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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 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.
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.

The National Center on Early Childhood Development, Teaching, and Learning (NCECDTL) will continue to add curriculum reviews 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 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.
### All Curriculum Ratings

<table>
<thead>
<tr>
<th>Curriculum</th>
<th>Evidence Base</th>
<th>Research-Based</th>
<th>Scope &amp; Sequence</th>
<th>Alignment to ELOF</th>
<th>Learning Goals</th>
<th>Ongoing Child Assessmt</th>
<th>Home Vis-Fam Rel &amp; Interct</th>
<th>Prof Dev &amp; Imp</th>
<th>Learning Exp &amp; Interct</th>
<th>Learning Env &amp; Routines</th>
<th>Cultural Responsive</th>
<th>Linguistic Responsive</th>
<th>Ind for Special Needs</th>
<th>Ind Strths, Needs &amp; Intrsts</th>
<th>Fam Dev &amp; Well-Being</th>
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<tbody>
<tr>
<td>Baby TALK</td>
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<td>Growing Great Kids™ for Preschoolers</td>
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# 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](http://www.babytalk.org/default.htm)

### 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 integrate children's and families' cultures 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
- Lacks specific guidance on how to tailor curriculum activities based on children's individual interests, strengths, and needs
<table>
<thead>
<tr>
<th>Cost of Curriculum</th>
<th>Availability in Other Languages</th>
<th>Target Age</th>
<th>Curriculum Materials Reviewed by Raters</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cost of the curriculum includes training, and total cost is based on program type and need. Please contact publisher for more information about cost.</td>
<td>The curriculum is available in Spanish.</td>
<td>Children birth to 36 months</td>
<td>Materials from Baby TALK were reviewed in 2018. These materials included:</td>
</tr>
<tr>
<td>Cost of Professional Development</td>
<td></td>
<td></td>
<td>● Baby TALK Model Fidelity, Quality Standards, White Paper, and Teaching Strategies Gold (TSG) Crosswalk</td>
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<tr>
<td>● Core Certification Training: $895 (four-day home visiting/center-based training); $650 (three-day Head Start/Early Head Start training)</td>
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<td>● Baby TALK Fact Sheets</td>
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<td>● Early Childhood Professional 15-hour Certification Training: $495</td>
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<td>● Baby TALK Documentation</td>
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<td>● Newborn Encounter Training: $600</td>
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<td>● Baby TALK Curriculum (English)</td>
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What Do the Ratings Mean?

<table>
<thead>
<tr>
<th>Rating</th>
<th>Description</th>
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<tbody>
<tr>
<td>⭐⭐⭐⭐⭐</td>
<td>Full evidence</td>
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<tr>
<td>⭐⭐⭐⭐</td>
<td>Moderate evidence</td>
</tr>
<tr>
<td>⭐⭐⭐</td>
<td>Minimal evidence</td>
</tr>
<tr>
<td>⭐⭐</td>
<td>No evidence</td>
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</table>
At the time of this review, there are no available published research studies on *Baby TALK*. Randomized controlled trials funded by the publisher suggest that children of families who participated in *Baby TALK* had more growth in their language development than children whose families did not participate. In addition, these evaluations found that participating in *Baby TALK* was associated with some positive parent outcomes. These studies have not yet been published in peer-reviewed journals and, therefore, are not included in the rating. One of the studies, however, is under review by a professional journal. More research is needed to establish evidence for positive effects of *Baby TALK* on children's learning outcomes.

**Home Visiting Practices and Interactions:** *Baby TALK* 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. *Baby TALK* provides guidance on effective communication with families using the mnemonic OPERA: open-ended questions, pause, make eye contact, repeat, avoid judgment, ask opinion, advise last. The *Encounter Protocols* 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 *Baby TALK White Paper* 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.

**Parenting Practices:** *Baby TALK* 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., *Let's Talk Kids* 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., *Dressing, Diapering, Feeding,* and *Bath Time Fun*). 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.
### Scope and Sequence

**Moderate Evidence**

**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.

**Sequence:** The Baby TALK 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 Preschool Activities provide ideas for how to extend an activity for older children (e.g., Extension for Older Preschoolers). The general approach of Baby TALK 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., 0–3 Developmental Activities, Preschool Activities) or adapt learning experiences to individualize them based on the child's strengths and needs or the family's priorities and concerns.

### Alignment with the Head Start Early Learning Outcomes Framework (ELOF)

**Full Evidence**

**Alignment with the ELOF:** A thorough review of all the curriculum indicates that Baby TALK 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.

### Learning Goals for Children

**Full Evidence**

**Learning Goals:** Baby TALK 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. Family Resource Assessment & Monitoring includes a section to assess the family's needs for resources related to child development concerns. The Baby TALK Individual Family Service Plan 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.
| **Ongoing Observation:** Baby TALK describes a process for observing and discussing children's development and using this information for home visit planning. The **Encounter Protocol** 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 **Personal Encounter Documentation** form requires the home visitor to note specific child behaviors observed during the visit. Then, the document **HV Guideline for Preparation** 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 Baby TALK 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.

**Standardized and Structured Assessment Instruments:** Baby TALK 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 Baby TALK White Paper 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 Individual Family Case File Checklist 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 Family Resource Assessment & Monitoring, 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. |
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.
**Professional Development:** *Baby TALK* 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.

**Curriculum Materials to Support Implementation:** *Baby TALK* 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., *Encounter Protocols, Developmental Perspectives, Activities*) also reference specific principles and strategies pertaining to home visitor-parent interactions as a constant reminder of the philosophy and approach of the curriculum.

- **Fidelity Tool:** The curriculum provides a tool for implementation fidelity called the *Baby Talk Model Fidelity and Self-Assessment Tool*. 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 *Baby TALK Quality Confirmation Process* document, which is used to examine the fidelity of the program overall, with a specific section to evaluate the quality of reflective supervision.

**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 *HV Guideline for Preparation* 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 *Developmental Perspectives* 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 *Personal Encounter Documentation* 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).
**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.
| Learning Environments and Routines | Environment: The curriculum provides guidance for how to use the home environment to support exploration and development. For example, the *Developmental Perspectives* 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). *16-Month Activities* 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.

Learning Materials: The curriculum provides guidance for using learning materials in the home environment to promote open-ended exploration. The *Homemade Toys* 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.

Routines: *Baby TALK* 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, *Cycles & Routines* 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. |
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<td>Cultural Responsiveness</td>
<td>Interactions: The curriculum recognizes the importance of cultural responsiveness. For example, the <em>Baby TALK White Paper</em> describes the importance of &quot;valuing each family's culture and traditions and honoring these traditions in program practices.&quot; 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.</td>
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<td><strong>Learning Experiences</strong></td>
<td>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 <em>2-Month Activities</em>, the reflective questions include the following prompts: &quot;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?&quot;</td>
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<td><strong>Linguistic Responsiveness</strong></td>
<td>The <em>Baby TALK</em> curriculum does not provide guidance for how to intentionally support the development and learning of children who are DLLs.</td>
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<td><strong>Resources and Referrals</strong></td>
<td>The curriculum's approach promotes building a system of support and the delivery of appropriate services. <em>Baby TALK</em> 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 <em>Referrals Document</em> keeps track of all referrals made by the home visitor to the parents; the <em>Personal Encounter Documentation</em> 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 <em>Developmental Perspectives</em> for 12-month-olds recommends sharing developmental concerns with the pediatrician, and the pediatrician will &quot;keep an eye on the concern to make sure it is addressed as quickly as possible.&quot; 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)).</td>
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<td><strong>Learning Environment</strong></td>
<td>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.</td>
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- **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 Let's Talk Kids column, Special Kids, Regular Lives, families and home visitors are reminded that children with special needs are children first. Additionally, another column, When Kids Know Best, 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. Baby TALK lacks more specific strategies related to parenting practices and interventions to support children with special needs.

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<th>Individualization Based on Interests, Strengths, and Needs</th>
<th>Moderate Evidence</th>
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<td><strong>Individualization Based on Interests</strong>: Baby TALK provides some guidance for engaging the home visitor and parent in learning about the child's interests. For example, materials like the Encounter Protocol promote a reflective process that includes open-ended questions (e.g., &quot;Where does your child like to explore? What are some of his favorite books? Does he seem to like sorting and grouping objects?&quot;) In addition, there is a Parent Interview 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. <strong>Individualization Based on Strengths and Needs</strong>: 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 Encounter Protocols include a structure and prompts to engage the home visitor and parents in &quot;Observation&quot; (e.g., &quot;How does the toddler show frustration?&quot;), to notice &quot;Developmental Behaviors&quot; (e.g., &quot;Elicit or note expected behaviors and the meaning parents are making of the behavior.&quot;), 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.</td>
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| Family Development and Well-Being | ***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/](http://www.greatkidsinc.org/ggk-curriculum/growing-great-kids-for-preschoolers-for-home-visiting-programs/)

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
### Cost of Curriculum
The curriculum developers require training in order to purchase the curriculum.

### 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.

### Availability in Other Languages
The curriculum materials are not available in other languages.

### Target Age
Home-based programs for families with children 3–5 years old

### Curriculum Materials Reviewed by Raters
Materials from Growing Great Kids™ for Preschoolers were reviewed in 2018. These materials included:
- Growing Great Kids™ for Preschoolers in Home Visiting Programs Curriculum Manual
- Growing Great Kids™ for Preschoolers: Learning Pods for 3-Year-Olds
- Growing Great Kids™ for Preschoolers: Learning Pods for 4- & 5-Year-Olds
- Growing Great Families: A Family Strengthening, Stress Management, and Life Skills Curriculum

### What Do the Ratings Mean?

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Curriculum Consumer Report – Home-Based

### Evidence Base for Child Outcomes

| Score | Evidence
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At the time of this review, there are no available published research studies on *Growing Great Kids™ for Preschoolers*. However, there is some evidence that participation in programs using *Growing Great Kids™: Prenatal–36 months* is associated with positive child outcomes. Research investigating *Growing Great Kids™ for Preschoolers* is needed in order to establish evidence for positive effects on children's learning outcomes.

For information on *Growing Great Kids™* as a parenting curriculum, please see the Home-Based Parenting Curriculum database: [https://eclkc.ohs.acf.hhs.gov/parenting/article/parenting-curricula-review-databases](https://eclkc.ohs.acf.hhs.gov/parenting/article/parenting-curricula-review-databases)

### Research-Based Curriculum

#### 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, *Growing Great Kids™ for Preschoolers* lacks adequate guidance for home visitors on how to follow the family's lead and jointly plan home visits.

#### 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.
| Scope and Sequence | Scope: The *Learning Pods* 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 *Learning Pods*, 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.

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 *Learning Pods* 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 *Learning Pods* 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 *Learning Pods for 3-Year-Olds* and are then repeated in the *Learning Pods for 4- & 5-Year-Olds*, 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 *Learning Pods*. In addition, no guidance is offered on how to individualize sequences of learning experiences based on children's interests, strengths, and needs. |

| Alignment with the Head Start Early Learning Outcomes Framework (ELOF) | Alignment with the ELOF: A thorough review of all *Growing Great Kids™ for Preschoolers* curriculum materials indicates that it is mostly aligned with the ELOF. The *Learning Pods* support children across the majority of ELOF sub-domains, only partially addressing: Creativity and Cognitive Self-Regulation (Executive Functioning). |
### Learning Goals for Children

**Learning Goals:** Each activity in the *Learning Pods* includes goals for children’s learning and development. Most of the goals are measurable and developmentally appropriate. In addition, the *Learning Pods* 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 *Learning Pods*. The curriculum also provides strategies for home visitors to engage parents in identifying individual goals for their child's learning and development.

**Moderate Evidence**

### Ongoing Child Assessment

**Ongoing Observation:** *Growing Great Kids™ for Preschoolers* provides minimal guidance on observing and discussing children’s development and learning. *Growing Great Families: A Family Strengthening, Stress Management, and Life Skills Curriculum* (*Growing Great Families*) 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 *Growing Great Kids for Preschoolers* do not provide a process for ongoing observation of children's development or how to use information from observation to plan future home visits.

**Minimal Evidence**

**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 *Growing Great Families*, but no information on assessment instruments.
### 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.

### 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.

### Peer Support:
Growing Great Kids™ for Preschoolers includes a few short sections that discuss the importance of social support for families (e.g., "Growing Your Support Network... Strengthening Protective Buffers" in Growing Great Families). However, no explicit guidance is offered on how home visitors can bring families together for group socializations.

### 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.
**Curriculum Materials to Support Implementation:** The curriculum includes comprehensive materials and guidance to facilitate understanding of the curriculum. The "Conversation Guides" in Growing Great Families provide home visitors with discussion questions for families. The "HV Notes" are callout boxes in Growing Great Families that provide suggestions to home visitors to highlight certain aspects of activities or areas of development. Additionally, each activity in the Learning Pods provides instructions for implementation.

- **Fidelity Tool:** Growing Great Kids™ for Preschoolers does not offer a fidelity tool. While Growing Great Kids™: Prenatal–36 Months offers fidelity tools to support implementation, the tools are specific to the infant and toddler version of the curriculum.

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**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 Growing Great Kids™ for Preschoolers, there is limited emphasis on family-child relationships as part of the activities in the Learning Pods.

**Active Exploration and Play:** Growing Great Kids™ for Preschoolers provides minimal guidance in the Learning Pods on how to engage children in ongoing active exploration and play. The majority of activities described in the Learning Pods 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.

**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.
### Individualization

_Growing Great Kids™ for Preschoolers_ 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 _Learning Pods_ 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.

### Environment

_Growing Great Kids™ for Preschoolers_ offers minimal guidance on the use of the home as a learning environment to support children's development. _Growing Great Families_ 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.

### Learning Materials

_Growing Great Kids™ for Preschoolers_ 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 _Learning Pods_ are brought into the home by the home visitor. The _Learning Pods_ 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.

### Routines

The curriculum provides specific guidance on how to establish and support developmentally appropriate routines. _Growing Great Families_ 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 _Learning Pods_ provide guidance on supporting routines (e.g., "Evening Routines," "Eating Healthy Foods," "About Health and Nutrition").
<table>
<thead>
<tr>
<th>Cultural Responsiveness</th>
<th>Minimal Evidence</th>
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<tbody>
<tr>
<td><strong>Interactions:</strong> <em>Growing Great Families</em> briefly mentions the importance of home visitors interacting with families from diverse backgrounds and cultures. In a unit called &quot;Family Traditions and Cultural Practices,&quot; 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.</td>
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<tr>
<td><strong>Learning Experiences:</strong> The curriculum provides minimal guidance for planning learning experiences based on a family's traditions, culture, and beliefs. A module from <em>Growing Great Families</em> called &quot;Learning about Family Values and Strengths: Strengthening Family Foundations&quot; describes how home visitors and families can discuss what values the families want to pass on to their children. A few activities in the <em>Learning Pods</em> and curriculum manual address cultural traditions (e.g., &quot;¡Hola Piñata!,&quot; &quot;Growing Great Traditions&quot;), but there is no clear guidance on how home visitors collaborate with families to adapt learning experiences based on their culture.</td>
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<table>
<thead>
<tr>
<th>Linguistic Responsiveness</th>
<th>No Evidence</th>
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<tbody>
<tr>
<td><strong>Linguistic Responsiveness:</strong> <em>Growing Great Kids™ for Preschoolers</em> 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 &quot;may do better on standardized tests,&quot; 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.</td>
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<tr>
<th>Individualization for Children with Disabilities, Suspected Delays, or Other Special Needs</th>
<th>Minimal Evidence</th>
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<tbody>
<tr>
<td><strong>Resources and Referrals:</strong> 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. <em>Growing Great Families</em> mentions the importance of connecting families with resources in the community, if needed (e.g., Advice for home visitors: &quot;You can best support parents by ... partnering with community-based agencies/early intervention services.&quot;). The curriculum does not provide specific guidance for home visitors on how to identify resources or how to support families in a referral process.</td>
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<tr>
<td><strong>Learning Environment:</strong> <em>Growing Great Families</em> 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 &quot;Unique Needs: Being a Parent of a Child with Special Needs&quot; offers general suggestions for parents and mentions the importance of making a &quot;home environment safe and developmentally rich&quot; for children with unique needs.</td>
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</tbody>
</table>
# Parenting Practices and Interventions

The curriculum offers minimal guidance in *Growing Great Families* 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.

## Individualization Based on Interests

- **Minimal Evidence**

  **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 *Learning Pods* 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.

## Individualization Based on Strengths and Needs

- **Minimal Evidence**

  **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 *Growing Great Families* 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.

## Family Goals

- **Moderate Evidence**

  **Family Goals:** The curriculum describes a specific process for how to engage parents in setting goals at the family level. *Growing Great Families* 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.

## Ongoing Assessment of Progress Toward Family Goals

**Ongoing Assessment of Progress Toward Family Goals:** *Growing Great Families* 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.
**Resources and Referrals:** The curriculum briefly describes the importance of connecting families to resources they might need in *Growing Great Families* (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.
## 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/](http://www.greatkidsinc.org/ggk-curriculum/ggk-prenatal-to-36-months-home-visiting/)

### 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
**Curriculum Consumer Report – Home-Based**

**Growing Great Kids™: Prenatal–36 Months**

<table>
<thead>
<tr>
<th><strong>Cost of Curriculum</strong></th>
<th><strong>Available in Other Languages</strong></th>
<th><strong>Target Age</strong></th>
<th><strong>Curriculum Materials Reviewed by Raters</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>The curriculum developers require training in order to purchase the curriculum.</td>
<td><em>Criando Niños Fantásticos: Prenatal–36 Meses:</em> $495 for one curriculum set in addition to training costs</td>
<td>Home-based programs for pregnant mothers and children ages birth to 36 months</td>
<td>Materials from <em>Growing Great Kids™: Prenatal–36 Months</em> were reviewed in 2018. These materials included:</td>
</tr>
<tr>
<td><strong>Cost of Professional Development</strong></td>
<td></td>
<td></td>
<td>• <em>Growing Great Kids™: 1–12 Months</em></td>
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<tr>
<td>Prices for training vary based on group size and participant role.</td>
<td></td>
<td></td>
<td>• <em>Growing Great Kids™: 13–24 Months</em></td>
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<tr>
<td>Contact the publisher for the most updated information on costs of the curriculum and current professional development offerings.</td>
<td></td>
<td></td>
<td>• <em>Growing Great Kids™: 25–36 Months</em></td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>• <em>Growing Great Families: A Family Strengthening, Stress Management, and Life Skills Curriculum</em></td>
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**What Do the Ratings Mean?**

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<thead>
<tr>
<th>Rating</th>
<th>Description</th>
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<tbody>
<tr>
<td>🌟</td>
<td>No evidence</td>
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<tr>
<td>🌟🌟</td>
<td>Minimal evidence</td>
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<tr>
<td>🌟🌟🌟</td>
<td>Moderate evidence</td>
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<tr>
<td>🌟🌟🌟🌟</td>
<td>Full evidence</td>
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</table>
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. More rigorous research is needed in order to establish evidence for positive effects of the Growing Great Kids™ curriculum on child outcomes.

For information on Growing Great Kids™ as a parenting curriculum, please see the Home-Based Parenting Curriculum 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.

**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.
## 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.

### References:

## 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.
Parenting Practices: *Growing Great Kids™* 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.

<table>
<thead>
<tr>
<th>Scope and Sequence</th>
<th>Moderate Evidence</th>
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</table>
| **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.  

**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 *Growing Great Families: A Family Strengthening, Stress Management, and Life Skills Curriculum* (*Growing Great Families*), 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. |
## Alignment with the Head Start Early Learning Outcomes Framework (ELOF)

**Alignment with the ELOF:** A thorough review of all of the curriculum materials in relation to the ELOF domains and sub-domains indicates that *Growing Great Kids™: Prenatal–36 Months* is fully aligned with the ELOF. The learning experiences described in the curricular manuals support children across the ELOF sub-domains.

### Learning Goals for Children

**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.

### Ongoing Child Assessment

**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.

**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 *Growing Great Families*, but no information on assessment instruments.
<table>
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<tr>
<th>Home Visitor-Family Relationships and Interactions</th>
<th>Moderate Evidence</th>
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</table>

**Relationships with Parents and Families:** *Growing Great Kids™* 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.

**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.

**Peer Support:** *Growing Great Kids™: Prenatal–36 Months* includes a few short sections that discuss the importance of social support for families (e.g., "Growing Your Support Network ... Strengthening Protective Buffers" in *Growing Great Families*). 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, *Growing Great Socializations*, that programs can purchase to support group socializations.
## Professional Development and Materials to Support Implementation

<table>
<thead>
<tr>
<th>Professional Development</th>
<th>Full Evidence</th>
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<tbody>
<tr>
<td><strong>Curriculum Consumer Report – Home-Based</strong></td>
<td><strong>Growing Great Kids™: Prenatal–36 Months</strong></td>
</tr>
<tr>
<td>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, &quot;GGK Advanced Practice Integration,&quot; &quot;Fidelity Implementation Training.&quot; The curriculum developers also offer consultation services for individual program needs.</td>
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<tr>
<td><strong>Curriculum Materials to Support Implementation:</strong> Growing Great Kids™ includes comprehensive materials and guidance to facilitate understanding of the curriculum. The &quot;Conversation Guides&quot; in each manual provide home visitors with discussion questions for families. The &quot;HV Notes&quot; 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 Staff Development and Certification Guide) support various aspects of implementation.</td>
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<tr>
<td>- <strong>Fidelity Tool:</strong> 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, GGK Implementation Fidelity Best Practice—for Home Visits, 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.</td>
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## Learning Experiences and Interactions

<table>
<thead>
<tr>
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<tbody>
<tr>
<td>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 &quot;Getting in Sync with My Baby,&quot; home visitors support parents to reflect on their child's cues with a list of questions, such as, &quot;What is my baby feeling or experiencing right now?&quot;</td>
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<tr>
<td><strong>Active Exploration and Play:</strong> Growing Great Kids™ 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).</td>
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</table>
**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.

**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.

| Learning Environments and Routines | 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. |
| 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. |
## Routines: Growing Great Kids™: Prenatal–36 Months
Growing Great Kids™: Prenatal–36 Months 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 Growing Great Families 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).

## Interactions: Growing Great Families
Growing Great Families 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.

## 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 Growing Great Families 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.

## 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.
| Individualization for Children with Disabilities, Suspected Delays, or Other Special Needs | 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 *Growing Great Families*, 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.

Learning Environment: *Growing Great Families* 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.

Parenting Practices and Interventions: The curriculum offers minimal guidance in *Growing Great Families* 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.

| Individualization Based on Interests, Strengths, and Needs | 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. | Minimal Evidence |
**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 *Growing Great Families* 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.

<table>
<thead>
<tr>
<th>Family Development and Well-Being</th>
<th>Moderate Evidence</th>
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<tbody>
<tr>
<td><strong>Family Goals:</strong> The curriculum describes a specific process for how to engage parents in setting goals at the family level. <em>Growing Great Families</em> 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.</td>
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**Ongoing Assessment of Progress Toward Family Goals:** *Growing Great Families* 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.

**Resources and Referrals:** The *Growing Great Kids™* curriculum briefly describes the importance of connecting families to resources they might need in *Growing Great Families* (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.
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](https://parentsasteachers.org/foundational-training-curriculum)

### 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 observation and assessment
- 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
### Cost of Curriculum
Costs for access to the online curriculum materials vary.

### Cost of Professional Development
The curriculum developers require a three-day "Foundational Training" in order 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.

### Availability in Other Languages
A Spanish translation of the curriculum (*Programa de estudios básicos*) is included as part of the curriculum materials.

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.

### Target Age
Home-based programs for pregnant mothers and children birth to 36 months

### Curriculum Materials Reviewed by Raters
Materials from *Parents as Teachers Foundational Curriculum: Prenatal to 3* were reviewed in 2018. These materials included:
- *Parents as Teachers Foundational Curriculum: Prenatal to 3* (online)
- Fillable Forms

### What Do the Ratings Mean?

<table>
<thead>
<tr>
<th>Rating</th>
<th>Description</th>
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<tbody>
<tr>
<td>★</td>
<td>No evidence</td>
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<tr>
<td>★★</td>
<td>Minimal evidence</td>
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<tr>
<td>★★★</td>
<td>Moderate evidence</td>
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<tr>
<td>★★★★</td>
<td>Full evidence</td>
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</table>
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 for the current version of the Parents as Teachers curriculum, which was introduced in 2010. The curriculum has been investigated as part of the Zurich Equity Prevention Project with Parents' Participation and Integration (ZEPPELIN) intervention study (Neuhauser, Ramseier, Shaub, Burkhardt, & Lanfranchi, 2018) and as part of an evaluation of the Parents Possible home visiting program used with families of preschoolers (Lopez & Bernstein, 2016). Studies of prior versions of the curriculum (e.g., Born to Learn) also show evidence for positive child outcomes (e.g., Drotar, Robinson, Jeavons, & Lester Kirchner, 2009; Zigler, Pfannenstiel, & Seitz, 2008), but they are not included in this review because the current curriculum is a substantial update from prior versions.

Other studies presented by the publisher have found positive child outcomes for children whose families participated in Parents as Teachers (e.g., Parents as Teachers, 2016). These studies are not included in this review because they were not published in peer-reviewed journals. More rigorous research investigating the current version of the curriculum is needed in order to establish evidence for positive effects of this curriculum on child school readiness outcomes.

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 Home-Based Parenting Curriculum 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/Default.aspx) review presents information on associations between Parents as Teachers and outcomes in maternal and child health and other domains.

**Rigorous Research Design:** The ZEPPELIN study used an experimental design. The Parents Possible evaluation used a pre-post descriptive design without comparison groups.

**Sample and Generalizability:** 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. The Parents Possible program is located in Colorado. The sample included predominantly White parents, most of low income, and with many reporting Hispanic ethnicity. 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 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. The *Parents Possible* evaluation did not investigate effects on parenting outcomes.

**Child Outcomes:** The ZEPPELIN study analyzed children’s expressive and receptive language development at 12, 24, and 36 months. It found a small positive effect on children's expressive language at 36 months for children whose families participated in *Parents as Teachers*. The *Parents Possible* evaluation investigated the program's effects on preschool children's school readiness, including children's understanding of colors, letters, numbers and counting, sizes and comparison, and shapes. Children whose families participated in *Parents as Teachers* as part of the *Parents Possible* program had a higher percentile rank in all domains after participating in the program than they did at program entry.

**References:**


| Research-Based Curriculum | **Home Visiting Practices and Interactions:** *Parents as Teachers* 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." *Parents as Teachers* 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).

**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. *Parents as Teachers* 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).

| Scope and Sequence | **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. |
**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, *Parents as Teachers* 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.").

<table>
<thead>
<tr>
<th>Alignment with the Head Start Early Learning Outcomes Framework (ELOF)</th>
<th>Alignment with the ELOF: A thorough review of all the curriculum materials indicates that <em>Parents as Teachers</em> 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.</th>
</tr>
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<tbody>
<tr>
<td>Learning Goals for Children</td>
<td>Learning Goals: <em>Parents as Teachers</em> specifies measurable, developmentally appropriate goals for children's learning and development that are consistently supported by the learning experiences. &quot;Child Development Charts&quot; 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 &quot;Goal Setting&quot; resource, the curriculum provides specific guidance on how to engage families in identifying individual goals for their children's learning and development.</td>
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</table>
### 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.

### Standardized and Structured Assessment Instruments

**Parents as Teachers** provides guidance on using the "Milestones by School Readiness" charts as a standardized and structured assessment instrument to regularly assess children's developmental progress. "Guidance for Ongoing Assessment Using the Milestones by School Readiness Domain" describes the importance of parents and home visitors regularly observing children and using the data that they collect to inform home visit planning. This document also provides information on the instrument's reliability and validity, as well as how to use the instrument appropriately for diverse groups of children (e.g., children with disabilities, suspected delays, or other special needs).

### Relationships with Parents and Families

**Parents as Teachers** 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 Parents as Teachers," "The Strengthening Families Approach").
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.

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.

Professional Development: *Parents as Teachers* 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.

Curriculum Materials to Support Implementation: The curriculum provides comprehensive materials and guidance to facilitate understanding and implementation of the curriculum. *Parents as Teachers* 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.

- **Fidelity Tool**: *Parents as Teachers* does not offer a fidelity tool to monitor curriculum implementation.
| Learning Experiences and Interactions | Family-Child Relationship: *Parents as Teachers* 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).

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.

Interactions that Extend Children's Learning: *Parents as Teachers* 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.

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. |
### Learning Environments and Routines

**Evidence Level:** Moderate Evidence

**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"), Parents as Teachers 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.

**Learning Materials:** *Parents as Teachers* 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.

**Routines:** *Parents as Teachers* 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.

### Cultural Responsiveness

**Evidence Level:** Full Evidence

**Interactions:** In several resources throughout the curriculum, *Parents as Teachers* 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.").
### 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).

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<tr>
<th>Linguistic Responsiveness</th>
<th><strong>Linguistic Responsiveness:</strong> Throughout the curriculum materials, including resources for home visitors and parent handouts, Parents as Teachers 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, &quot;Bilingual Families: A Special Advantage&quot; describes the developmental benefits that children gain when they are spoken to in their home language (e.g., &quot;cognitive advantages,&quot; &quot;better selective attention&quot;). A parent handout, &quot;Your Toddler Knows Two Languages,&quot; 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., &quot;Helping Parents Share Music with Their Child&quot;).</th>
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<td><strong>Full Evidence</strong></td>
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| Individualization for Children with Disabilities, Suspected Delays, or Other Special Needs | **Resources and Referrals:** Parents as Teachers 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.  

**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, Interactions Across Abilities: Supporting Families of Children with Special Needs, with more guidance on individualization for children with disabilities, suspected delays, or other special needs. |
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<td><strong>Moderate Evidence</strong></td>
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**Parenting Practices and Interventions:** *Parents as Teachers* 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, *Interactions Across Abilities: Supporting Families of Children with Special Needs*, with more guidance on individualization for children with disabilities, suspected delays, or other special needs.

**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.

**Individualization Based on Strengths and Needs:** *Parents as Teachers* 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.
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<tr>
<th>Family Development and Well-Being</th>
<th>Full Evidence</th>
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<tbody>
<tr>
<td><strong>Family Goals:</strong> <em>Parents as Teachers</em> includes a comprehensive process for setting family-level goals. The &quot;Goal Setting&quot; 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., &quot;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.&quot;).</td>
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<tr>
<td><strong>Ongoing Assessment of Progress Toward Family Goals:</strong> 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 &quot;Goal Setting: Begin with the End in Mind&quot; 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 &quot;Goal Tracking Sheet&quot; is a separate tool for home visitors and includes prompts to record family goals, along with check-in timelines and notes.</td>
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<tr>
<td><strong>Resources and Referrals:</strong> <em>Parents as Teachers</em> provides specific guidance for referring families to resources in the community, particularly in the &quot;Strengthening Families Approach&quot; section of the introductory materials. &quot;Protective Factor 4: Concrete support in times of need&quot; 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.</td>
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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/](https://cpeip.fsu.edu/phb/)

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
### Cost of Curriculum

**Baby’s 1st Year: Months 1–12:** $175/home visitor  
**Baby’s 2nd Year: Months 13–24:** $175/home visitor  
**Toddler’s 3rd Year: Months 25–36:** $175/home visitor

**1st Year Handouts:** $26/family  
**2nd Year Handouts:** $19.50/family  
**3rd Year Handouts:** $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.

### Availability in Other Languages

Parent handouts are available in Spanish for an additional cost:  
**Primer Año del Bebé: Meses 1–12 Folletos para Padres:** $28/family  
**Segundo Año del Bebé: Meses 13–24 Folletos para Padres:** $21/family  
**Tercer Año del Bebé: Meses 25–36 Folletos para Padres:** $21/family

### Target Age

Home-based programs for pregnant mothers and for children from birth to 36 months

### Curriculum Materials Reviewed by Raters

Materials from *Partners for a Healthy Baby* were purchased and reviewed in 2018. These materials included:
- **Baby’s 1st Year: Months 1–12**
- **Baby’s 2nd Year: Months 13–24**
- **Toddler’s 3rd Year: Months 25–36**

### What Do the Ratings Mean?

<table>
<thead>
<tr>
<th>Rating</th>
<th>Description</th>
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<tbody>
<tr>
<td>★</td>
<td>No evidence</td>
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<tr>
<td>★★</td>
<td>Minimal evidence</td>
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<tr>
<td>★★★</td>
<td>Moderate evidence</td>
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<tr>
<td>★★★★</td>
<td>Full evidence</td>
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</table>
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 Partners for a Healthy Baby. 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 Partners for a Healthy Baby curriculum on child outcomes.

For more information on Partners for a Healthy Baby as a parenting curriculum, see the Home-Based Parenting Curriculum Database: https://eclkc.ohs.acf.hhs.gov/parenting/article/parenting-curricula-review-databases.

References:


**Home Visiting Practices and Interactions:** *Partners for a Healthy Baby* 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.

**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.
### Scope and Sequence

| 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."

| Sequence | *Partners for a Healthy Baby* 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. |

### Alignment with the Head Start Early Learning Outcomes Framework (ELOF)

| Alignment with the ELOF | A thorough review of all of the curriculum materials indicates that *Partners for a Healthy Baby* 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. | Moderate Evidence | Full Evidence |
### Learning Goals for Children

**Minimal Evidence**

**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.

### Ongoing Child Assessment

**Minimal Evidence**

**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.

**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.

### Home Visitor-Family Relationships and Interactions

**Minimal Evidence**

**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.
### 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.

### Peer Support

Partners for a Healthy Baby 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.

### Professional Development and Materials to Support Implementation

#### Professional Development

*Partners for a Healthy Baby* 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, *Partners for a Healthy Baby* 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.

#### 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."
- **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.

| Learning Experiences and Interactions | Family-Child Relationship: *Partners for a Healthy Baby* 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.  

**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. |
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.

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.

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.

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.
### Cultural Responsiveness

**Routines:** *Partners for a Healthy Baby* 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.

**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).

**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.

### Linguistic Responsiveness

**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.
| Individualization for Children with Disabilities, Suspected Delays, or Other Special Needs | 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.  
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.  
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. |
|---|---|
| Individualization Based on Interests, Strengths, and Needs | Individualization Based on Interests: *Partners for a Healthy Baby* 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.  
Individualization Based on Strengths and Needs: *Partners for a Healthy Baby* 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. |
<table>
<thead>
<tr>
<th>Family Development and Well-Being</th>
<th>Moderate Evidence</th>
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<tbody>
<tr>
<td><strong>Family Goals:</strong> The curriculum includes some general guidance for home visitors to engage families in setting goals, primarily through resources in the &quot;Family Development&quot; category. A few &quot;Purposes&quot; are specifically designed to support the family in setting goals for themselves (e.g., &quot;Help families identify their dreams and achieve their goals.&quot;). The &quot;Detailed Information Pages&quot; 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., &quot;Making My Dreams Come True,&quot; &quot;Making Changes for Positive Outcomes,&quot; &quot;Making Your Dream Happen: Next Steps&quot;). 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.</td>
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<td><strong>Ongoing Assessment of Progress Toward Family Goals:</strong> <em>Partners for a Healthy Baby</em> 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 &quot;discuss family's progress toward their goals and offer suggestions for overcoming challenges.&quot; Other handouts for families, such as &quot;Facing Challenges&quot; and &quot;Action Plan for Success,&quot; offer general affirmations on tackling issues that may arise (e.g., &quot;Everyone has some rocks on their path to success ... How can you overcome them?&quot;). However, there is no clear, systematic process for engaging families in ongoing assessment of their progress toward reaching their goals.</td>
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<td><strong>Resources and Referrals:</strong> The curriculum briefly describes the importance of connecting families to resources they might need in order to make progress toward future goals (e.g., &quot;provide support [for them] to gain access to services that allow them to put their plans into action&quot;). 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.</td>
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