <i>Learning Pods</i> include a set of "developmental objectives" listed by different "pre-academic skills" (e.g., Social-Emotional Preparation, Reading Preparation). The activities generally support children in making progress toward the goals, but the connection between the activities and the developmental objectives is not always clear. In addition, the curriculum manual provides a list of developmental indicators for some domains (e.g., Language Development), but there is no explicit connection between these indicators and the goals in the <i>Learning Pods</i>. The curriculum also provides strategies for home visitors to engage parents in identifying individual goals for their child's learning and development.</p>
<p>Ongoing Child Assessment</p>	 <p>Minimal Evidence</p>	<p>Ongoing Observation: <i>Growing Great Kids™ for Preschoolers</i> provides minimal guidance on observing and discussing children's development and learning. <i>Growing Great Families: A Family Strengthening, Stress Management, and Life Skills Curriculum (Growing Great Families)</i> suggests that home visitors and parents do the activity "Getting in Sync with My Child" during each home visit. This activity provides prompts for parents to reflect on what a child is feeling and how to provide emotional support. However, the curriculum materials in <i>Growing Great Kids for Preschoolers</i> do not provide a process for ongoing observation of children's development or how to use information from observation to plan future home visits.</p> <p>Standardized and Structured Assessment Instruments: The curriculum does not provide direction for how home visitors and families select and use standardized and structured child assessment instruments. It does offer information on using developmental screening tools (e.g., Ages and Stages Questionnaire (ASQ), Devereux Early Childhood Assessment (DECA)) in <i>Growing Great Families</i>, but no information on assessment instruments.</p>

<p>Home Visitor-Family Relationships and Interactions</p>	<p> Moderate Evidence</p>	<p>Relationships with Parents and Families: The curriculum offers specific guidance for building positive relationships with families that is integrated throughout the curriculum materials and structure of home visits. Each home visit starts with "Making Connections," a dedicated time for home visitors and families to talk through what the family is experiencing, as well as to recognize the efforts of families. The "Conversation Guides" provide home visitors with conversation scripts that could support home visitors' relationships with families (e.g., "This is a partnership, so I will be listening closely to what is going on with you and your child and where you want to go next in the curriculum."). The materials offer a strengths-based approach for home visitors to use with families (e.g., a focus on "accentuating the positives"). Moreover, "Home Time," the last part of home visits, is a time for home visitors to check in with families about using concepts and activities during the week.</p> <p>Responsive Interactions with Parents and Families: The curriculum provides some information for home visitors on how to be responsive to families (e.g., using a strengths-based approach with families, collaborating to develop IFSPs). However, the "Conversation Guides," which are the foundation of the home visits, give scripted questions and responses for home visitors to use with families. In a description of the "Conversation Guides" during the first visit with families, the home visitor script reads, "You will notice that I am going to be reading from this manual. That is because it includes 'Conversation Guides' for our visits." The scripted nature of the guides leaves little room for home visitors to adaptively respond to families. Additionally, while families can ask which module to progress to next, little guidance is provided to modify activities based on the family's interests, strengths, or needs.</p> <p>Peer Support: <i>Growing Great Kids™ for Preschoolers</i> includes a few short sections that discuss the importance of social support for families (e.g., "Growing Your Support Network... Strengthening Protective Buffers" in <i>Growing Great Families</i>). However, no explicit guidance is offered on how home visitors can bring families together for group socializations.</p>
<p>Professional Development and Materials to Support Implementation</p>	<p> Full Evidence</p>	<p>Professional Development: The curriculum developers offer comprehensive standardized initial and ongoing training. Home visitors and supervisors are required to attend a 4.5-day in-person training to become certified to use the curriculum. A variety of follow-up training options (e.g., "GGK Advanced Practice Integration," "Fidelity Implementation Training") are offered online through the GK Professional Development Academy and in-person. The curriculum developers also offer consultation services for individual program needs.</p>

		<p>Curriculum Materials to Support Implementation: The curriculum includes comprehensive materials and guidance to facilitate understanding of the curriculum. The "Conversation Guides" in <i>Growing Great Families</i> provide home visitors with discussion questions for families. The "HV Notes" are callout boxes in <i>Growing Great Families</i> that provide suggestions to home visitors to highlight certain aspects of activities or areas of development. Additionally, each activity in the <i>Learning Pods</i> provides instructions for implementation.</p> <ul style="list-style-type: none"> • Fidelity Tool: <i>Growing Great Kids™ for Preschoolers</i> does not offer a fidelity tool. While <i>Growing Great Kids™: Prenatal–36 Months</i> offers fidelity tools to support implementation, the tools are specific to the infant and toddler version of the curriculum.
<p>Learning Experiences and Interactions</p>	<p> Minimal Evidence</p>	<p>Family-Child Relationship: The curriculum provides some guidance for home visitors on how to promote nurturing family-child relationships as the foundation for a child's learning and development. For example, in the section of each home visit called "Getting in Sync with My Child," home visitors support parents to reflect on their child's cues with a list of questions, such as, "What is my child feeling or experiencing right now?" However, in <i>Growing Great Kids™ for Preschoolers</i>, there is limited emphasis on family-child relationships as part of the activities in the <i>Learning Pods</i>.</p> <p>Active Exploration and Play: <i>Growing Great Kids™ for Preschoolers</i> provides minimal guidance in the <i>Learning Pods</i> on how to engage children in ongoing active exploration and play. The majority of activities described in the <i>Learning Pods</i> are adult-directed and leave little room for children to actively explore and play in open-ended ways. For example, in a drawing activity, children are given an outline of a tree and told to color the parts with specific colors (trunks brown, leaves green, and fruits yellow), which limits opportunities for exploration and play with the activity or materials.</p> <p>Interactions that Extend Children's Learning: The curriculum provides some general guidance on supporting interactions that extend children's learning (e.g., instructions on how to extend an activity). Some activities include suggestions for parents include revisiting concepts from activities throughout different times of the day (e.g., an activity on shape recognition provides prompts for parents to point out the same shapes in the grocery store). However, the curriculum lacks systematic support throughout the materials for how parents can extend children's exploration, thinking, and communication.</p>

		<p>Individualization: <i>Growing Great Kids™ for Preschoolers</i> provides minimal guidance for how to collaborate with families to create learning experiences that are responsive to all children. The curriculum manual describes the importance of building on a family's strengths when interacting with children (e.g., prompts for home visitors to ask families how they are already supporting specific skills). However, activities in the <i>Learning Pods</i> specify sets of instructions for home visitors to follow and lack guidance for collaboration with families to adapt activities based on needs. In addition, minimal support is offered on how to collaborate with families to create learning experiences that are responsive to a child who is a DLL or for a child with a disability, suspected delay, or other special need.</p>
<p>Learning Environments and Routines</p>	<p> Moderate Evidence</p>	<p>Environment: <i>Growing Great Kids™ for Preschoolers</i> offers minimal guidance on the use of the home as a learning environment to support children's development. <i>Growing Great Families</i> and the curriculum manual mention the importance of safety in the home and space for children to move around. However, limited guidance is provided on creating a home learning environment that supports children's exploration and play. Additionally, no specific guidance is given on how to make a home learning environment accessible for a child with a disability, suspected delay, or other special need.</p> <p>Learning Materials: <i>Growing Great Kids™ for Preschoolers</i> provides limited guidance on using learning materials that can be found in the home to foster children's exploration and inquiry. While the curriculum describes some "common household items" that can be used in the activities, many of the materials required for the <i>Learning Pods</i> are brought into the home by the home visitor. The <i>Learning Pods</i> suggest that home visitors bring a "Home Visitor Learning Pod Supply Kit" that contains "arts and crafts parents may not have in their homes." Additionally, no specific guidance is offered on how to incorporate learning materials that are accessible for a child with a disability, suspected delay, or other special need to ensure participation in play and other activities.</p> <p>Routines: The curriculum provides specific guidance on how to establish and support developmentally appropriate routines. <i>Growing Great Families</i> emphasizes how routines (e.g., bath time, mealtime, bedtime) provide natural contexts for children's learning and development (e.g., self-regulation, independence, fine motor skills). In addition, a few activities in the <i>Learning Pods</i> provide guidance on supporting routines (e.g., "Evening Routines," "Eating Healthy Foods," "About Health and Nutrition").</p>

<p>Cultural Responsiveness</p>	<p> Minimal Evidence</p>	<p>Interactions: <i>Growing Great Families</i> briefly mentions the importance of home visitors interacting with families from diverse backgrounds and cultures. In a unit called "Family Traditions and Cultural Practices," home visitors are provided with some scripted discussion questions to help families reflect on their traditions (e.g., religion, food, dress). Additionally, a few other places in the curriculum prompt home visitors to ask families about cultural practices related to holidays and religion. However, limited guidance is provided on how to interact with families in a culturally responsive manner.</p> <p>Learning Experiences: The curriculum provides minimal guidance for planning learning experiences based on a family's traditions, culture, and beliefs. A module from <i>Growing Great Families</i> called "Learning about Family Values and Strengths: Strengthening Family Foundations" describes how home visitors and families can discuss what values the families want to pass on to their children. A few activities in the <i>Learning Pods</i> and curriculum manual address cultural traditions (e.g., "¡Hola Piñata!," "Growing Great Traditions"), but there is no clear guidance on how home visitors collaborate with families to adapt learning experiences based on their culture.</p>
<p>Linguistic Responsiveness</p>	<p> No Evidence</p>	<p>Linguistic Responsiveness: <i>Growing Great Kids™ for Preschoolers</i> does not provide guidance on how to intentionally support the development and learning of children who are DLLs or those who are learning tribal languages. The curriculum includes one brief mention of how children who are learning two languages "may do better on standardized tests," but no information on dual language development or collaborating with families on how to support children's development of both their home language and English.</p>
<p>Individualization for Children with Disabilities, Suspected Delays, or Other Special Needs</p>	<p> Minimal Evidence</p>	<p>Resources and Referrals: The curriculum offers minimal guidance for home visitors to connect families of a child with a disability, suspected delay, or other special need to resources in the community. <i>Growing Great Families</i> mentions the importance of connecting families with resources in the community, if needed (e.g., Advice for home visitors: "You can best support parents by ... partnering with community-based agencies/early intervention services."). The curriculum does not provide specific guidance for home visitors on how to identify resources or how to support families in a referral process.</p> <p>Learning Environment: <i>Growing Great Families</i> and the curriculum manual minimally address accessibility of the home environment or learning materials for a child with a disability, suspected delay, or other special need. The module "Unique Needs: Being a Parent of a Child with Special Needs" offers general suggestions for parents and mentions the importance of making a "home environment safe and developmentally rich" for children with unique needs.</p>

		<p>Parenting Practices and Interventions: The curriculum offers minimal guidance in <i>Growing Great Families</i> and the curriculum manual on adapting routines and learning experiences for a child with a disability, suspected delay, or other special need. The modules "Unique Needs: Being a Parent of a Child with Special Needs" and "Including Children with Special Needs" briefly mention the importance of adapting activities in the curriculum (e.g., "We can find and adapt activities that your child's care team feels are important.") and provide one example. However, the suggestions are limited and contained only in these two modules.</p>
<p>Individualization Based on Interests, Strengths, and Needs</p>	<p> Minimal Evidence</p>	<p>Individualization Based on Interests: The curriculum provides minimal guidance on tailoring home visits to the interests of children. The curriculum manual offers a few prompts for home visitors to ask families what children might be interested in (e.g., questions about a child's favorite pretend game). However, few activities in the <i>Learning Pods</i> suggest ways to plan or adapt activities based on children's interests, and the overall home visit planning process does not provide guidance on incorporating children's interests.</p> <p>Individualization Based on Strengths and Needs: The curriculum provides some suggestions for adapting activities in a home visit based on the strengths and needs of children. For example, the module "Unique Needs: Being a Parent of a Child with Special Needs" of <i>Growing Great Families</i> provides broad suggestions for modifying specific sections of the curriculum based on a child's development. One suggestion for the "Play-by-Play" language development activities in the curriculum includes exploring and supporting different kinds of communication a child might use when that child does not use spoken words. However, the majority of activities described in the curriculum do not include support on how to tailor the home visit based on the strengths and needs of individual children.</p>
<p>Family Development and Well-Being</p>	<p> Moderate Evidence</p>	<p>Family Goals: The curriculum describes a specific process for how to engage parents in setting goals at the family level. <i>Growing Great Families</i> provides a unit on developing an Individual Family Support Plan (IFSP), which includes creating a set of family goals. The unit describes a specific process for home visitors and families on how to select goals, plan action steps toward meeting them, and support reaching those goals.</p> <p>Ongoing Assessment of Progress Toward Family Goals: <i>Growing Great Families</i> includes a specific process for ongoing assessment of progress toward family goals. The "Supporting Goal Success with Families Blueprint" aids home visitors in engaging with families to check in on goal progress and revisit them when needed. The blueprint includes conversation starters and suggestions for specific steps to take daily, weekly, or monthly.</p>

		<p>Resources and Referrals: The curriculum briefly describes the importance of connecting families to resources they might need in <i>Growing Great Families</i> (e.g., referring parents to a family counselor to address traumatic experiences). However, the curriculum lacks comprehensive guidance for referring families to resources in the community to make progress toward reaching their goals.</p>
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Growing Great Kids™: Prenatal–36 Months

Curriculum Description

Growing Great Kids™: Prenatal–36 Months provides age-specific materials for home visitors and families that promote child development and parenting practices. The curriculum includes a volume that focuses on family well-being.

Website: <http://www.greatkidsinc.org/ggk-curriculum/ggk-prenatal-to-36-months-home-visiting/>

Last Updated: January 6, 2020

Summary of Curriculum Review

- Promotes a variety of research-based home visiting practices for building positive relationships with families
- Promotes research-based parenting practices to support children's development and learning through play, movement, and active exploration
- Describes a specific process for setting and assessing family-level goals
- Supports children's development and learning in all Head Start Early Learning Outcomes Framework (ELOF) domains
- Offers comprehensive standardized training and materials to support implementation
- Provides specific guidance for how home visitors can support and promote nurturing family-child relationships
- Offers general guidance on supporting children who are dual language learners (DLLs)
- Provides limited guidance on how to integrate children's and families' cultures and home languages into interactions and learning experiences
- Provides limited guidance on ensuring the home environment, learning materials, and learning experiences are accessible to children with disabilities, suspected delays, or other special needs
- Provides minimal guidance on how to respond to families' and children's interests, strengths, and needs
- Lacks guidance for home visitors and families to jointly plan home visits and group socializations

<p>Cost of Curriculum</p> <p>The curriculum developers require training in order to purchase the curriculum.</p> <p>Cost of Professional Development</p> <p>Prices for training vary based on group size and participant role.</p> <p>Contact the publisher for the most updated information on costs of the curriculum and current professional development offerings.</p>	<p>Availability in Other Languages</p> <p><i>Criando Niños Fantásticos: Prenatal–36 Meses:</i> \$495 for one curriculum set in addition to training costs</p>	<p>Target Age</p> <p>Home-based programs for pregnant mothers and children ages birth to 36 months</p>	<p>Curriculum Materials Reviewed by Raters</p> <p>Materials from <i>Growing Great Kids™: Prenatal–36 Months</i> were reviewed in 2018. These materials included:</p> <ul style="list-style-type: none"> • <i>Growing Great Kids™: 1–12 Months</i> • <i>Growing Great Kids™: 13–24 Months</i> • <i>Growing Great Kids™: 25–36 Months</i> • <i>Growing Great Families: A Family Strengthening, Stress Management, and Life Skills Curriculum</i>
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What Do the Ratings Mean?

			
<p>No evidence</p>	<p>Minimal evidence</p>	<p>Moderate evidence</p>	<p>Full evidence</p>

**Evidence Base
for Child
Outcomes**



Minimal
evidence

At the time of this review, *Growing Great Kids™: Prenatal–36 Months (Growing Great Kids™)* has been studied as part of an evaluation of two home visiting programs, both administered by the Children's Institute of Los Angeles (Children's Institute, 2012; Children's Institute, 2017). The first study evaluated the federal Abandoned Infant Assistance (AIA) program, while the more recent study evaluated the Institute's Early Head Start (EHS) program. Both of these studies found outcomes for children associated with their families' participation in a program that used the *Growing Great Kids™: Prenatal–36 Months* curriculum. However, these evaluation studies used descriptive methods and did not include comparison groups.

Some evidence also indicates that use of this curriculum was associated with positive infant health outcomes (e.g., Williams, Cprek, Asaolu, English, Jewell, Smith, & Robl, 2017). More rigorous research is needed in order to establish evidence for positive effects of the *Growing Great Kids™* curriculum on child outcomes in the school readiness domains.

For information on *Growing Great Kids™* as a parenting curriculum, please see the Parenting Curricula for Home-Based Delivery Database:
<https://eclkc.ohs.acf.hhs.gov/parenting/article/parenting-curricula-review-databases>.

Rigorous Design: The Children's Institute conducted pre-post descriptive studies that explored how child outcomes changed after families participated in their programs. There were no comparison groups.

Sample and Generalizability: Both Children's Institute studies had small sample sizes (under 100 families in the final samples) and primarily included families with incomes below the poverty line. The children in the EHS sample ranged in age from 1 month to 30 months old, with a mean age of 10 months old when they began the program. Most children were from Latino families. The AIA sample included women who were pregnant as well as children up to 3 years and 8 months old, with a mean age of 13 months. All families in the AIA sample had multiple risk factors.

Fidelity of Implementation: The reports did not provide information on fidelity of implementation. Home visitors in both programs received a week-long training from an official *Growing Great Kids™* trainer. In addition, the EHS evaluation reported that home visitors participated in individual supervision twice each month, group supervision monthly, and booster training sessions annually. The AIA evaluation reported weekly individual and group supervision. The EHS program included weekly 90-minute home visits. The AIA program included weekly 60–90 minute home visits, with weekly supplemental group sessions.

		<p>Parenting Outcomes: The EHS evaluation did not investigate effects on parenting outcomes. The AIA evaluation found that parents reported positive changes in their stress levels, attitudes, and beliefs after six months in the program.</p> <p>Child Outcomes: Both evaluations investigated child outcomes in the domains of communication, fine and gross motor, problem-solving, and personal-social skills. The EHS evaluation compared children's development in these domains at intake and at 4, 8, and 12 months. They reported normative child development in these domains. In addition, children's gross motor skills developed, on average, at a faster pace than normative development. The AIA evaluation reported that, after six months, child outcomes in communication, problem-solving, personal-social skills, and total score were higher than developmental norms for the children's ages. The EHS evaluation also explored child outcomes in initiative/attachment relationships and self-regulation and found that children's skills corresponded to normative development.</p> <p>References:</p> <p>Children's Institute, Inc. <i>Project Stable Home Abandoned Infants Assistance Grant Final Report (No.: 90-CB-0159)</i>. Los Angeles, CA: Author, 2012.</p> <p>Children's Institute, Inc. <i>Outcome Evaluation of the Growing Great Kids™ Developmental Curriculum with Early Head Start Families Served by Children's Institute, Inc.</i> Los Angeles, CA: Research & Evaluation Center, Children's Institute, 2017.</p> <p>Williams, C. M., Cprek, S., Asaolu, I., English, B., Jewell, T., Smith, K., & Robl, J. "Kentucky Health Access Nurturing Development Services: Home Visiting Program Improves Maternal and Child Health." <i>Maternal and Child Health Journal</i>, 21(5), (2017): 1166–1174.</p>
<p>Research-Based Curriculum</p>	<p> Full Evidence</p>	<p>Home Visiting Practices and Interactions: The curriculum consistently promotes home visiting practices and interactions that research has shown to be effective in engaging families. The curriculum supports home visitors to build trusting and positive relationships with families, particularly through the proposed structure of home visits. For example, each home visit starts with "Making Connections," a time for home visitors and families to check in on how families are doing). The curriculum also encourages home visitors to use a strengths-based approach with families to build relationships and affirm parental competence (e.g., materials emphasize "accentuating the positives" while working with families). The curriculum also supports many adult learning strategies that allow for family engagement (e.g., meaningful activities build on families' existing skills, joint reflection). While the curriculum provides information on supporting a family's strengths, minimal guidance is offered for home visitors on how to follow the family's lead to jointly plan home visits.</p>

		<p>Parenting Practices: <i>Growing Great Kids™</i> consistently promotes parenting practices that research has shown to be effective in supporting children's development and learning. Guidance to promote responsive and sensitive parent-child interactions is embedded throughout the materials. For example, each home visit includes "Getting in Sync with My Baby," which provides reflective prompts for parents to think about ways they can tune in to their child as they learn to respond contingently. The curriculum also guides parents to support play and exploration throughout the day by using routines, space, and materials in the home environment as learning opportunities. For example, the module "Basic Care" discusses the use of daily routines to promote learning and provides activities for making toys at home using everyday materials. The curriculum also offers guidance for parents on how to model and support the development of children's social skills (e.g., suggestions for building empathy during interactions), emotional regulation, problem-solving, and physical skills. However, while the curriculum supports families to promote a language and literacy-rich environment, less consistent guidance is offered on the use of the child's home language throughout the curriculum.</p>
<p>Scope and Sequence</p>	<p> Moderate Evidence</p>	<p>Scope: Activities in the curriculum manuals are organized around the following six modules: Basic Care, Social and Emotional Development, Cues and Communication, Physical and Brain Development, Play and Stimulation, and Successes and Next Steps. Each activity identifies a few developmental skills or concepts (e.g., object permanence, use of tools, cause and effect). The activities implicitly support children's development and learning across modules in key domains of development, but there is no explicit correspondence between the activities and the domains. Moreover, the developmental domains are identified differently in other curriculum resources, such as the "Child Development Milestone Charts" (e.g., Language/Communication, Cognitive and Physical, and Social and Emotional), making it difficult to see a clear connection between the domains and the activities.</p> <p>Sequence: The curriculum provides a sequence of learning experiences that supports children as they build knowledge and skills in each of the ELOF domains. The curriculum manuals are organized by age: birth–12 months, 13–24 months, and 25–36 months. Along with <i>Growing Great Families: A Family Strengthening, Stress Management, and Life Skills Curriculum (Growing Great Families)</i>, they provide a variety of learning experiences that are based on children's developmental progressions with multiple, related opportunities for children to explore or learn concepts or skills in each domain. While the curriculum promotes using the modules in the order that suits the family, limited guidance is offered on how to individualize sequences of learning experiences based on children's interests, strengths, and needs.</p>

<p>Alignment with the Head Start Early Learning Outcomes Framework (ELOF)</p>	<p> Full Evidence</p>	<p>Alignment with the ELOF: A thorough review of all of the curriculum materials in relation to the ELOF domains and sub-domains indicates that <i>Growing Great Kids™: Prenatal–36 Months</i> is fully aligned with the ELOF. The learning experiences described in the curricular manuals support children across the ELOF sub-domains.</p>
<p>Learning Goals for Children</p>	<p> Moderate Evidence</p>	<p>Learning Goals: Each curriculum activity includes goals for facilitating children's learning and development and supports children in making progress toward the goals. Some activity goals are too broad to be observable (e.g., "To prepare children to play sports"), but most activities include some observable behaviors or skills. In addition, the curriculum provides age-based (birth–36 months) developmental indicators in the "Child Development Milestone Charts." The milestones describe behaviors and skills that parents might observe in the following areas: Social and Emotional; Language/Communication; Cognitive; and Physical. The learning experiences support children in reaching the milestones across domains, but the connection between the developmental indicators and the activities in other sections of the manuals is not always clear. The curriculum also provides strategies for home visitors to engage parents in identifying individual goals for their child's learning and development.</p>
<p>Ongoing Child Assessment</p>	<p> Minimal Evidence</p>	<p>Ongoing Observation: The "Child Development Milestone Charts" provide some general guidance parents and home visitors can use to observe children's behaviors and skills in different domains (e.g., a home visitor is encouraged to prompt parents, "As we go through the list, you can tell me what she is already doing"). Additionally, some activities throughout the manuals offer conversational prompts that could guide home visitors and families to reflect on a child's development (e.g., an activity designed to support toddler independence starts with conversational prompts to reflect on a child's self-care skills). The curriculum does not provide specific guidance on how to use information from observation to plan future home visits.</p> <p>Standardized and Structured Assessment Instruments: The curriculum does not provide guidance for how home visitors and families select and use standardized and structured child assessment instruments. The curriculum offers information on using developmental screening tools (e.g., Ages and Stages Questionnaire (ASQ), Devereux Early Childhood Assessment (DECA)) in <i>Growing Great Families</i>, but no information on assessment instruments.</p>

<p>Home Visitor-Family Relationships and Interactions</p>	<p> Moderate Evidence</p>	<p>Relationships with Parents and Families: <i>Growing Great Kids™</i> offers specific guidance for building positive relationships with families that is integrated throughout the curriculum materials and structure of home visits. Each home visit starts with "Making Connections," a dedicated time for home visitors and families to talk through what the family is experiencing, as well as to recognize the efforts of families. The "Conversation Guides" provide home visitors with conversation scripts that could support home visitors' relationships with families (e.g., "This is a partnership, so I will be listening closely to what is going on with you and your child and where you want to go next in the curriculum."). The materials offer a strengths-based approach for home visitors to use with families (e.g., a focus on "accentuating the positives"). Moreover, "Home Time," the last part of home visits, is a time for home visitors to check in with families about taking concepts and activities into the week.</p> <p>Responsive Interactions with Parents and Families: The curriculum provides some information for home visitors on how to be responsive to families (e.g., using a strengths-based approach with families, collaborating to develop "Individualized Family Support Plans"). It also provides a tool for family self-assessment ("GGK Tool"). However, it is not clear how the tool is used to support collaborative planning. Additionally, the "Conversation Guides," which are the foundation of all curriculum manuals, give scripted questions and responses for home visitors to use with families. In a description of the "Conversation Guides" during the first visit with families, the home visitor script reads, "You will notice that I am going to be reading from this manual. That is because it includes 'Conversation Guides' for our visits." The scripted nature of the guides leaves little room for home visitors to adaptively respond to families. Additionally, while families can ask which module to progress to next, little guidance is provided to modify activities based on the family's interests, strengths, or needs.</p> <p>Peer Support: <i>Growing Great Kids™: Prenatal–36 Months</i> includes a few short sections that discuss the importance of social support for families (e.g., "Growing Your Support Network ... Strengthening Protective Buffers" in <i>Growing Great Families</i>). However, no explicit guidance is offered on how home visitors can gather families together for group socializations within this curriculum. The publisher offers a separate curriculum, <i>Growing Great Socializations</i>, that programs can purchase to support group socializations.</p>
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<p>Professional Development and Materials to Support Implementation</p>	<p> Full Evidence</p>	<p>Professional Development: The curriculum developers offer comprehensive standardized initial and ongoing training. Home visitors and supervisors are required to attend a 4.5-day in-person training to become certified to use the curriculum. A variety of follow-up training options are offered online through the GK Professional Development Academy and in person, such as a training on home visitor competencies, including cultural humility, "GGK Advanced Practice Integration," "Fidelity Implementation Training." The curriculum developers also offer consultation services for individual program needs.</p> <p>Curriculum Materials to Support Implementation: <i>Growing Great Kids™</i> includes comprehensive materials and guidance to facilitate understanding of the curriculum. The "Conversation Guides" in each manual provide home visitors with discussion questions for families. The "HV Notes" are call-out boxes embedded throughout the manuals that provide suggestions to home visitors to highlight certain aspects of activities or areas of development. Additionally, many of the materials provided in the mandatory trainings (e.g., the <i>Staff Development and Certification Guide</i>) support various aspects of implementation.</p> <ul style="list-style-type: none"> • Fidelity Tool: The curriculum offers three fidelity tools to support implementation—one for home visitors, one for supervisors, and one for trainers. The fidelity tool for home visitors, <i>GGK Implementation Fidelity Best Practice—for Home Visits</i>, is a yes/no checklist with the required components for every home visit: materials to bring, what to do, dosage of curriculum components, and Foundational Modules to be completed with all families.
<p>Learning Experiences and Interactions</p>	<p> Moderate Evidence</p>	<p>Family-Child Relationship: The curriculum provides specific guidance that is integrated throughout curriculum materials for how home visitors can support and promote nurturing family-child relationships as the foundation for a child's learning and development. Many activities support parents to respond to a child's cues and follow the child's lead. For example, in the section of each home visit called "Getting in Sync with My Baby," home visitors support parents to reflect on their child's cues with a list of questions, such as, "What is my baby feeling or experiencing right now?"</p> <p>Active Exploration and Play: <i>Growing Great Kids™</i> provides specific guidance throughout the curriculum manuals on how parents engage children in ongoing active exploration and play. Opportunities for play, movement, and active exploration are integrated throughout most learning experiences in the curriculum (e.g., suggestions for parents to arrange furniture to support exploration of the home environment, opportunities to promote outdoor play).</p>

		<p>Interactions that Extend Children's Learning: The curriculum provides minimal guidance on supporting interactions that extend children's exploration, thinking, and communication during activities. A few activities include suggestions for parents to describe children's explorations (e.g., an activity for young infants encourages parents to talk with babies, even if they are not showing understanding). In addition, a handout for parents, the "Daily Do's," provides some strategies to support children's learning (e.g., describing what the child is doing). However, the curriculum lacks specific guidance throughout the activities for how parents can extend children's exploration, thinking, and communication.</p> <p>Individualization: The curriculum provides general guidance for how to collaborate with families to create learning experiences that are responsive to all children. Some of the curriculum's activities highlight how home visitors can collaborate with families to create learning experiences that build on the family's culture. For example, "Cultural Practices and Responding to Infant Cues" describes how the home visitor can explore and discuss with parents how culture influences the ways that they respond to their children. However, limited guidance is offered on how to collaborate with families to create learning experiences that are responsive to a child with a disability, suspected delay, or other special need.</p>
<p>Learning Environments and Routines</p>	<p> Moderate Evidence</p>	<p>Environment: The curriculum emphasizes use of the home as a learning environment to support children's development. Throughout the curriculum, the activities provide specific guidance for using space in the home to support exploration and development (e.g., "messy play at home for learning through touch," arranging furniture to support exploration, activities on assessing safety in the home). A limitation is that no specific guidance is provided about making a home learning environment accessible for a child with a disability, suspected delay, or other special need.</p> <p>Learning Materials: The curriculum provides specific guidance embedded throughout curriculum materials on using learning materials from the home. The learning activities in each of the manuals emphasize finding and using materials that can be found in the home to support open-ended exploration (e.g., plastic bowls, metal spoons). For example, one activity proposes that families and home visitors find "three objects that have different textures, colors, and shapes" for the child to touch or mouth. However, no specific guidance is offered on how to incorporate learning materials in play that are accessible for a child with a disability, suspected delay, or other special need.</p>

		<p>Routines: <i>Growing Great Kids™: Prenatal–36 Months</i> provides specific guidance on how to establish and support developmentally appropriate routines that are responsive to a child's needs. Guidance on routines is embedded throughout the activities, "Daily Do's" (handouts parents can use every day), and <i>Growing Great Families</i> materials, emphasizing how routines (e.g., bath time, mealtime, bedtime) provide natural contexts for children's learning and development (e.g., self-regulation, independence, fine motor skills).</p>
<p>Cultural Responsiveness</p>	<p> Minimal Evidence</p>	<p>Interactions: <i>Growing Great Families</i> briefly mentions the importance of home visitors interacting with families from diverse backgrounds and cultures. In a unit called "Family Traditions and Cultural Practices," home visitors are provided with some scripted discussion questions to help families reflect on their traditions (e.g., religion, food, dress). Additionally, a few places in the curriculum prompt home visitors to ask families about cultural practices related to responding to children's cues. However, limited guidance is provided on how home visitors interact with families in a culturally responsive manner.</p> <p>Learning Experiences: The curriculum provides some general principles for planning learning experiences based on a family's traditions, culture, and beliefs. The curriculum encourages families and home visitors to identify the family's values and traditions that are relevant to the child's daily life. For example, in a discussion on responding to infant cues, the curriculum prompts home visitors to inquire about how culture might influence the way a family responds to young children. A module from <i>Growing Great Families</i> called "Learning about Family Values and Strengths: Strengthening Family Foundations" describes how home visitors and families can discuss what values families want to pass on to their children. However, the curriculum does not give specific guidance that is embedded throughout the materials on how to collaborate with families to adapt learning experiences based on their culture.</p>
<p>Linguistic Responsiveness</p>	<p> Moderate Evidence</p>	<p>Linguistic Responsiveness: The curriculum offers some general guidance on supporting the development and learning of children who are DLLs. For example, handouts such as "Two Languages Are Better Than One" and "Benefits of Being a Bilingual Child" list advantages of learning two languages and provide conversation prompts for home visitors to discuss bilingualism with parents. Limited specific guidance is provided on how home visitors can explicitly support parents' use of their home or tribal languages in learning experiences or routines.</p>

<p>Individualization for Children with Disabilities, Suspected Delays, or Other Special Needs</p>	 <p>Minimal Evidence</p>	<p>Resources and Referrals: The curriculum offers minimal support for home visitors to connect families of a child with a disability, suspected delay, or other special need to resources in the community. In a few places in <i>Growing Great Families</i>, the curriculum mentions the importance of connecting families with resources in the community if needed (e.g., Advice for home visitors: "You can best support parents by ... partnering with community-based agencies/early intervention services."). However, it does not provide specific guidance for home visitors on how to identify resources or how to support families in a referral process.</p> <p>Learning Environment: <i>Growing Great Families</i> very minimally addresses accessibility of the home environment or learning materials for a child with a disability, suspected delay, or other special need. The module "Unique Needs: Being a Parent of a Child with Special Needs" offers general suggestions for parents and mentions the importance of making a "home environment safe and developmentally rich" for children with unique needs.</p> <p>Parenting Practices and Interventions: The curriculum offers minimal guidance in <i>Growing Great Families</i> on adapting routines and learning experiences for a child with a disability, suspected delay, or other special need. The module "Unique Needs: Being a Parent of a Child with Special Needs" includes a brief mention of the importance of adapting activities in the curriculum. The prompt says, "We can find and adapt activities that your child's care team feels are important," and provides one example. However, the information provided is vague and contained in the one section of the curriculum. Throughout the manuals, there is no information included on how specific activities can be adapted for a child with a disability, suspected delay, or other special need.</p>
<p>Individualization Based on Interests, Strengths, and Needs</p>	 <p>Minimal Evidence</p>	<p>Individualization Based on Interests: Some activities in the curriculum manuals suggest ways to adapt activities based on children's interests, particularly around selecting materials for activities (e.g., an activity on naming objects encourages parents to use items that the child might be interested in). However, the curriculum provides minimal guidance throughout the materials on how to tailor home visits based on the interests of children.</p>

		<p>Individualization Based on Strengths and Needs: The curriculum provides some suggestions for adapting activities in a home visit based on the strengths and needs of children. For example, the module "Unique Needs: Being a Parent of a Child with Special Needs" of <i>Growing Great Families</i> provides broad suggestions for modifying specific sections of the curriculum based on a child's development. For example, one suggestion for the "Play-by-Play" language development activities in the curriculum includes exploring and supporting different kinds of communication a child might use when the child does not use spoken words. However, the majority of activities described in the curriculum do not include guidance on how to tailor the home visit based on the strengths and needs of individual children.</p>
<p>Family Development and Well-Being</p>	<p> Moderate Evidence</p>	<p>Family Goals: The curriculum describes a specific process for how to engage parents in setting goals at the family level. <i>Growing Great Families</i> provides a unit on developing an Individual Family Support Plan (IFSP), which includes creating a set of family goals. It outlines a specific process for home visitors and families on how to select goals, plan action steps toward goals, and support goal success.</p> <p>Ongoing Assessment of Progress Toward Family Goals: <i>Growing Great Families</i> includes a specific process for ongoing assessment of progress toward family goals. The "Supporting Goal Success with Families Blueprint" aids home visitors in engaging with families to check in on goal progress and revisit them when needed. The blueprint includes conversation starters and suggestions for specific steps to take daily, weekly, or monthly.</p> <p>Resources and Referrals: The <i>Growing Great Kids</i>™ curriculum briefly describes the importance of connecting families to resources they might need in <i>Growing Great Families</i> (e.g., referring parents to a family counselor to address traumatic experiences). However, the curriculum lacks comprehensive guidance for referring families to resources in the community to make progress toward reaching their goals.</p>

Parents as Teachers Foundational 2 Curriculum: 3 Years Through Kindergarten

Curriculum Description

Parents as Teachers Foundational Curriculum: 3 Years Through Kindergarten promotes a reflective approach to support partnerships between home visitors and families, the parent-child relationship, and family well-being. Online resources include materials to orient the home visitor to the approach, activities for families and children, parenting information, and resources to support family development.

Website: <https://parentsasteachers.org/>

Last Updated: March 9, 2020

Summary of Curriculum Review

- Promotes a variety of research-based home visiting practices for building positive and responsive relationships with families
- Promotes research-based parenting practices to support children's development and learning
- Supports children's development and learning in all Head Start Early Learning Outcomes Framework (ELOF) domains
- Includes a comprehensive process for setting and supporting family- and child-level goals
- Describes a process for ongoing observation
- Provides tools and resources for home visitors and families to jointly plan home visits
- Offers comprehensive standardized training
- Promotes rich learning experiences for parents and children based on children's interests and strengths
- Encourages ample opportunities for children to engage in movement, play, and active exploration
- Provides specific guidance on culturally responsive interactions and learning experiences
- Includes specific guidance on how to support the development and learning of children who are dual language learners (DLLs)
- Includes specific guidance on adapting activities and routines for children with disabilities, suspected delays, or other special needs
- Provides general guidance on supporting group socializations
- Includes guidance to support specific aspects of implementation of the curriculum
- Provides limited guidance on how to select and use standardized and structured child assessment instruments
- Provides limited guidance on how to ensure the home environment and learning materials are accessible to children with disabilities, suspected delays, or other special needs

<p>Cost of Curriculum Costs for access to the online curriculum materials vary.</p> <p>Cost of Professional Development The curriculum developers require a three-day "Foundational Training" and two-day "Foundational 2 Training" to purchase the curriculum. Costs for professional development vary. Contact the publisher for the most updated information on costs of the curriculum and current professional development offerings.</p>	<p>Availability in Other Languages A Spanish translation of the curriculum is included in the materials: <i>Programa de estudios básico 2: Desde los 3 años hasta el kindergarten</i></p>	<p>Target Age Home-based programs for children 3 years through kindergarten</p>	<p>Curriculum Materials Reviewed by Raters Materials from <i>Parents as Teachers Foundational 2 Curriculum: 3 Years Through Kindergarten</i> were reviewed in 2019. These materials included:</p> <ul style="list-style-type: none"> • <i>Parents as Teachers Foundational 2 Curriculum: 3 Years Through Kindergarten</i> (online) • O.L.I.V.E.R. Learning Management System • Toolkit cards
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What Do the Ratings Mean?

			
No evidence	Minimal evidence	Moderate evidence	Full evidence

**Evidence Base
for Child
Outcomes**



Minimal
Evidence

Parents as Teachers Foundational 2 Curriculum: Three Years Through Kindergarten has been revised several times since *Parents as Teachers* began in 1984. This review presents evidence from two studies on the effectiveness of the current version, which was introduced in 2010. The first study is a recent evaluation of the *Parents as Teachers* home-visiting intervention, including *Parents as Teachers Foundational Curriculum 1 and 2* (Lahti, Evans, Goodman, Schmidt, & LeCroy, 2019). The second study uses a descriptive design to investigate the *Parents as Teachers Foundational 2 Curriculum* as part of the *Parents Possible* home visiting program (Lopez & Bernstein, 2016). More rigorous research investigating *Parents as Teachers Foundational 2 Curriculum* is needed in order to establish evidence for positive effects of this curriculum on child school readiness outcomes.

Studies of prior versions of the curriculum (e.g., *Born to Learn*) and the version used with younger children (e.g., *Parents as Teachers Foundational Curriculum*) also show evidence for positive child outcomes (e.g., Schaub, Ramseier, Neuhauser, Burkhardt, & Lanfranchi, 2019; Zigler, Pfannenstiel, & Seitz, 2008). They are not included here because this review includes only studies of the current version of *Parents as Teachers Foundational 2 Curriculum: Three Years Through Kindergarten*.

While this report focuses on evidence for child outcomes in the school readiness domains, *Parents as Teachers* has also been associated with positive parenting outcomes. For more information, please see the Parenting Curricula for Home-Based Delivery Database: <https://eclkc.ohs.acf.hhs.gov/parenting/article/parenting-curricula-review-databases>.

In addition, the [Home Visiting Evidence of Effectiveness \(HomVEE\)](https://homvee.acf.hhs.gov/index.php/) review presents information on associations between *Parents as Teachers* and outcomes in maternal and child health and other domains.

Rigorous Research Design: The evaluation of the *Parents as Teachers* home visiting intervention used a quasi-experimental design. The *Parents Possible* study used a pre- and post-descriptive design without comparison groups.

Sample and Generalizability: The evaluation of the *Parents as Teachers* home visiting intervention included children who were enrolled in the Puma County, AZ public schools. The children were predominantly Hispanic, and most qualified for free and reduced lunch in the public schools. The *Parents Possible* program is located in Colorado. The sample included predominantly White parents, mostly low-income, with many reporting Hispanic ethnicity. The children were 3 to 6 years old.

Fidelity of Implementation: The studies did not report information about training or fidelity of implementation.

Parenting Outcomes: The evaluation of the *Parents as Teachers* home visiting intervention analyzed parenting outcomes using a pre- and post-test design without a comparison group. It found positive parenting outcomes for caregiver interactions during play, as well as for a variety of protective factors (e.g., family functioning, social support, and concrete support). While scores on nurturing and attachment were slightly higher at post-test, the difference was not significant. The *Parents Possible* evaluation did not investigate effects on parenting outcomes.

Child Outcomes: The evaluation of the *Parents as Teachers* home-visiting intervention assessed children's elementary math achievement, elementary reading achievement (on two measures), and English language learner achievement (i.e., English reading and writing achievement for English language learners). It found a small-to-medium positive effect on children's elementary math achievement and a small positive effect on English language learner achievement. While there were also small positive effects on children's elementary reading achievement, the effect only reached significance for one of the measures. The *Parents Possible* evaluation used a school readiness assessment measure to investigate the program's effects on preschool children, including children's understanding of colors, letters, numbers/counting, sizes/comparison, and shapes. Children had a higher percentile rank in all domains after participating in the program than they did at program entry.

References:

- Lahti, M., Evans, C. B., Goodman, G., Schmidt, M. C., & LeCroy, C. W. (2019). Parents as Teachers (PAT) home-visiting intervention: A path to improved academic outcomes, school behavior, and parenting skills. *Children and Youth Services Review*, 99, 451–460.
- Lopez, A., & Bernstein, J. *Parent Possible: 2016 Parents as Teachers (PAT) Evaluation*. (2016). OMNI Institute. http://media.wix.com/ugd/9c9066_b2b844df114646ee8d1b9404148fc5cb.pdf
- Schaub, S., Ramseier, E., Neuhauser, A., Burkhardt, S. C. A., & Lanfranchi, A. (2019). Effects of home-based early Intervention on child outcomes: A randomized controlled trial of parents as teachers in Switzerland. *Early Childhood Research Quarterly*, 48, 173–185.
- Zigler, E., Pfannenstiel, J. C., & Seitz, V. (2008). The Parents as Teachers program and school success: A replication and extension. *Journal of Primary Prevention*, 29(2), 103–120. <https://doi.org/10.1007/s10935-008-0132-1>

<p>Research-Based Curriculum</p>	<p> Full Evidence</p>	<p>Home Visiting Practices and Interactions: <i>Parents as Teachers Foundational 2 Curriculum</i> consistently promotes home visiting practices and interactions that research has shown to be effective in engaging families. Throughout its resources, the curriculum provides support for home visitors to build trusting and positive relationships with families while affirming parental competence through a strengths-based approach. For example, the "Parenting Behaviors: Growing and Changing" resource provides information on the role of the parent educator in home visits as they build relationships with families (e.g., "Begin visits with the parents in mind, following their lead while facilitating their behaviors to follow their child's lead"). It encourages parent educators to "Note, acknowledge, and share with parents their strong positive parenting behaviors." The curriculum also offers strategies for effective communication with families. For example, the "Step-Up Plans" offer open-ended questions and prompts for home visitors to connect and collaborate with families at the beginning and throughout visits. The curriculum provides specific guidance for how to follow the family's lead in jointly planning home visits.</p> <p>Parenting Practices: The curriculum consistently promotes parenting practices that research has shown to be effective in supporting children's development and learning. Resources such as "Parent-Child Interaction: Ages 3 Through 6" describe how responsive parent-child interactions provide the key foundations of children's development. Various resources (e.g., "Attachment," "Communicating") highlight strategies to nurture children and build secure attachment relationships between parents and children. <i>Parents as Teachers Foundational 2 Curriculum</i> also provides resources to support children's exploration and play throughout the day (e.g., playing games to learn about shapes and space) and how to use routines as opportunities for learning. For example, "Experiences That Enhance School Readiness" provides guidance for using routines as opportunities to foster learning in different domains (e.g., a trip to the grocery store can facilitate learning in literacy, math, motor skills, and other developmental areas). The curriculum offers guidance for parents on how to model and support the development of children's social skills, emotional regulation, problem-solving, mathematical thinking, and physical development. In addition, <i>Parents as Teachers Foundational 2 Curriculum</i> supports families to promote a language- and literacy-rich environment in the child's home language and English (e.g., through shared read-alouds and strategies to support different aspects of language development).</p>
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<p>Scope and Sequence</p>	<p> Full Evidence</p>	<p>Scope: <i>Parents as Teachers Foundational 2 Curriculum</i> clearly identifies five developmental domains: Language, Cognitive, Motor, Social and Emotional, and Approaches to Learning. The curriculum materials support these areas of child development through the "Parent Educator Resources," "Parent Handouts," and "Activity Pages." Each "Activity Page" includes specific skills, behaviors, and concepts from the domains that children might be working on as they engage in the activity. The "Milestones" and "Child Development Charts" include these domains as the overarching areas of child development. In addition, <i>Parents as Teachers Foundational 2 Curriculum</i> includes comprehensive sections with information on how parents can support children's development in each of the domains (e.g., "Language Development," "Cognitive Development").</p> <p>Sequence: The curriculum provides a sequence of learning experiences that supports children as they build knowledge and skills in each of the ELOF domains. In a series of handouts ("Your Child's Social-Emotional Development," "Your Child's Cognitive Development," "Your Child's Gross Motor Development," "Your Child's Fine Motor Development," and "Your Child's Language Development"), the curriculum provides specific strategies to support children's learning and development at different age levels (3–4 years old, 4–5 years old, and 5–6 years old). In addition, the "Activity Pages" provide activities at varying levels of development, with multiple related opportunities for children to build knowledge and skills in each developmental domain. The "Step-Up Plans" clearly indicate the "Activity Pages" should be selected based on the child's and family's interests and the child's developmental level.</p>
<p>Alignment with the Head Start Early Learning Outcomes Framework (ELOF)</p>	<p> Full Evidence</p>	<p>Alignment with the ELOF: A thorough review of all the curriculum materials indicates <i>Parents as Teachers Foundational 2 Curriculum</i> is fully aligned with the ELOF domains and sub-domains. The curriculum materials, including the "Activity Pages," learning goals, "Parent Educator Resources," "Parent Handouts," and other resources, support children's learning across the ELOF sub-domains.</p>

<p>Learning Goals for Children</p>	<p> Full Evidence</p>	<p>Learning Goals: <i>Parents as Teachers</i> specifies measurable, developmentally appropriate goals for children's learning and development that are consistently supported by the learning experiences. "Child Development Charts" identify goals and milestones in four domains—Language, Cognitive, Motor, and Social and Emotional—for children 3–4 years old, 4–5 years old, and 5–6 years old. The milestones are phrased from the child's perspective (e.g., "I use four to six words in a sentence") and referenced in various places throughout the curriculum. For instance, "3 to 4 Years: What's Special About This Age?" provides more information on each goal and how parents can support their children in that area. In addition, the "Goal Setting" resource provides specific guidance on how to engage families in identifying individual goals for their children's learning and development.</p>
<p>Ongoing Child Assessment</p>	<p> Moderate Evidence</p>	<p>Ongoing Observation: The curriculum provides specific guidance embedded throughout the materials for home visitors and families to observe and discuss children's development and use this information for home visit planning. The "What's in It for Us?" section of each "Activity Page" includes developmental information listed by domain that parents and parent educators might observe. In addition, the "Activity Pages" provide space for parents to write down observations of their child during each activity. As part of home visit planning, the "Step-Up Plans" offer prompts and open-ended questions for parent educators to support families' observations of children (e.g., "Let's see what she does with this ..." and "What have you noticed about the way your child learns new things?"). The "What's Special About This Age?" series of resources for each year of development provides prompts for each of the milestones to guide observation (e.g., "Look for your child to ...").</p> <p>Standardized and Structured Assessment Instruments: <i>Parents as Teachers Foundational 2 Curriculum</i> provides a structured "Milestones by School Readiness Domain" checklist tool for ongoing observation of children's development over time. It can be used for documenting whether a skill is "emerging" or "achieved." The tool, as confirmed by the publisher, has not been tested for validity or reliability. "Guidance for Ongoing Surveillance Using the Milestones by School Readiness Domain" describes the importance of parents and home visitors regularly observing children and using the data they collect to inform home visit planning. The curriculum does not provide further guidance for how home visitors and families can select and use standardized and structured child assessment instruments.</p>

**Home Visitor-
Family
Relationships
and Interactions**



Moderate
Evidence

Relationships with Parents and Families: The curriculum provides specific guidance with a variety of strategies for home visitors to build positive relationships with families. For example, in each of the "Step-Up Plans," the home visitor is offered "prompts or questions to understand the family's perspective and practice of the topic." These include open-ended prompts and questions for home visitors to get to know families and build relationships with them (e.g., "Explore the parents' own approaches to learning. Consider goal-setting in this area"). Many resources also support parent educators in building trusting relationships with families. For example, in the "Toolkit," various reminders and prompts are offered to parent educators as they get to know families and begin to explore setting goals (e.g., "Partner with parents to discover their interests, concerns, and issues").

Responsive Interactions with Parents and Families: The curriculum uses a strengths-based, responsive approach for parent educators to engage with diverse families. The approach is embedded throughout the curriculum materials. "Your Role as a Parent Educator," a section in all "Parent Educator Resources," includes suggestions for supporting families where they are, encouraging and empowering families, and pointing out positive features of their parenting. For example, "Parenting Behaviors: Growing and Changing" states, "Parents come to parenting with many strengths, experiences, and feelings... Support parents by noticing (and encourage parents to verbalize their own) parenting strengths, values, and resources." In addition, each home visit begins with "Connect, Reflect, and Agree." It provides time for home visitors and families to get to know one another, reflect on what has been happening with the child, and agree on what will happen during the visit. In each of the "Step-Up Plans," there are open-ended questions and other prompts to understand the family's perspective and current practices on individual topics.

Peer Support: The curriculum provides general guidance on bringing families together to facilitate peer support. Some resources describe the importance of peer support (e.g., "Families and Communities"). The curriculum also includes a few specific scenarios when a home visitor might bring families together (e.g., kindergarten transition). However, while *Parents as Teachers Foundational Curriculum* provides a series of resources called "Group Connections" on facilitating peer support, these are not included in the preschool curriculum and there is no description of a specific process to support family socializations.

<p>Professional Development and Materials to Support Implementation</p>	<p> Moderate Evidence</p>	<p>Professional Development: <i>Parents as Teachers Foundational 2 Curriculum</i> offers comprehensive standardized initial and ongoing training. Required trainings include a three-day in-person "Foundational Training" for the infant/toddler curriculum and a two-day "Foundational 2 Training – 3 Years Through Kindergarten" to purchase and use this curriculum. A variety of follow-up trainings (e.g., "Autism Within Families," "Facilitating Groups") are offered at an additional cost, both online through the Knowledge Studio or the O.L.I.V.E.R. learning management system and in person. The curriculum developers also offer customized trainings to address individual program needs.</p> <p>Curriculum Materials to Support Implementation: The curriculum provides guidance to support specific aspects of implementation. For example, the section in each "Parent Educator Resource" called, "Your Role as a Parent Educator," provides guidance for home visitors to support families and facilitate interactions. The three "Step-Up Plans" provide home visitors a guide for the first few home visits. In addition, the sections on "Parenting Behaviors" and "Development-Centered Parenting" offer resources and activities for home visitors and parents on different parenting topics. The "Parent-Child Interactions" section includes activities for parents and children to do together, and the "Family Well-Being" section provides resources for home visitors and parents on supporting family development. Each resource in the curriculum is labeled with the intended audience (e.g., parent educator, parent) and includes specific instructions for use. However, the introductory resources for how to get started with the curriculum are not comprehensive or systematic. While the <i>Parents as Teachers Foundational Curriculum</i> provides an in-depth introductory section on its theoretical foundation, along with tools for the home visitor to get started with the curriculum, the <i>Parents as Teachers Foundational 2 Curriculum</i> does not provide comprehensive introductory resources.</p> <ul style="list-style-type: none"> • Fidelity Tool: <i>Parents as Teachers Foundational 2 Curriculum</i> does not offer a fidelity tool to monitor curriculum implementation.
<p>Learning Experiences and Interactions</p>	<p> Full Evidence</p>	<p>Family-Child Relationship: <i>Parents as Teachers Foundational 2 Curriculum</i> provides specific guidance throughout the materials for how home visitors facilitate nurturing relationships between children and families. Various "Parent Educator Resources," such as "Parenting Behaviors: Growing and Changing," "Nurturing," and "Supporting Learning," describe and support parent-child relationships as the foundation for learning in all domains. In addition, the "Parent-Child Interaction: Ages 3 Through 6" resource describes the importance of parent-child interaction and specifies the parent educator role during home visits: "Just as parents are scaffolding learning for their child, you can scaffold learning for the parents during the parent-child activity ... You model support, facilitation, and guidance with the parents, and in turn, the parents model for their child."</p>

Active Exploration and Play: The curriculum includes specific guidance embedded throughout its materials on how parents support active exploration and play. A variety of resources provides strategies and information on supporting unstructured play, creative exploration, problem-solving, and investigation (e.g., "Learning Through Play," "Play and Your Child," "Floortime Is Fun"). In addition, many "Activity Pages" provide opportunities for parents and children to engage in unstructured play, outdoor play, movement, and open-ended materials (e.g., "Movin' and Groovin': Dancing and Exploring Movement," "Exploration Hike: Observing Nature and Pretending").

Interactions That Extend Children's Learning: *Parents as Teachers Foundational 2 Curriculum* provides specific guidance embedded throughout its materials for how parents and families can extend children's exploration, thinking, and communication. The "Continued Learning" call-out boxes in the "Activity Pages" offer specific suggestions for parents to extend children's learning from the activities, such as asking open-ended questions, providing supportive language, and ideas for bringing the activity into daily routines. Numerous resources, including "Communicating with Your Child" and "Sharing Books Through Conversations," provide strategies to extend children's learning by asking open-ended questions and engaging children in conversations (e.g., "Why do you think that happened?").

Individualization: The curriculum offers specific guidance embedded throughout the materials on how to collaborate with families to develop caregiving routines and learning experiences that are responsive to children and families. For example, various resources, such as "Bilingual Language Development," "Being Intentional About Values," and "Print in Two Languages," provide strategies for home visitors to encourage caregiving routines and activities that are responsive to a family's culture and language background. In addition, several resources (e.g., "Developmental Delays and Disabilities," "Understanding How the Young Child Learns," "Learning Disabilities") offer guidance for collaborating with families with children with special needs to create routines and learning experiences that are responsive to children's needs.

<p>Learning Environments and Routines</p>	<p> Full Evidence</p>	<p>Environment: Various resources in the curriculum offer specific guidance for parents on how to intentionally set up a home environment that encourages children's exploration and development. For example, the "Designing and Guiding" resource includes a section called, "Create a safe and enriching space for explorations." It discusses how the physical home environment and materials can support parent-child interactions to foster exploration. Other resources, such as "Book Nook" and "Play and Your Child," guide parents to create a reading nook in the home and to arrange their space to support children's development. The curriculum also offers some general guidance on how to make the home environment accessible for a child with a disability, suspected delay, or other special need.</p> <p>Learning Materials: The curriculum includes specific guidance across various resources on using learning materials from the home that are developmentally appropriate and foster open-ended exploration and inquiry. For example, "Experimenting with Everyday Objects" describes how a variety of objects found in the home can support investigation and inquiry. The parent-child activities in the "Activity Pages" also include supplies found in the home (e.g., milk jugs, paper towel tubes, paper bags). The curriculum provides some guidance on how to incorporate learning materials that are accessible to children with disabilities, suspected delays, or other special needs.</p> <p>Routines: The curriculum provides specific guidance on creating routines that are responsive to children's development and learning. Guidance on routines is embedded throughout resources and activities (e.g., "Making Mealtimes Work for Everyone," "What Are We Doing Today?"). The "Designing and Guiding" resource discusses the importance of routines for supporting child development (e.g., helping children know what to expect, understand their role within a family routine, and feel a sense of security and stability). It also addresses why parents should try to maintain routines during potentially disruptive periods.</p>
<p>Cultural Responsiveness</p>	<p> Full Evidence</p>	<p>Interactions: The curriculum provides specific guidance for home visitors to engage and interact with culturally diverse families. For example, "Family Culture" describes how parent educators can learn more about a family's culture and become more aware of their own biases. It includes strategies to communicate with diverse families. It also offers a specific process for home visitors to learn and understand more about a family's culture: "There are four parts in the process to understand another culture: ask, listen, observe, and research." Other curriculum resources describe how families from different backgrounds may approach parenting topics such as attachment and discipline, prompting the home visitor to broach topics sensitively.</p>

		<p>Learning Experiences: The curriculum provides specific guidance in various resources for how to collaborate with families to adapt learning experiences based on their traditions, cultures, values, and beliefs. Resources for parents such as "Helping Your Child Build a Sense of Self" and "Being Intentional About Values" provide strategies for supporting children's development within the family's cultural context. In addition, various materials in the curriculum offer prompts for home visitors to ensure families' beliefs, traditions, and cultures are incorporated into learning experiences. For example, "Activity Pages" such as "Egg Carton Mancala: Counting and Problem Solving" and "This Is Me! Talking About Family and Tracing Hand People" encourage families to use their family traditions and cultures as a basis for discussion during activities.</p>
<p>Linguistic Responsiveness</p>	<p> Full Evidence</p>	<p>Linguistic Responsiveness: A variety of resources in the curriculum provide specific guidance encouraging dual language development. For example, the "Bilingual Language Development" resource describes the benefits of growing up as a DLL. It also provides prompts for parents as they consider goals for their child's language development. Many resources provide strategies for parents to support their child's home language development and other languages they are learning (e.g., "Learning More Than One Language," "Print in Two Languages," "Sharing Books through Conversation").</p>
<p>Individualization for Children with Disabilities, Suspected Delays, or Other Special Needs</p>	<p> Moderate Evidence</p>	<p>Resources and Referrals: The curriculum includes specific guidance on referring families who may have a child with a disability, suspected delay, or other special need to resources in the community. Various resources, such as "Communication Between Parents and Professionals" and "Developmental Delays and Disabilities," describe the process families will encounter when a child is referred for evaluation (either to a school district or healthcare provider). In addition, each resource in the series on different disabilities and disorders (e.g., language, speech, hearing, physical, cognitive, learning, and vision) describes the different referral/evaluation process for children who are referred for that specific developmental area. For example, for a language referral, a home visitor would reference the curriculum's milestones first, discuss them with parents, and then describe how a speech and language pathologist would complete a language and hearing evaluation.</p>

		<p>Learning Environment: The curriculum includes limited guidance on ensuring the home environment and learning materials are accessible to children with disabilities, suspected delays, or other special needs. The series of resources on different disabilities and disorders (e.g., language, speech, hearing, physical, cognitive, learning, and vision) discusses the importance of an accessible environment and offers a few tips (e.g., "Work with the family on ways they can modify and make adaptations to the environment to benefit their child. This may be as simple as rearranging furniture so a child can navigate the room more easily"). In addition, a few resources offer general suggestions on modifications to learning materials for children with disabilities, suspected delays, and other special needs (e.g., "Specialized aids and equipment, programs like Special Olympics, and playgrounds designed to be accessible to those with special needs can make a world of difference"). However, the guidance provided is minimal and only in a few places in the curriculum. The publisher offers a separate curriculum, <i>Interactions Across Abilities: Supporting Families of Children with Special Needs</i>, with more guidance on individualization for children with disabilities, suspected delays, or other special needs.</p> <p>Parenting Practices and Interventions: The curriculum includes specific guidance on adapting activities and routines for children with disabilities. Each resource in the series on different disabilities and disorders (e.g., language, speech, hearing, physical, cognitive, learning, and vision) provides tips and suggestions for parents to support children and modify routines. For example, "Language Disorders" provides a list of strategies for parents to support their child's language development and potential language delay (e.g., "Label! Provide words for all objects when children are around").</p>
<p>Individualization Based on Interests, Strengths, and Needs</p>	<p> Full Evidence</p>	<p>Individualization Based on Interests: The curriculum provides specific guidance throughout various resources on how to tailor home visits to build on the interests of individual children. For example, in "Understanding How the Young Child Learns," children's interests are emphasized as key motivators for their learning. The "The Child's Interests Drive Learning" section encourages parents to learn about their child's interests and follow their lead to support their ongoing learning and development. The "Activity Pages" remind parents to follow the child's lead and continue if the child is interested but stop the activity if the child is not.</p>

		<p>Individualization Based on Strengths and Needs: The curriculum provides specific guidance embedded in its resources on how to tailor home visits to be responsive to individual children's strengths and needs. For example, "Supporting Learning" describes how parents can scaffold children's learning based on where the child is developmentally: "By scaffolding learning, parents support their child according to her level of skill development, gradually helping her less and less as she gains greater understanding and mastery." In addition, many of the "Activity Pages," such as "I Spy: Describing Objects and Practicing Conversation" and "The Echo Game: Listening, Remembering, and Repeating," provide prompts and suggestions for individualizing the parent-child activity, depending on the child's developmental level.</p>
<p>Family Development and Well-Being</p>	<p> Full Evidence</p>	<p>Family Goals: <i>Parents as Teachers Foundational 2 Curriculum</i> describes a comprehensive process for setting family-level goals. The "Goal Setting" resource provides strategies on setting specific, measurable, attainable, realistic, and timely (SMART) goals. It includes a section on evaluating progress ("Evaluating Progress: The Change Process") and reflective questions to consider throughout the process. It also provides various strategies for parent educators to collaboratively brainstorm and work with families (e.g., parent educators can support families to re-frame concerns as goals).</p> <p>Ongoing Assessment of Progress Toward Family Goals: The curriculum describes a specific process for ongoing assessment of progress towards family goals. The "Evaluating Progress: The Change Process" section of the "Goal Setting" resource describes how parent educators can support families to check in on their goals. For example, it suggests "[c]hecking in on the progress of action steps based on the timeline established and offering support lets parents know that the process is valued and that they are not alone. When parents are supported with patience and a non-judgmental attitude and encouragement, they are more likely to follow through." In addition, various tools (e.g., "Goal Setting: Begin with the End in Mind") provide specific prompts for families to reflect on goals, a proposed timeline, action steps needed to achieve goals, information about resources that may be required to achieve the goals, and space to update progress.</p> <p>Resources and Referrals: The curriculum offers specific guidance for referring families to resources in the community. Various materials provide information on referring families to community agencies, libraries, food assistance programs, and other resources and services. The "Circles of Support" resource also encourages home visitors to discuss the relationships and resources families have already and who they can turn to for support.</p>

Parents as Teachers Foundational Curriculum: Prenatal to 3

Curriculum Description

Parents as Teachers Foundational Curriculum: Prenatal to 3 promotes a reflective approach to support partnerships between home visitors and families, the parent-child relationship, and family well-being. Online resources include materials to orient the home visitor to the approach, activities for families and children, parenting information, and resources to support family development.

Website: <https://parentsasteachers.org/foundational-training-curriculum>

Last Updated: February 13, 2020

Summary of Curriculum Review

- Promotes a variety of research-based home visiting practices for building positive and responsive relationships with families
- Promotes research-based parenting practices to support children's development and learning
- Supports children's development and learning in all Head Start Early Learning Outcomes Framework (ELOF) domains
- Includes a comprehensive process for setting and supporting family-level and child-level goals
- Describes a specific process for ongoing child observation
- Provides tools and resources for home visitors and families to jointly plan home visits and group socializations
- Offers comprehensive, standardized training and materials to support implementation
- Promotes rich learning experiences for parents and children based on children's interests and strengths
- Encourages ample opportunities for infants and toddlers to engage in movement, play, and active exploration
- Provides specific guidance on culturally responsive interactions and learning experiences
- Includes specific guidance on how to support the development and learning of infants and toddlers who are dual language learners (DLLs)
- Provides limited guidance on how to ensure the home environment, learning materials, and learning experiences are accessible to children with disabilities, suspected delays, or other special needs

<p>Cost of Curriculum Costs for access to the online curriculum materials vary.</p> <p>Cost of Professional Development The curriculum developers require a three-day "Foundational Training" in order to purchase the curriculum. Costs for professional development vary.</p> <p>Contact the publisher for the most updated information on costs of the curriculum and current professional development offerings.</p>	<p>Availability in Other Languages A Spanish translation of the curriculum (<i>Programa de estudios básicos</i>) is included as part of the curriculum materials.</p> <p>A variety of curriculum materials have been translated into the following languages: Arabic, Burmese, Chinese, French, German, Greek, Korean, Nepali, Portuguese, and Turkish. These translations are included as part of the curriculum materials.</p>	<p>Target Age Home-based programs for pregnant mothers and children birth to 36 months</p>	<p>Curriculum Materials Reviewed by Raters Materials from <i>Parents as Teachers Foundational Curriculum: Prenatal to 3</i> were reviewed in 2018. These materials included:</p> <ul style="list-style-type: none"> • <i>Parents as Teachers Foundational Curriculum: Prenatal to 3</i> (online) • Fillable Forms
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What Do the Ratings Mean?

			
No evidence	Minimal evidence	Moderate evidence	Full evidence

**Evidence Base
for Child
Outcomes**



Moderate
Evidence

Parents as Teachers Foundational Curriculum: Prenatal to 3 (Parents as Teachers) has been evaluated in many studies since it began in 1984; and over the years, the curriculum has been revised several times. This review presents evidence from two studies on the effectiveness of the current version of the Parents as Teachers curriculum, which was introduced in 2010. The first study is a recent evaluation of Parents as Teachers (Lahti, Evans, Goodman, Schmidt & LeCroy, 2019). The second study investigates implementation of Parents as Teachers as part of the Zurich Equity Prevention Project with Parents' Participation and Integration (ZEPPELIN) intervention (Schaub, Ramseier, Neuhauser, Burkhardt, & Lanfranchi, 2019; Neuhauser, Ramseier, Schaub, Burkhardt, & Lanfranchi, 2018).

While this report focuses on evidence for child outcomes in the school readiness domains, *Parents as Teachers* has also been associated with positive parenting outcomes. For more information on *Parents as Teachers* as a parenting curriculum, please see the Parenting Curricula for Home-Based Delivery Database: <https://eclkc.ohs.acf.hhs.gov/parenting/article/parenting-curricula-review-databases>. In addition, the Home Visiting Evidence of Effectiveness (HomVEE): <https://homvee.acf.hhs.gov/index.php/> review presents information on associations between *Parents as Teachers* and outcomes in maternal and child health and other domains.

Rigorous Research Design: The *Parents as Teachers* evaluation used a quasi-experimental design, and the ZEPPELIN study used an experimental design.

Sample and Generalizability: The *Parents as Teachers* evaluation included children who were enrolled in the Arizona public schools whose participated in *Parents as Teachers* as young children. The children were predominantly Hispanic, and most qualified for free and reduced lunch in the public schools. The ZEPPELIN study took place in Switzerland. The sample included families of children who were less than 4 months old when the study began. Families had psychosocial risk factors, and most were immigrants to Switzerland.

Fidelity of Implementation: The *Parents as Teachers* evaluation did not report training or fidelity information. The home visitors in the ZEPPELIN study were pediatric nurses who participated in training as parent educators and attained recertification. They had to meet fidelity requirements developed by their organization, including annual performance reports.

Parenting Outcomes: The *Parents as Teachers* evaluation analyzed parenting outcomes using a pre-test/post-test design without a comparison group. It found positive parenting outcomes for caregiver interactions during play, as well as for a variety of protective factors (i.e., family functioning, social support, and concrete support). While scores on nurturing and attachment were slightly higher at post-test, the difference was not significant. The ZEPPELIN study found a positive effect of *Parents as Teachers* on maternal sensitivity when children were 12 months old, though not when children were 24 or 36 months old.

Child Outcomes: The *Parents as Teachers* evaluation assessed children’s elementary math achievement, elementary reading achievement (on two measures), and English Language Learner Achievement (i.e., reading and writing in English). It found a small-medium positive effect on children’s elementary math achievement and a small positive effect on English Language Learner achievement. While there were also small positive effects on children’s elementary reading achievement, the effect only reached significance for one of the measures. The ZEPPELIN study analyzed children’s self-help skills, developmental milestones, developmental competence (in cognitive, language, and motor skills), vocabulary, nonverbal intelligence, developmental dysfunction (child behavior), and effortful control. Children who participated in *Parents as Teachers* had positive effects on self-help skills, developmental milestones, expressive language, vocabulary, and some aspects of developmental dysfunction and effortful control, when compared to children who did not participate in *Parents as Teachers*.

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		<p>Schaub, S., Ramseier, E., Neuhauser, A., Burkhardt, S. C., & Lanfranchi, A. (2019). Effects of home-based early intervention on child outcomes: A randomized controlled trial of Parents as Teachers in Switzerland. <i>Early Childhood Research Quarterly</i>, 48, 173-185.</p> <p>Zigler, E., Pfannenstiel, J. C., & Seitz, V. (2008). The Parents as Teachers program and school success: A replication and extension. <i>Journal of Primary Prevention</i>, 29(2), 103–120. https://doi.org/10.1007/s10935-008-0132-1</p>
<p>Research-Based Curriculum</p>	<p> Full Evidence</p>	<p>Home Visiting Practices and Interactions: <i>Parents as Teachers</i> consistently promotes home visiting practices and interactions that research has shown to be effective in engaging parents and families. The curriculum provides comprehensive resources to support home visitors in building trusting and positive relationships with families, particularly through the introductory materials. For example, "The Parent Educator's Role in the Personal Visit" includes specific strategies for how home visitors can create equal partnerships with families. The curriculum also suggests many strategies for effective communication with families (e.g., active listening, open-ended questions). Various materials, including "The Strengthening Families Approach," encourage home visitors to adopt a strength-based perspective and point out what families are doing well in relation to the identified "protective factors." <i>Parents as Teachers</i> also offers specific guidance for how to follow the family's lead to jointly plan home visits (e.g., the "Foundational Personal Visit Plans" offer prompts for home visitors to collaborate with the family).</p> <p>Parenting Practices: The curriculum consistently promotes parenting practices that research has shown to be effective in supporting children's development and learning. It emphasizes the importance of sensitive, responsive interactions to build secure attachment relationships with children. Various resources (e.g., "Ways to Build Attachment with Your Baby," "Attachment Is Good for Your Baby's Brain," "Attachment and Brain Development") highlight strategies to nurture children through responsive interactions with parents. <i>Parents as Teachers</i> also provides various resources for parents on how to use routines as opportunities to foster learning (e.g., "Recognizing, Creating, and Adapting Routines"). It supports parents in building children's social and emotional development, problem-solving skills, emerging mathematical thinking, and physical development. In addition, it supports families to promote a language and literacy-rich environment (e.g., through shared read-alouds, strategies to support different aspects of language development).</p>

<p>Scope and Sequence</p>	<p> Full Evidence</p>	<p>Scope: The curriculum clearly identifies five developmental domains: Language, Cognitive, Motor, Social-Emotional, and Approaches to Learning. Each "Activity Page" includes specific skills, behaviors, and concepts from the domains that children might be working on as they engage in the activity. Additionally, the "Milestones" and "Child Development Charts" include these domains as the overarching areas of child development.</p> <p>Sequence: The curriculum provides a sequence of learning experiences that supports children as they build knowledge and skills in each of the ELOF domains. In a series of handouts ("Your Baby's Social-Emotional Development," "Your Baby's Cognitive Development," "Your Baby's Motor Development," and "Your Baby's Language Development"), the curriculum provides specific strategies to support children's learning and development at different age levels (birth to 36 months). The curriculum offers multiple related opportunities for children to explore or learn concepts or skills in all domains. Additionally, <i>Parents as Teachers</i> gives specific guidance on how to individualize sequences of learning experiences based on children's interests, strengths, and needs (e.g., "Reviewing the milestones, assessments, and previous personal visit record and considering the interests, preferences, and culture of the family allow you to choose an activity page that best suits the family's needs for that visit.").</p>
<p>Alignment with the Head Start Early Learning Outcomes Framework (ELOF)</p>	<p> Full Evidence</p>	<p>Alignment with the ELOF: A thorough review of all the curriculum materials indicates that <i>Parents as Teachers</i> is fully aligned with the ELOF domains and sub-domains. The curriculum materials, including learning experiences, learning goals, parenting practices, and guidance for supporting parents, support children across the ELOF sub-domains.</p>
<p>Learning Goals for Children</p>	<p> Full Evidence</p>	<p>Learning Goals: <i>Parents as Teachers</i> specifies measurable, developmentally appropriate goals for children's learning and development that are consistently supported by the learning experiences. "Child Development Charts" identify goals for children in four domains—Language, Cognitive, Motor, and Social-Emotional—for every few months from birth to 36 months. In addition, in the "Goal Setting" resource, the curriculum provides specific guidance on how to engage families in identifying individual goals for their children's learning and development.</p>

<p>Ongoing Child Assessment</p>	 <p>Moderate Evidence</p>	<p>Ongoing Observation: A variety of resources in the curriculum describe a process for observing and discussing children's development and using this information for home visit planning. For example, "Be an observer of your child" describes specific strategies for families to use as they observe their child (e.g., "Take time to just watch your baby. You'll soon see changes in the sounds she makes, the way she notices her surroundings, and the way she holds and moves her body."). The "What's Special About this Age?" series of resources for every few months of development provides prompts for each of the milestones to guide observation (e.g., "Look for your baby to..."). In addition, the "Foundational Personal Visit Plans" offer opportunities for parents to share and discuss their observations of children.</p> <p>Standardized and Structured Assessment Instruments: <i>Parents as Teachers</i> provides a structured "Milestones by School Readiness Domain" checklist tool to assess children's development. The tool, as confirmed by the publisher, has not been tested for validity or reliability. "Guidance for Ongoing Surveillance Using the Milestones by School Readiness Domain" describes the importance of parents and home visitors regularly observing children and using the data they collect to inform home visit planning. The curriculum does not provide further guidance for how home visitors and families select and use standardized and structured child assessment instruments.</p>
<p>Home Visitor-Family Relationships and Interactions</p>	 <p>Full Evidence</p>	<p>Relationships with Parents and Families: <i>Parents as Teachers</i> offers specific guidance, integrated throughout the curriculum materials, on how to build positive relationships with families. For example, "The Parent Educator's Role in the Personal Visit" provides specific strategies for how home visitors can build and sustain positive relationships with families. It describes three roles for home visitors: partners, facilitators, and reflectors. "When utilizing these first two roles, parent educators create time, space, and a safe atmosphere in which families are able to wonder and consider. As reflectors, parent educators use evidence-based practices to prompt reflections and generate awareness." In addition, the curriculum provides a variety of materials for both home visitors and families on how to support the home visitor-family relationship (e.g., "Welcome to <i>Parents as Teachers</i>," "The Strengthening Families Approach").</p>

		<p>Responsive Interactions with Parents and Families: The curriculum provides specific guidance on how to engage in responsive interactions with diverse families. "Facilitating," a section of "The Parent Educator's Role in the Personal Visit," describes strategies for supporting responsive interactions with families (e.g., "Observing, listening and learning," "Gaining parents' perspectives," "Responsiveness and flexibility"). In addition, each home visit begins with "Connect, Reflect, and Agree," which provides time for home visitors and families to spend time getting to know one another, reflecting on what has been happening with the child, and agree on what will happen during the visit.</p> <p>Peer Support: The curriculum offers specific guidance for how to bring families together to facilitate peer support through "Group Connections," a series of resources on group socializations. "Group Connections" provides a planning guide for group socializations, as well as suggestions for partnering with families to plan events.</p>
<p>Professional Development and Materials to Support Implementation</p>	<p> Full Evidence</p>	<p>Professional Development: <i>Parents as Teachers</i> offers comprehensive, standardized initial and ongoing training. A three-day "Foundational Training" is required in order to purchase and use the curriculum. A variety of follow-up trainings (e.g., "Interactions Across Abilities," "Diversity in Families") are offered at an additional cost, both online through the Knowledge Studio and in person. The curriculum developers also offer customized trainings to address individual program needs.</p> <p>Curriculum Materials to Support Implementation: The curriculum provides comprehensive materials and guidance to facilitate understanding and implementation of the curriculum. <i>Parents as Teachers</i> offers a myriad of well-organized resources with clear instructions on how to use them. For example, the introduction to the curriculum provides a theoretical foundation and tools to orient the home visitor to the materials. The eight "Foundational Personal Visit Plans" provide a framework for the first few home visits. Materials also include a specific process for guiding the next home visit plans. In addition, the sections on "Parenting Behaviors" and "Development-Centered Parenting" offer resources and activities for home visitors and parents on different parenting topics. The "Parent-Child Interactions" section includes activities for parents and children to do together, and the "Family Well-Being" section provides resources for home visitors and parents on supporting family development. Each resource in the curriculum is labeled with the intended audience (e.g., parent educator and/or parent) and includes specific instructions for use.</p> <ul style="list-style-type: none"> ● Fidelity Tool: <i>Parents as Teachers</i> does not offer a fidelity tool to monitor curriculum implementation.

<p style="text-align: center;">Learning Experiences and Interactions</p>	<p style="text-align: center;">  Full Evidence </p>	<p>Family-Child Relationship: <i>Parents as Teachers</i> offers specific guidance, integrated throughout the curriculum materials, on how home visitors facilitate nurturing relationships between families and children. Various resources in the curriculum provide tools, information, and specific strategies for home visitors to support the family-child relationship. For example, "The Importance of Parent-Child Interaction," a resource for home visitors, describes how different types of interaction support children's development in the first three years. It offers strategies to support parents in these interactions. In addition, the curriculum outlines a specific process for home visitors to use during home visits to support the family-child relationship (e.g., "Parent Educator's Role in the Personal Visit" is a resource for home visitors that describes the home visitor's and the family's roles in detail).</p> <p>Active Exploration and Play: The curriculum provides specific guidance on how families engage children in ongoing active exploration and play throughout the curriculum. Many "Activity Pages" (e.g., "Outdoor Exploration: Discovering and Observing," "Baby Discovery Jug: Dropping and Retrieving") suggest opportunities for families to support children in exploring open-ended materials, playing, and discovering new concepts. In addition, a variety of "Parent Handouts" and "Parent Educator Resources" (e.g., "The Value of Play," "Play Is Learning," "Feeling Safe While Exploring and Taking 'Good' Risks") provide strategies and information on how to support active exploration and play.</p> <p>Interactions that Extend Children's Learning: <i>Parents as Teachers</i> provides specific guidance embedded throughout curriculum materials for how parents and families can extend children's exploration, thinking, and communication, particularly through the "Continued Learning" call-out boxes on the "Activity Pages." "Continued Learning" offers specific suggestions for parents to extend children's learning from the activities, such as asking open-ended questions and providing supportive language and ideas.</p> <p>Individualization: The curriculum provides specific guidance embedded throughout materials on how to collaborate with families to develop caregiving routines and learning experiences that are responsive to children and families. "The Benefits of Activity Pages" describes specific strategies for adapting the "Activity Pages" for children with disabilities, suspected delays, or other special needs. "The Personal Visit Planning Guide" also includes information on how to adapt activities based on a family's interests, strengths, and culture.</p>
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<p>Learning Environments and Routines</p>	 <p>Moderate Evidence</p>	<p>Environment: In several resources for home visitors and families (e.g., "Space and Structure for Your Little Explorer," "Designing and Guiding as Your Child Grows," "Safe and Healthy Home Environments"), <i>Parents as Teachers</i> provides specific guidance for how to set up a home environment that supports exploration and development. However, the curriculum offers limited guidance on how to make the home environment accessible for a child with a disability, suspected delay, or other special need.</p> <p>Learning Materials: <i>Parents as Teachers</i> includes many resources with specific guidance on using developmentally appropriate learning materials found in the home to foster open-ended exploration and inquiry. For example, "Making the Most of Toys" describes how open-ended materials that are often found in the home offer opportunities for different kinds of exploration that support children's learning. The curriculum provides limited guidance on how to incorporate learning materials that are accessible to children with disabilities, suspected delays, or other special needs.</p> <p>Routines: <i>Parents as Teachers</i> provides a variety of resources throughout the curriculum with specific guidance on how to support early routines that are responsive to children and foster learning (e.g., "Your Baby's Sleep Routines," "Reasons to Read to Your Baby"). The section "Recognizing, Creating, and Adapting Routines" describes the importance of and strategies for creating individualized routines for children (e.g., considering a baby's temperament before implementing a routine) and offers tips for collaborating with parents around routines.</p>
<p>Cultural Responsiveness</p>	 <p>Full Evidence</p>	<p>Interactions: In several resources throughout the curriculum, <i>Parents as Teachers</i> provides specific guidance on engaging in culturally responsive interactions with diverse children and families. "Three Steps to Cultural Competence" includes detailed information on and strategies for how home visitors can reflect on their own culture, as well as how culture may affect interactions with diverse families (e.g., "Partner with families to find culturally appropriate applications of information or solutions to problems"). In addition, "Human Diversity, Cultural Competence, and Parent Education" offers strategies for home visitors to consider when working with diverse families (e.g., "When disagreements arise, rather than seeking solely to educate the parents, parent educators should facilitate a mutual sharing of information.").</p>

		<p>Learning Experiences: The curriculum provides specific guidance in a variety of curriculum materials on how to collaborate with families to plan or adapt learning experiences based on families' traditions, cultures, values, and beliefs. For example, "Human Diversity, Cultural Competence, and Parent Education" gives suggestions for making learning experiences responsive to a family's culture (e.g., using materials from the home, "considering family values when facilitating problem-solving or goal-setting"). In addition, throughout various activities in the curriculum, prompts are offered for home visitors to ensure that families' beliefs, traditions, and cultures are incorporated into learning experiences (e.g., in the introduction of "Developmental Topics," home visitors are offered prompts to consider a family's cultural perspective on parenting).</p>
<p>Linguistic Responsiveness</p>	<p> Full Evidence</p>	<p>Linguistic Responsiveness: Throughout the curriculum materials, including resources for home visitors and parent handouts, <i>Parents as Teachers</i> provides specific guidance on how home visitors can intentionally support parents and families in using their home language as well as in providing experiences that expose children to English. For example, "Bilingual Families: A Special Advantage" describes the developmental benefits that children gain when they are spoken to in their home language (e.g., "cognitive advantages," "better selective attention"). A parent handout, "Your Toddler Knows Two Languages," describes what to expect of children who are DLLs. It offers strategies to support children in their language development. In addition, some activities include prompts to explore the home language (e.g., "Helping Parents Share Music with Their Child").</p>
<p>Individualization for Children with Disabilities, Suspected Delays, or Other Special Needs</p>	<p> Moderate Evidence</p>	<p>Resources and Referrals: <i>Parents as Teachers</i> provides specific guidance on referring families with a child with a disability, suspected delay, or other special need to resources in the community. "Difference and Delays in Development" describes the referral process in detail (e.g., gathering observations, screening, referring a child to a health care provider or early intervention system, eligibility for services determined by a "multi-transdisciplinary team"). It also discusses the importance of collaborating with other early intervention professionals if a child has an identified disability.</p> <p>Learning Environment: The curriculum provides limited guidance on ensuring that the home environment and learning materials are accessible to children with disabilities, suspected delays, or other special needs. "The Benefits of Activity Pages" briefly mentions the importance of appropriate materials for a child with a disability, but no guidance is provided on adapting the home learning environment within this curriculum. The publisher offers a separate curriculum, <i>Interactions Across Abilities: Supporting Families of Children with Special Needs</i>, with more guidance on individualization for children with disabilities, suspected delays, or other special needs.</p>

		<p>Parenting Practices and Interventions: <i>Parents as Teachers</i> offers general guidance on how to adapt the curriculum's learning experiences for a child with a disability, suspected delay, or other special need. "Supporting Learning in the Early Years" includes a section called "Adapting Activities" that provides strategies for how families can adapt activities to a child's developmental level (e.g., "parents might demonstrate different ways to do a new skill, offer other materials, or guide their child's hand or body so she feels successful"). However, many of the activities in the curriculum do not include specific adaptations for a child with a disability, suspected delay, or other special need. The publisher offers a separate curriculum, <i>Interactions Across Abilities: Supporting Families of Children with Special Needs</i>, with more guidance on individualization for children with disabilities, suspected delays, or other special needs.</p>
<p>Individualization Based on Interests, Strengths, and Needs</p>	<p> Full Evidence</p>	<p>Individualization Based on Interests: The curriculum provides specific guidance embedded throughout the materials on how to individualize both the overall home visit and the learning experiences based on children's interests. For example, the "Personal Visit Planning Guide" offers guidance on adapting activities based on a child's interests (e.g., "Based on the interests of the child or culture of the family, parent educators may adapt a parent-child activity by substituting some materials."). In addition, "Supporting Learning in the Early Years" highlights strategies for adapting activities based on a child's interests.</p> <p>Individualization Based on Strengths and Needs: <i>Parents as Teachers</i> provides specific guidance on how to tailor home visits to be responsive to individual children's strengths and needs. For example, "The Benefits of Activity Pages" includes specific strategies for adapting activities based on the child's strengths and needs (e.g., "Consider the child's current developmental level and choose an activity that interests the child in order to enhance existing skills and encourage emerging ones."). Additionally, "Supporting Learning in the Early Years" describes a process of observing children to meet them where they are developmentally and adapting activities accordingly. Moreover, many of the "Activity Pages" describe scaffolding strategies to support children at varying levels of development.</p>

<p style="text-align: center;">Family Development and Well-Being</p>	<p style="text-align: center;"> Full Evidence</p>	<p>Family Goals: <i>Parents as Teachers</i> includes a comprehensive process for setting family-level goals. The "Goal Setting" section provides information on creating SMART (specific, measurable, attainable, realistic, timely) goals; a process for evaluating progress; and reflection questions to support the process. Additionally, this section offers strategies for home visitors on how to intentionally engage families in this process (e.g., "Through your relationship, you are in a position to partner and collaborate with parents by responding to their identified needs, reframing those needs as goals, and facilitating conversations around how they can achieve their goals and what might be getting in the way.").</p> <p>Ongoing Assessment of Progress Toward Family Goals: The curriculum describes a specific process for checking in on family goals, along with various tools to support families and home visitors in the process. The parent worksheet "Goal Setting: Begin with the End in Mind" provides specific prompts for families to reflect on, a proposed timeline for goals, action steps needed to achieve goals, information about the resources required, and space for check-ins and progress made. The "Goal Tracking Sheet" is a separate tool for home visitors and includes prompts to record family goals, along with check-in timelines and notes.</p> <p>Resources and Referrals: <i>Parents as Teachers</i> provides specific guidance for referring families to resources in the community, particularly in the "Strengthening Families Approach" section of the introductory materials. "Protective Factor 4: Concrete support in times of need" describes the importance of connecting families with resources in the community they might need. It offers specific examples and prompts home visitors can use in conversations with families. The goal-setting process also includes prompts for home visitors to ensure families are connected to resources.</p>
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Partners for a Healthy Baby

Curriculum Description

Partners for a Healthy Baby features materials for home visitors and families that promote child development and family well-being. The curriculum is organized around children's ages and topics home visitors can use to support both age-appropriate learning and family development.

Website: <https://cpeip.fsu.edu/phb/>

Last Updated: March 25, 2019

Summary of Curriculum Review

- Promotes research-based parenting practices to support children's development and learning in all Head Start Early Learning Outcomes Framework (ELOF) domains
- Provides specific guidance to home visitors on ways to engage families in building relationships with their children
- Encourages opportunities for infants and toddlers to engage in movement, play, and exploration
- Includes general guidance on setting and supporting family-level goals
- Provides general guidance for ongoing child observation
- Promotes few research-based home visiting practices for building positive and responsive relationships with families
- Lacks specific learning goals for children's development and learning
- Provides limited guidance for home visitors and families to jointly plan home visits and group socializations
- Lacks guidance on culturally responsive interactions and learning experiences
- Provides limited guidance on how to support the development and learning of infants and toddlers who are dual language learners (DLLs)
- Lacks guidance on ensuring that the home environment, learning materials, and learning experiences are accessible to children with disabilities, suspected delays, or other special needs
- Provides minimal guidance on how to tailor home visits to be responsive to individual children's strengths and needs

<p>Cost of Curriculum <i>Baby's 1st Year: Months 1–12:</i> \$175/home visitor <i>Baby's 2nd Year: Months 13–24:</i> \$175/home visitor <i>Toddler's 3rd Year: Months 25–36:</i> \$175/home visitor <i>1st Year Handouts:</i> \$26/family <i>2nd Year Handouts:</i> \$19.50/family <i>3rd Year Handouts:</i> \$19.50/family Cost of Professional Development Three-day in-person course: \$595/participant Contact the publisher for the most updated information on costs of the curriculum and current professional development offerings.</p>	<p>Availability in Other Languages Parent handouts are available in Spanish for an additional cost: <i>Primer Año del Bebé: Meses 1–12 Folletos para Padres:</i> \$28/family <i>Segundo Año del Bebé: Meses 13–24 Folletos para Padres:</i> \$21/family <i>Tercer Año del Bebé: Meses 25–36 Folletos para Padres:</i> \$21/family</p>	<p>Target Age Home-based programs for pregnant mothers and for children from birth to 36 months</p>	<p>Curriculum Materials Reviewed by Raters Materials from <i>Partners for a Healthy Baby</i> were purchased and reviewed in 2018. These materials included:</p> <ul style="list-style-type: none"> • <i>Baby's 1st Year: Months 1–12</i> • <i>Baby's 2nd Year: Months 13–24</i> • <i>Toddler's 3rd Year: Months 25–36</i>
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What Do the Ratings Mean?

			
No evidence	Minimal evidence	Moderate evidence	Full evidence

<p>Evidence Base for Child Outcomes</p>	<p style="text-align: center;">  No Evidence </p>	<p>At the time of this review, no research studies that evaluate the curriculum's effect on child outcomes have been published in peer-reviewed journals. Although one program evaluation mentioned this curriculum, the study also mentioned the use of other home visiting curricula (Kirkland & Mitchell-Herzfeld, 2012). Outcomes from this evaluation are omitted in this review because the effects were not clearly linked to use of <i>Partners for a Healthy Baby</i>. Some evidence indicates that use of this curriculum was associated with a reduction in rates of low birth weight (e.g., Lee et al., 2009) and maternal depression (DuMont et al., 2008). However, more rigorous research is needed in order to establish evidence for positive effects of the <i>Partners for a Healthy Baby</i> curriculum on child outcomes.</p> <p>For more information on <i>Partners for a Healthy Baby</i> as a parenting curriculum, see the Parenting Curricula for Home-Based Delivery Database: https://eclkc.ohs.acf.hhs.gov/parenting/article/parenting-curricula-review-databases.</p> <p>References:</p> <p>DuMont, K., Rodriguez, M., Mitchell-Herzfeld, S., Walden, N., Kirkland, K., Greene, R., & Lee, E. (2008). <i>Effects of Healthy Families New York on maternal behaviors: Observational assessments of positive and negative parenting</i>. Rensselaer, NY: New York State Office of Children and Family Services.</p> <p>Kirkland, K., & Mitchell-Herzfeld, S. (2012). <i>Final report: Evaluating the effectiveness of home visiting services in promoting children's adjustment in school</i>. Washington, DC: Pew Center on the States.</p> <p>Lee, E., Mitchell-Herzfeld, S., Lowenfels, A., Green, R., Dorabawila, V., & DuMont, K. (2009). Reducing low birth weight through home visitation: A randomized controlled trial. <i>American Journal of Preventive Medicine</i>, 36(2), 154–160.</p>
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<p>Research-Based Curriculum</p>	 <p>Moderate Evidence</p>	<p>Home Visiting Practices and Interactions: <i>Partners for a Healthy Baby</i> promotes a few home visiting practices and interactions that research has shown to be effective in engaging parents. For example, the curriculum includes specific information on how a home visitor can facilitate parent-child interactions and address child development. Additionally, the "Detailed Information Pages" provide guidance to parents on how to communicate with families about a pre-chosen topic, with specific open-ended questions to start the conversation. However, while the "User's Guide" calls out the importance of key research-based home visiting practices and interactions (e.g., "build a trusting relationship," "empower the family," "address the family's concerns first," "be observant"), it lacks specific guidance for home visitors on how to engage in these practices. In addition, the curriculum provides minimal guidance on how to address a family's needs and follow their lead to jointly plan home visits that build on the family's strengths and needs. The topics for the "Purposes" are predetermined, and the home visit planning process that is outlined in the "User's Guide" includes very little family input.</p> <p>Parenting Practices: The curriculum promotes research-based parenting practices to support children's development and learning. For example, many of the handouts throughout the curriculum encourage parents to engage in sensitive, responsive interactions with children (e.g., contingently responding to a child's cues). The curriculum also provides guidance for parents on how to model and support the development of children's social skills, emotional regulation, and cognitive skills. It supports families to promote a language and literacy-rich environment (e.g., "Talking with your baby;" "Making more time for books"), but less consistent guidance is offered on use of the home language throughout the curriculum. Many of the parent handouts and "Detailed Information Pages" for home visitors focus on using routines such as mealtime and naptime as opportunities for learning. Additionally, the curriculum mentions the importance of following a child's lead and provides guidance on how to support children's active exploration and play (e.g., the "Watch My Skills Grow" series). It emphasizes the importance of setting up the home to create a safe play environment and provides suggestions for how to use materials in the home to support children's active play and exploration.</p>
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<p>Scope and Sequence</p>	<p> Moderate Evidence</p>	<p>Scope: The curriculum identifies four developmental domains in the "Scope and Sequence" section of "Baby's/Toddler's Development:" Language and Literacy; Social Emotional Development; Developmental Skills; and Play, Learning, and Cognition. The domain "Developmental Skills" does not clearly identify a particular area of development, but focuses generally on observing and reflecting on new skills that the baby/toddler develops. The "Watch Me Grow!" parent handouts provide a broad introduction to child development under the following four domain categories: Motor, Language, Thinking, and Feeling. The varying naming conventions for domains throughout the curriculum do not allow for a clear connection between the curriculum materials (e.g., parent handouts) and the domains listed in the "Scope and Sequence."</p> <p>Sequence: <i>Partners for a Healthy Baby</i> provides a sequence of learning experiences that supports children as they build knowledge and skills in each of the ELOF domains, with materials organized by child's age, from 1 to 36 months. For example, in a series of handouts (e.g., "Watch My Motor Skills Grow," "Watch My Thinking Skills Grow," "Watch My Language Skills Grow," "Watch My Social Emotional Skills Grow," and "Watch My Play Skills Grow"), the curriculum includes tips to support children's learning and development at different age levels from birth to 36 months. The curriculum offers multiple, related opportunities for children to explore or learn concepts or skills in the ELOF domains of Approaches to Learning, Language and Communication, and Cognition. However, the curriculum lacks a variety of experiences that provide children with ample opportunities to build skills in the domain of Perceptual, Motor, and Physical Development and in some areas of Social and Emotional Development, such as Relationships with Other Children and Sense of Identity and Belonging. Additionally, the curriculum does not provide clear guidance on how home visitors can use the sequences of learning experiences in ways that allow for flexibility based on the interests, strengths, and needs of children.</p>
<p>Alignment with the Head Start Early Learning Outcomes Framework (ELOF)</p>	<p> Full Evidence</p>	<p>Alignment with the ELOF: A thorough review of all of the curriculum materials indicates that <i>Partners for a Healthy Baby</i> is fully aligned with the ELOF domains and sub-domains. The "Detailed Information Pages" for home visitors and parent handouts support children across all ELOF sub-domains.</p>

<p>Learning Goals for Children</p>	 Minimal Evidence	<p>Learning Goals: The curriculum does not specify learning goals for children's development and learning. Broad concepts of child development for children from birth to 36 months are introduced as part of the "Watch Me Grow!" handouts. Each handout includes three indicators of development in each of the following areas: Motor, Language, Thinking, and Feeling. However, these are not specific goals for children's learning and development. Finally, the curriculum does not offer guidance to engage families in identifying individual goals for children's development and learning.</p>
<p>Ongoing Child Assessment</p>	 Minimal Evidence	<p>Ongoing Observation: The curriculum provides general guidance in parent handouts to help families and home visitors reflect, every month or two, on a child's development (1 to 36 months). For example, a series of "Detailed Information Pages" for home visitors, called "Continue to promote parents' observation and reflection skills with baby," provide home visitors with general suggestions for supporting parents in their observations (e.g., "Your role is to help the family continue to be careful observers of what is happening with their baby and how their interactions are changing over time"). These pages mention a "Review, Observe, Reflect" process, but the curriculum does not provide details on how to engage in this process or what it entails. The parent handouts include sentence starters for families to use as they think about the child's development, such as "I can tell my baby is interested in something when ...," but the handouts do not include specific guidance on how to observe children. Additionally, the curriculum does not provide information on how to connect this information to home visit planning.</p> <p>Standardized and Structured Assessment Instruments: The curriculum provides information on using developmental screening tools (e.g., Ages & Stages Questionnaires® (ASQ®)) based on parental observation and reflection as the basis for screening. However, it does not include guidance for home visitors and families on how to select and use standardized and structured child assessment instruments.</p>
<p>Home Visitor-Family Relationships and Interactions</p>	 Minimal Evidence	<p>Relationships with Parents and Families: The curriculum provides general guidance on building relationships with families. The "User's Guide" includes a brief section called "How Do I Build a Trusting Relationship?" with some general tips for building a trusting relationship with families (e.g., "keep their confidences," "respect their culture and values"). The "User's Guide" states, "To fulfill your role, you must first be able to establish warm, supportive, and empowering relationships with families whose culture, beliefs, values, and priorities may not be the same as your own. Establishing a good relationship with each family is key to your effectiveness." However, the curriculum does not offer specific guidance for supporting a relationship-building process between home visitors and families that is integrated throughout the curriculum materials.</p>

		<p>Responsive Interactions with Parents and Families: The "User's Guide" briefly describes the importance of responding to a family's concerns during a home visit. It provides some general tips and reflection questions to promote responsive interactions with families (e.g., "Inquire about any immediate needs or concerns," "Address the family's concern first," "Did I attend to what the family was telling me with their words and non-verbal cues?"). In addition, the "Detailed Information Pages" provide open-ended questions home visitors can use with the family to start conversations. However, there is little room in the "Detailed Information Pages" for home visitors to actively respond to families' unique needs, and the home visit planning process does not involve families. Additionally, little consideration is given to how home visitors engage in responsive interactions with diverse families.</p> <p>Peer Support: <i>Partners for a Healthy Baby</i> includes several parent handouts and "Detailed Information Pages" that discuss the importance of social support for families (e.g., "Circle of Support for My Baby and Me"). However, no explicit guidance is provided on how home visitors can gather families together for group socializations.</p>
<p>Professional Development and Materials to Support Implementation</p>	<p> Moderate Evidence</p>	<p>Professional Development: <i>Partners for a Healthy Baby</i> offers a two- or three-day initial in-person training, "Partners for a Healthy Baby Workshop for Home Visitors," either in Florida or at a program site. The workshop covers a variety of topics, including children's learning and development in different domains, planning home visits, and using the curriculum with fidelity. In addition, <i>Partners for a Healthy Baby</i> offers an initial training for supervisors, as well as initial training on parts of the curriculum (e.g., the prenatal curriculum only). Coaching support and mentoring for programs are offered on request.</p> <p>Curriculum Materials to Support Implementation: The curriculum includes some overview materials and guidance to facilitate understanding of the curriculum. Each volume has a "User's Guide" that provides lists of tips for a home visitor, such as "What Is My Role as a Home Visitor?" One section called "How Do I Conduct a Home Visit?" offers specific step-by-step information on how to use the curriculum to plan a home visit. The "Detailed Information Pages" provide some specific guidance on how to use the parent handouts with families. The curriculum provides information about how it is organized, but it is unclear how the handouts and the "Detailed Information Pages" should be combined and implemented as part of a cohesive program. The curriculum only provides the following general recommendation: "Tailor your choice of purposes to the needs of each family while using the curriculum as a guide to ensure critical information is covered."</p>

		<ul style="list-style-type: none"> Fidelity Tool: The curriculum offers the "Partners for a Healthy Baby Fidelity Checklist," which can be used to assess fidelity of implementation. Supervisors use the checklist quarterly during reflective supervision; home visitors can also use it as a self-reporting tool. The tool can be used to assess how home visitors are following the curriculum's steps of planning and implementing a home visit.
<p>Learning Experiences and Interactions</p>	 <p>Moderate Evidence</p>	<p>Family-Child Relationship: <i>Partners for a Healthy Baby</i> emphasizes the family-child relationship as the foundation for a child's learning and development. The curriculum provides abundant guidance to home visitors about ways to engage parents in building relationships with their children through a variety of reflections and handouts (e.g., "Encourage different ways parents can be available as toddler's secure base."). Guidance for facilitating parent-child relationships is delineated in the "Baby's Development" and "Caring for Baby" sections and is also embedded throughout the curriculum.</p> <p>Active Exploration and Play: The curriculum consistently emphasizes the importance of play and provides guidance to home visitors and parents on how to engage children in ongoing active play and exploration. Parent handouts such as "Watch My Thinking Skills Grow" and "Watch My Play Skills Grow," and the "Detailed Information Pages" for home visitors, discuss the importance of play in children's development and include some guidance for supporting children's play skills at different age levels. For example, at 7 months, "Talk about baby's first play skills and why play is important;" and at 8 months, "Explain how play helps the baby learn." The parent handouts offer ideas to promote play and exploration (e.g., "Make the fun tub a fun place to learn by adding plastic cups, measuring cups ... She'll love to think of the different ways to make the water splash and ripple."). The parent handout "Children Learn Through Play" provides ideas for supporting children's learning. Similar guidance is offered throughout the curriculum to support children's problem-solving, observation, and exploration skills. Although advice for supporting active exploration and play is embedded throughout curriculum materials, suggestions for parents in the handouts (e.g., "You can ...") are often brief and not specific.</p>

		<p>Interactions that Extend Children's Learning: Throughout the curriculum materials, some guidance is provided on extending children's communication, thinking, and exploration. For example, parent handouts such as the "Watch My Thinking Skills Grow" and "Watch My Play Skills Grow" series describe prompts for parents to extend conversations (e.g., "Talk about the way [toys] feel, the sounds they make, and what color they are," "Ask your baby questions with the words 'more' or 'again' ") and to engage in responsive interactions (e.g., "Copy the different sounds the child makes and give him time to respond with something new."). Additionally, handouts to support language and literacy provide guidance on how to extend children's communication and language skills (e.g., "Encourage turn-taking conversations between parents and baby," "Talk about labeling everyday objects"). However, suggestions for interactions that extend children's learning are often provided as brief, general statements of what parents can do to support new play skills.</p> <p>Individualization: The curriculum includes some guidance for home visitors to support parents as they learn about their children's development and interests (e.g., "It is time to look again at the things you have been observing with your baby. I am excited to hear what you've noticed your baby doing since my last visit."). However, it includes little information on how to collaborate with families to create learning experiences that build on children's individual strengths or needs. Additionally, the curriculum provides only a few activities that build on families' cultures and home languages.</p>
<p>Learning Environments and Routines</p>	<p> Moderate Evidence</p>	<p>Environment: The curriculum includes some general guidance on supporting the home as a learning environment. The focus of much of the guidance relates to safety in the home; for example, "Equipment Safety Tips" provides tips for organizing a home and making sure items are safe for infants. It also includes some general guidance on organizing the home learning environment to support exploration and play (e.g., "Arrange your Home for Success"). It does not include guidance on making a home learning environment accessible for a child with a disability, suspected delay, or other special need.</p> <p>Learning Materials: The curriculum provides some specific guidance, particularly in parent handouts, on using developmentally appropriate learning materials found in the home. A few handouts (e.g., "Smart Toys from Your Kitchen," "Homemade Toys to Help Me Learn") include suggested materials families can gather from the kitchen or from other areas of the home (e.g., cooking spoons, pots, boxes) for children to use in play. The curriculum includes some guidance on how to use the materials to foster open-ended exploration and inquiry (e.g., building, creating, problem-solving). However, it does not provide guidance on how to incorporate materials that are accessible for a child with a disability, suspected delay, or other special need.</p>

		<p>Routines: <i>Partners for a Healthy Baby</i> consistently guides families in establishing and supporting developmentally appropriate routines that are responsive to a child's needs. The curriculum includes specific guidance on routines that is embedded throughout the "Detailed Information Pages" for home visitors and the parent handouts, particularly in the "Caring for Baby" section. It also includes materials to support routines that are responsive to a child's needs at mealtimes, bedtime, during transitions, and at other points in the day.</p>
<p>Cultural Responsiveness</p>	<p> Minimal Evidence</p>	<p>Interactions: The curriculum's "User's Guide" includes a few mentions of the importance of home visitors interacting with families from diverse backgrounds and cultures. A section called "What Is My Role as a Home Visitor?" includes a brief description of establishing relationships with families who may be different than the home visitor. The curriculum lacks guidance on how to engage in culturally responsive interactions with families. In addition, gender-based stereotypes are perpetuated throughout the curriculum, particularly in the "Fatherhood" sections. Although the "Detailed Information Pages" and parent handouts address some topics that are specifically targeted at fathers, the materials often reflect stereotypes and do not promote a strengths-based approach (e.g., handouts reflect assumptions that fathers are often absent, do not help with household chores, and do not provide economic support for their children).</p> <p>Learning Experiences: The "User's Guide" describes the importance of planning learning experiences based on a family's culture. A bulleted list of skills that a home visitor needs, in a section called "Home Visitor Skills & Knowledge," includes "cultural sensitivity" and respecting the "cultural values" of a family. However, the curriculum does not include guidance on what these skills entail or how to collaborate or adapt learning experiences based on a family's traditions or culture.</p>
<p>Linguistic Responsiveness</p>	<p> Minimal Evidence</p>	<p>Linguistic Responsiveness: The curriculum offers minimal guidance for how to intentionally support the development and learning of children who are DLLs. Two handouts specifically focus on asking families their preference of language learning and on the need to have a plan for exposing children to all languages that the child is learning, including the child's home language. One handout, "Benefits of Growing Up Multilingual," describes the strengths of learning two or more languages and encourages parents to talk with the child in English and in the child's home language. However, throughout the curriculum, very little guidance on how home visitors and families can support the development of children who are DLLs is provided.</p>

<p>Individualization for Children with Disabilities, Suspected Delays, or Other Special Needs</p>	<p style="text-align: center;">  No Evidence </p>	<p>Resources and Referrals: The "Watch Me Grow!" handouts throughout the curriculum provide brief information on the importance of referring families with a child with a disability, suspected delay, or other special need to resources in the community (e.g., "Be prepared to share information about Part C services with the family."). The curriculum offers minimal guidance on how to identify resources in the community or how to go through a referral process.</p> <p>Learning Environment: The curriculum does not address the accessibility of the home environment or learning materials for a child with a disability, suspected delay, or other special need.</p> <p>Parenting Practices and Interventions: The curriculum does not address adaptations to routines or learning experiences for a child with a disability, suspected delay, or other special need.</p>
<p>Individualization Based on Interests, Strengths, and Needs</p>	<p style="text-align: center;">  Minimal Evidence </p>	<p>Individualization Based on Interests: <i>Partners for a Healthy Baby</i> provides prompts for families to observe and learn about their child's interests (e.g., "I can tell my baby is interested in something when ..."). A few resources also mention the importance of following a child's lead during play. For example, "A New Way to Read" describes how to follow a child's interests in books. However, the curriculum does not include explicit discussion of how to individualize or modify the home visit based on an individual child's interests. In addition, the home visit planning process is led by the home visitor, with little input from families about the child's interests.</p> <p>Individualization Based on Strengths and Needs: <i>Partners for a Healthy Baby</i> provides minimal guidance on how to tailor home visits to be responsive to individual children's strengths and needs (e.g., the "User's Guide" says, "Inquire about any immediate needs or concerns"). The home visit planning process does not include collaborative planning with a family to determine how to individualize the home visit based on the strengths and needs of the child. Additionally, parent handouts that are designed to support children's development (e.g., the "Watch Me Grow!" series) do not provide guidance on how to tailor activities to individual children's strengths and needs.</p>

**Family
Development
and Well-Being**



Moderate
Evidence

Family Goals: The curriculum includes some general guidance for home visitors to engage families in setting goals, primarily through resources in the "Family Development" category. A few "Purposes" are specifically designed to support the family in setting goals for themselves (e.g., "Help families identify their dreams and achieve their goals."). The "Detailed Information Pages" provide language home visitors can use to help families set their goals (e.g., reinforcing the value of breaking big goals into smaller, more manageable steps). The curriculum also provides a few corresponding handouts for families (e.g., "Making My Dreams Come True," "Making Changes for Positive Outcomes," "Making Your Dream Happen: Next Steps"). Additionally, it engages families in setting goals that address specific challenges they might have, such as career development, budget planning, or setting priorities. However, it lacks a clear, collaborative process and strategies for how home visitors engage families to establish goals based on the family's needs.

Ongoing Assessment of Progress Toward Family Goals: *Partners for a Healthy Baby* provides follow-up activities for home visitors and families to revisit family goals at specific points in time established by the curriculum. For example, when the baby is 7 months old, the curriculum invites home visitors to "discuss family's progress toward their goals and offer suggestions for overcoming challenges." Other handouts for families, such as "Facing Challenges" and "Action Plan for Success," offer general affirmations on tackling issues that may arise (e.g., "Everyone has some rocks on their path to success ... How can you overcome them?"). However, there is no clear, systematic process for engaging families in ongoing assessment of their progress toward reaching their goals.

Resources and Referrals: The curriculum briefly describes the importance of connecting families to resources they might need in order to make progress toward future goals (e.g., "provide support [for them] to gain access to services that allow them to put their plans into action"). It encourages home visitors to contact the appropriate agency or support person in their program or community in relation to the need (e.g., Part C Early Intervention; infant mental health specialist; Women, Infants and Children (WIC); lactation consultant; program supervisor). However, it includes limited guidance on how to brainstorm resources with or refer families to specific resources in the community, such as a list of common public resources (e.g., libraries, local adult learning institutions), depending on the family-level goals.