

Center for Educational and Program Evaluation
Department of Educational and School Psychology
Indiana University of Pennsylvania



Cohort One
Final Report
Assessment Summary
for the *Parent Child Home Program*

ARIN Intermediate Unit #28

July 20, 2005

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Parent Child Home Program
ARIN Intermediate Unit #28
Cohort One, Year Two Program Evaluation:
Mid-Point to Final Evaluation

Center for Educational and Program Evaluation
Department of Educational and School Psychology
Indiana University of Pennsylvania

Program Demographics

Forty-eight children participated in the mid-point evaluation of the Parent and Child Home Program (PCHP), and two children dropped out before final data collection. An examination of the students who dropped out by looking at their scores on the Home Screening Questionnaires (HSQ) revealed that, at the time they dropped out of the program, both children were considered “at risk”.

Overview

The Parent and Child Home Program was independently evaluated by the Center for Educational and Program Evaluation at Indiana University of Pennsylvania. The Institutional Review Board of Indiana University of Pennsylvania approved the program evaluation plan. The program was evaluated in the following ways:

1. Parents completed the *Home Screening Questionnaire*, developed at the John F. Kennedy Child Development Center, School of Medicine, University of Colorado Health Sciences Center, prior to the first home visitor session, at mid-point in the program, and directly following the last home visitor session. The *Home Screening Questionnaire (HSQ)* is a standardized testing instrument based on the *Home Observation of the Measurement of the Environment (HOME)*. Its primary purpose is to screen home environments of children between the ages of birth and six to identify those who are at risk for developmental delays as a result of environmental influences and, thus, to determine if the child is considered “at risk.” This screening allows for early intervention when research indicates that its impact is greatest. The *HSQ* has separate questionnaires for children who are birth to three years old and for those who are three to six years old. The *HSQ* has approximately 30 questions and includes a child’s toy checklist. The instrument takes about 15-20 minutes to complete. Reliability (.86) and validity (.71) coefficients are high for the three to six years old questionnaire. Reliability (.82) and validity (.71) coefficients are also high for the one to three years old questionnaire.
2. The home visitor completed evaluation forms called the *Evaluation of Parent and Child Together (PACT)* as well as the *Evaluation of Child Behavior Traits (CBT)*, following the first home session, at mid-point in the program, and following the last home session. These forms are revised versions of earlier forms received from the grant agency developed for the Parent Child Home Program (PCHP). The forms were revised to make them more user-friendly. The *PACT* form focuses on the relationship between the parent and the child. Some of the areas included in this

form are parent's responsiveness to the child, affection toward the child, communication with the child, consistency with child, and the child's responsiveness to parent. *The Evaluation of the Child's Behavior Traits* focused specifically on the child's behavior, for example, cooperation with adults, attention to tasks, and participation in behaviors and tasks that are age-appropriate.

3. The home visitor *videotaped* the caretaker and child interactions once at the beginning, once at mid-point in the program, and once at the end of the evaluation, during the first, middle, and last six weeks. The Center for Educational and Program Evaluation (CEPE) analyzed these videos by counting the number of verbal interactions and coding them as positive or negative, as well as coding nonverbal interactions between the caregiver and child as positive or negative. Operational definitions are found in Table 1.
4. Parents completed the *Parent Satisfaction Survey*, developed by the Center for Educational and Program Evaluation, at mid-point in the program. This survey includes seven general questions about the program to be rated by parents on a scale from one to five (strongly disagree to strongly agree), one question asking about the overall quality of the program, and two open-ended questions. The Center for Educational and Program Evaluation then *interviewed* parents with questions based on the *Parent Satisfaction Survey*.

Please refer to Appendix A to review copies of protocols related to the assessment procedures.

Mid-Point to Final Comparison, Research Questions:

1. *Did parents'/caregivers' interactions with their children, particularly positive verbal interactions, improve in both quality and quantity as a result of participation in the program?*
2. *Did the number of positive behaviors of children whose parents participated in the program improve as a result of participation?*
3. *Were parents satisfied with the program?*

Results

Research Question One: Verbal and Nonverbal Interactions Between Parent and Child

The result of the *video analysis* indicated that the number and frequency of interactions between parent and child increased.

Comparing the change from the mid-point to final evaluation, the average number of *verbal* interactions (both positive verbal and total verbal) increased from 108 to 203 and from 119 to 208, respectively, for the entire group videotaped. The average time between *verbal* interactions (both positive verbal and total verbal) decreased from

Table 1	
Operational Definitions for Positive and Negative Behaviors	
Positive Verbal Interactions	Negative Verbal Interactions
Praise	Swearing
Encouragement	Degrading comments
Reading	"Shut up"
Singing	Criticism
Narrative talk during play	Dismissing ideas
Questioning	Shouting
Greeting	Sarcasm
Appropriate humor	Blaming the child
Reassurance (ex: uh huh)	
Positive Nonverbal Interactions	Negative Nonverbal Interactions
Smiling	Spanking
Nodding the head	Ignoring when seeking positive attention
Winking	Hitting
Clapping	Avoiding eye contact
Hugs	Facial expressions
Kisses	Avoiding personal touch
Reassuring touch	Uncomfortable silence
Eye contact	Impatience with child (grabbing or completing task for child)
Personal space	
Facial expressions	
Teasing touch	
Modeling	
Raising eyebrows	
Holding child in lap	

approximately fifteen seconds to approximately seven seconds, and from thirteen seconds to seven seconds, respectively, for the entire group videotaped. See Figures 1 and 2. All increases in number of verbal interactions were statistically significant at a level of at least .05.

Although positive verbal interactions between the parent and child increased, the majority of these interactions were in the form of dialogue with, and questioning of the child. For all participants, few of these interactions included praise or encouragement of the child by the parent. However, the number of instances of praise and/or encouragement observed in the video analysis rose from an average of 2.7 instances per session at the mid-point evaluation to 5.2 at the final evaluation.

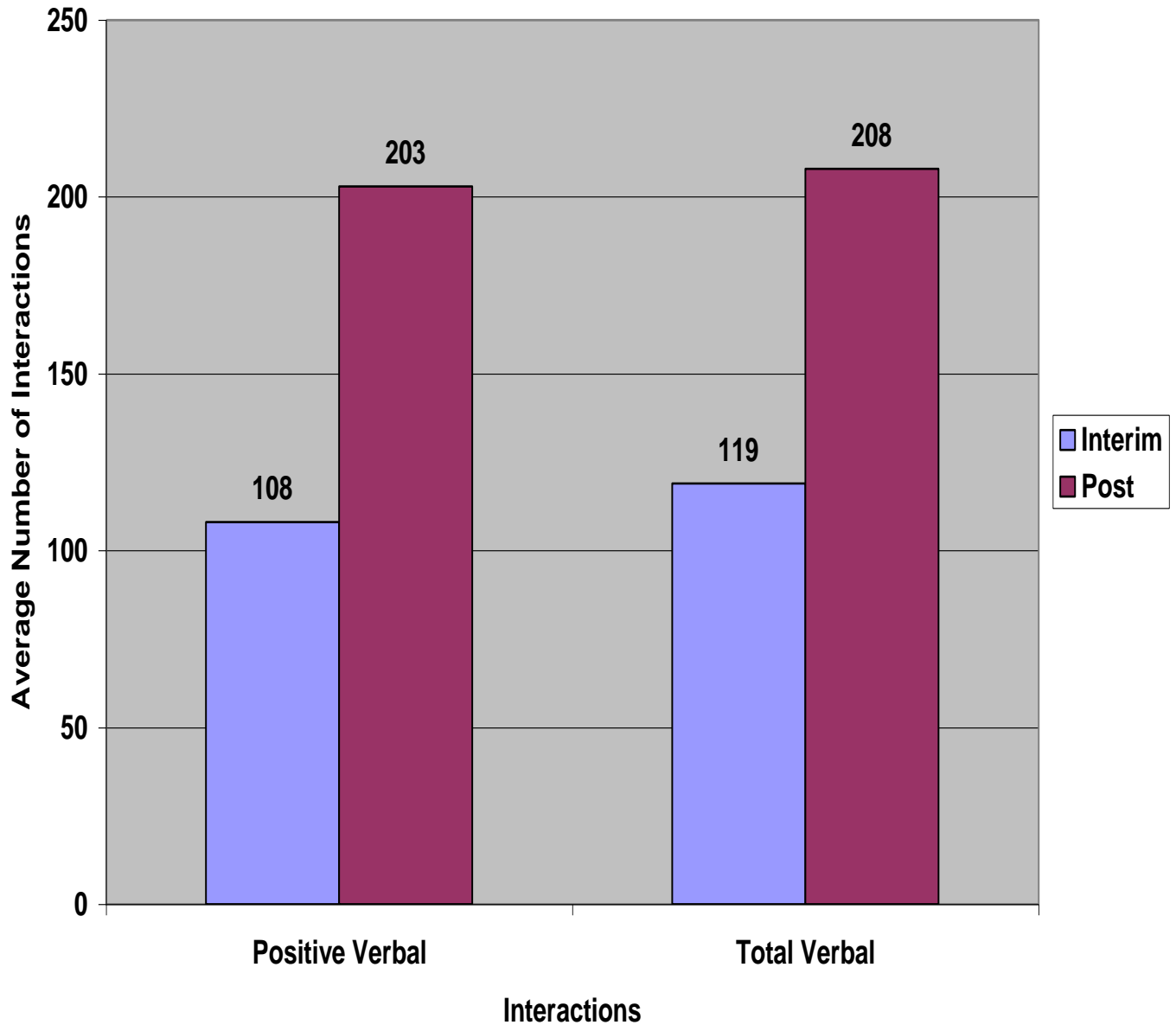
Comparing the change in *nonverbal* interactions from mid-point to final evaluation demonstrated that the average number of *positive nonverbal* interactions per session increased from 15.1 to 16.7 for the entire group videotaped. Similarly, the average number of *total nonverbal* interactions increased from 17.3 to 18.2 for the entire group videotaped. The average time between *nonverbal* interactions (both positive nonverbal and total nonverbal) decreased from approximately one minute, 55 seconds to approximately one minute, 25 seconds, and from approximately one minute, 19 seconds to approximately one minute 17 seconds, respectively, for the entire group. See Figures 3 and 4.

The final evaluation of the *Parent and Child Together* instrument administration indicated that, for all items, substantial positive change occurred since the mid-point evaluation. While the majority of responses on the PACT form were in the *most of the time/always* categories at the mid-point evaluation, an even greater percentage of post-assessment responses fell within this category. This indicates that parents were increasingly displaying more appropriate parenting behaviors as described on the form upon their completion of year two of the program. Statistical analysis of significance was completed for each of the 20 items on the PACT from the mid-point to the final evaluation. Change in responses from the mid-point assessment to the post assessment was significant at a level of at least .05 for 19 of the 20 items. Only item number five, *Parent does not yell, nag, or use harmful words with the child*, was found to be insignificant in the amount of change that occurred from mid-point to post assessment. The program evaluators postulated that question number five may have been interpreted by the program participants in a manner that was not intended, as some of the answer choices (i.e. never, sometimes) presented the participants with an ambiguous double negative.

Mid-Point and post results for each of these 20 parenting activities are graphically presented in Appendix B. Examples of items that demonstrated considerable improvement from mid-point to post assessment include:

- *Parent explains rationale for directions/expectations to the child* (mid-point, never/sometimes 45%, most of the time/always 54%; post, never/sometimes 13%, most of the time/always 87%);

Figure 1
**Average Number of Verbal Interactions
Positive Verbal and Total Verbal
Mid-Point and Post***



*Statistically significant at the .05 level

Figure 2
Average Time Between Verbal Interactions
Positive Verbal and Total Verbal
Mid-Point and Post
 (shorter bars indicate more interactions)

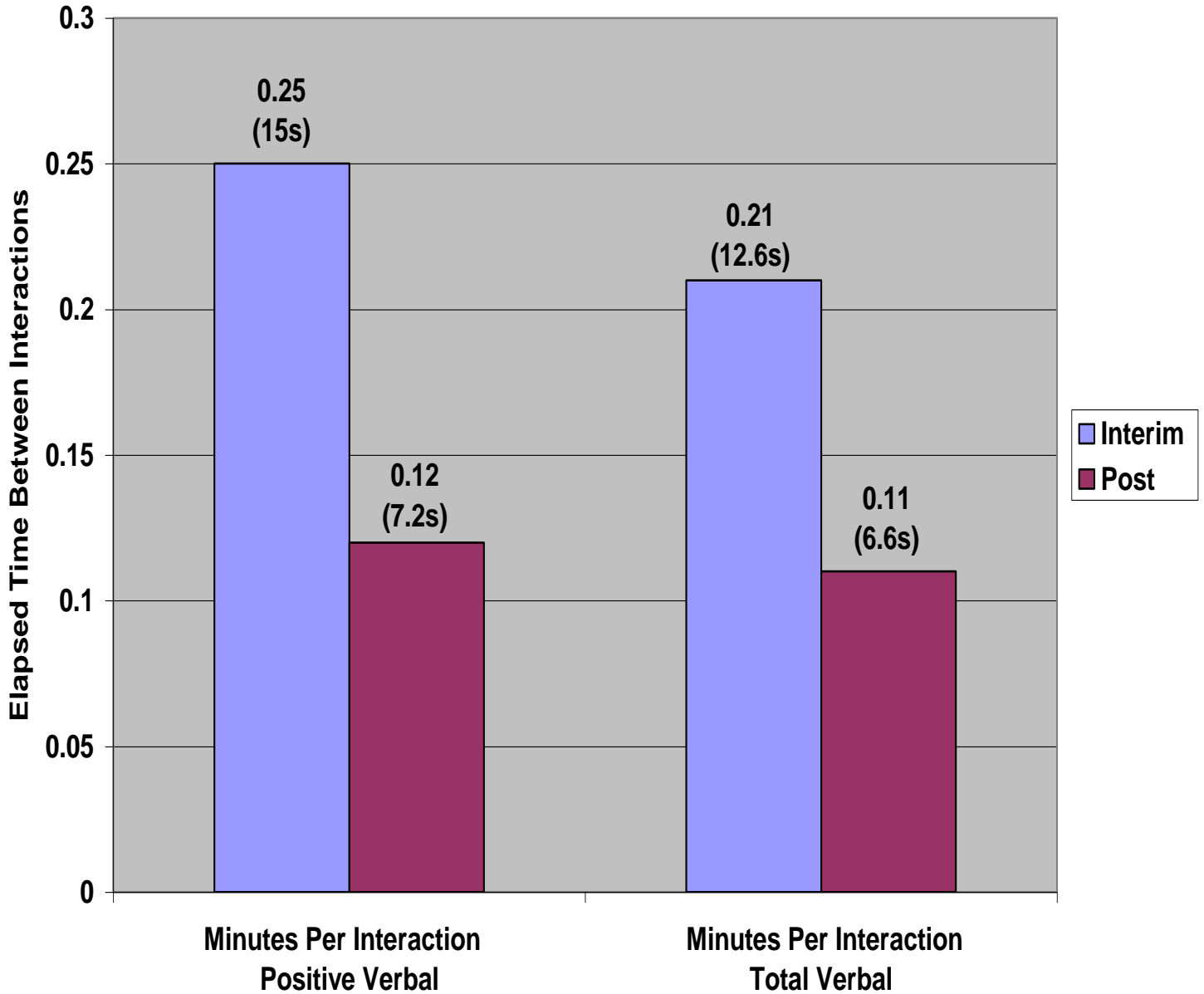


Figure 3
Average Number of Nonverbal Interactions
Positive Nonverbal and Total Nonverbal
Mid-Point and Post

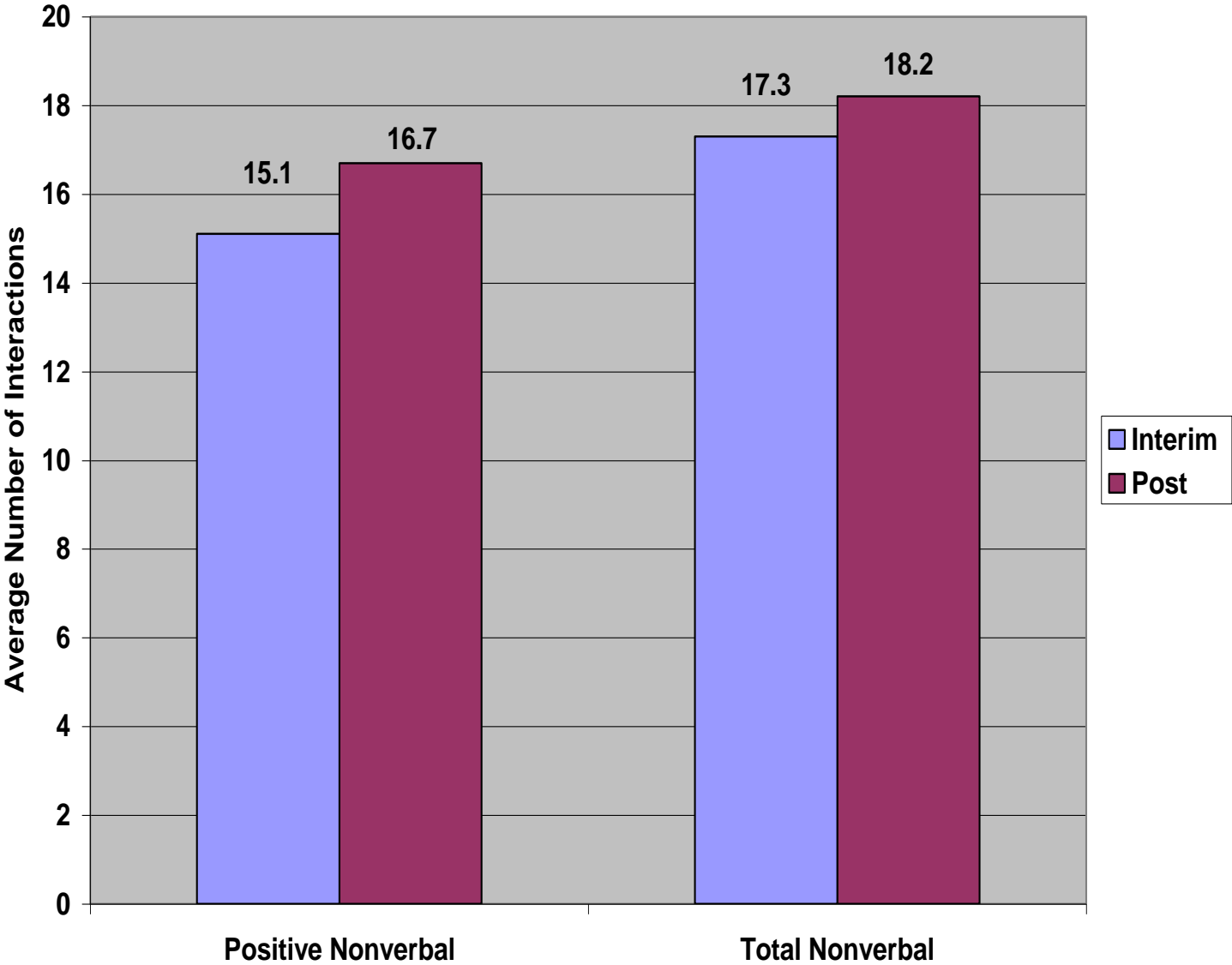
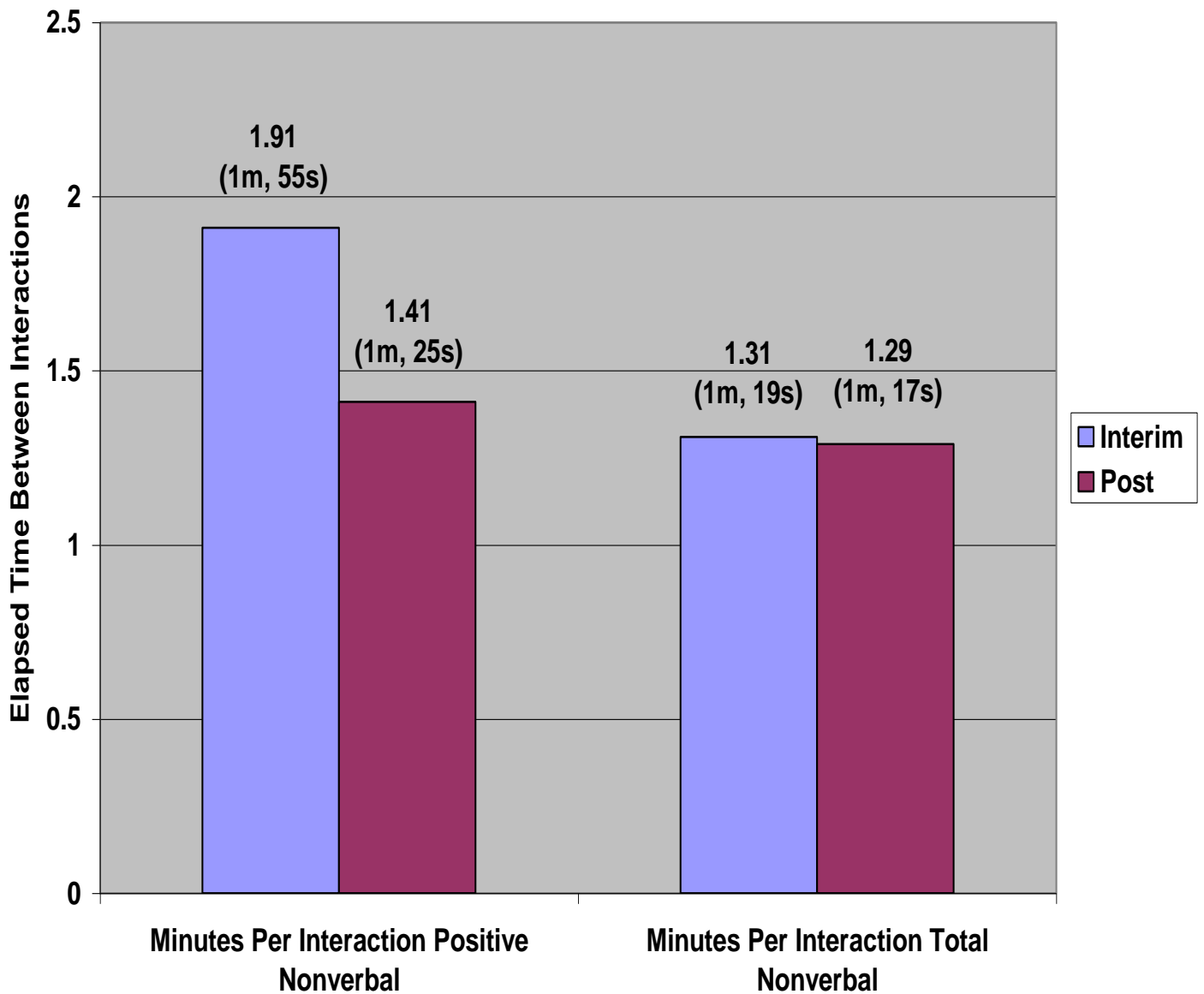


Figure 4
Average Time Between Nonverbal Interactions
Positive Nonverbal and Total Nonverbal
Mid-Point and Post



- *Parent verbalizes affection toward the child* (mid-point, never/sometimes 29%, most of the time/always 72%; post-never/sometimes 13%, most of the time/always 87%);
- *Parent's directions gain the child's attention* (mid-point-never/sometimes 46%, most of the time/always 55%, post-never/sometimes 17.5%, most of the time/always 82.5%);
- *Parent trains child to perform age appropriate activities (e.g. shows child how to stack blocks, shows child how to put blocks away when finished)* (mid-point-never/sometimes 24%, most of the time/always 76%, post-never/sometimes 9%, most of the time/always 91%);
- *Parent provides a verbal rationale for obedience* (mid-point-never/sometimes 44%, most of the time/always 56%, post-never/sometimes 15%, most of the time/always 85%);
- *Parents listen to child's reaction to a directive and react appropriately* (mid-point-never/sometimes 31%, most of the time/always 69%; post-never/sometimes 11%, most of the time/always 89%);

Research Question Two: Positive Behaviors

Positive behaviors of children increased dramatically on all indicators as evidenced by post-assessment. While the majority of mid-point assessment responses on the *CBT* form were in the *most of the time/always* category, an even greater percentage of the post-assessment responses were in the *most of the time/always* categories. This indicates that, upon completion of year two of the program, children were displaying more appropriate behaviors, such as cooperation with adults, attention to tasks, and participation in behaviors and tasks that are age-appropriate. Statistical analysis of significance was completed for each of the 20 behavior traits on the *CBT*. Only item number seven, "Is cooperative with adults" showed no significant difference between mid-point and post assessment. The remaining 19 items were all statistically significant at a level of at least .05.

Mid-point and post results for each of these 20 behavior traits are graphically presented in Appendix C. Examples of items that demonstrated considerable improvement from mid-point to post assessment include:

- *Approaches play in a systematic way (e.g. empties the pieces from a puzzle before solving)*, (mid-point-never/sometimes 24%, most of the time/always 75%, post-never/sometimes 9%, most of the time/always 91%);
- *Smiles and laughs when involved in play activities* (mid-point- never/sometimes 22%, most of the time/always 78%, post-never/sometimes 4%, most of the time/always 96%);
- *Understands and completes activities that are developmentally appropriate (e.g. makes a puzzle, builds with blocks, etc.)*, (mid-point- never/sometimes 25%,

most of the time/always 76%, post- never/sometimes 7%, most of the time/always 93%);

- *Initiates interaction or responds to others with little hesitation (e.g. interacts and does not avoid others)*, (mid-point-never/sometimes 43%, most of the time/always 57%, post-never/sometimes 13%, most of the time/always 87%);
- *Moods are appropriate to situations* (mid-point-never/sometimes 30%, most of the time/always 71%, post-never/sometimes 13%, most of the time/always 87%);

Research Question Three: Parent Satisfaction

Forty parents completed the *Parent Satisfaction Survey* upon the completion of their participation in the Parent and Child Home Program. Table 2 summarizes the results. Overall, parents were highly satisfied with the program (100%).

- One hundred percent of the respondents agreed or strongly agreed that the organization of the program was good.
- One hundred percent of the respondents agreed or strongly agreed that they and their child had good experiences in the program.
- One hundred percent of the respondents agreed or strongly agreed that the ideas and activities in the program were good.
- One hundred percent of the respondents agreed or strongly agreed that the home visitors in the program were knowledgeable.
- One hundred percent of the respondents agreed or strongly agreed that the materials used were helpful to their child.
- One hundred percent of the respondents agreed or strongly agreed that they would recommend the program to others.
- One hundred percent agreed or strongly agreed that the program provided valuable learning experiences for the parent and child.
- One hundred percent rated the overall quality as good or excellent.

Parents and caregivers were also asked to respond to two open-ended questions. Appendix F contains a list of all comments made in response to these questions. Responses were generally positive.

In response to the first question, “What did you like most about this program?”, answers included statements related to:

- The quality of the toys and books supplied by the program (35%)
- The program as a valuable learning experience (30%)
- Families’ appreciation of the Home Visitor, personally, and their roles (25%)
- Appreciation of the increase in time spent between parent and child (13%)

In response to the second question, “Do you have any suggestions for improvement?”, answers included:

- No suggestions to improve the program (48%)
- Suggestions that the home visits be longer, more frequent, or that the program expand its age range to include siblings (15%)
- Suggestions for improving the quality of the games or crafts (13%)

Table 2
Summary of Parent and Child Home Program
Satisfaction Survey*
End of Year Two

	Strongly Disagree 1	Disagree 2	No Opinion 3	Agree 4	Strongly Agree 5
The organization of this program was good.				5 (12.5%)	35 (87.5%)
My child and I had good experiences in this program.				3 (7.5%)	37 (92.5%)
The ideas and activities in this program were good.				3 (7.5%)	37 (92.5%)
The home visitors in this program were knowledgeable.				4 (10.0%)	36 (90.0%)
The materials used were helpful to my child.				5 (12.5%)	35 (87.5%)
I would recommend this program to others.				3 (7.5%)	37 (92.5%)
Overall, this program provided valuable learning experiences for my child and myself.				3 (7.5%)	37 (92.5%)

	Poor	Fair	Average	Good	Excellent
Overall, I would rate the quality as				3 (15.0%)	17 (85.0%)

*n=40

- Suggestions to remove toys or activities with small parts (5%)

Eight parents or caregivers were randomly selected to complete the *Parent Interviews*. The complete list of participant responses and a summary of these responses are included in Appendix G. Overall, responses were highly positive.

Results indicated that, related to the value of the program, most parents felt that:

- Their child learned a great deal
- The one-on-one interaction was beneficial
- The crafts were helpful
- The home visitor was a valuable asset

Related to what was learned, most parents felt that they or their child learned:

- New ways to assist their child
- Basic information
- New ways to interact with others

Related to the supplemental materials, most parents felt that:

- Their child liked or loved the toys and books
- The child learned from the toys and books
- The toys and books helped the parent teach the child
- All of the books and puzzles should continue to be used in the program.

In general, most parents:

- Felt that the role of the home visitor was to teach the parent and child new skills and to make friends with the child
- Felt that further academic instruction should be included
- Valued the improvement in the relationship with their child
- Felt that learning by the child or parent was an important aspect
- Felt that that the program was a good experience, overall
- Felt that no improvements to the role of the home visitor were necessary
- Indicated that they would like to have more time with the home visitor and have a wider range of ages of children accepted into the program

All parents indicated that they would recommend this program to a friend because:

- It was a positive and educational experience for their child
- The crafts and toys were useful
- It provided valuable time for the parent and child together

All parents felt that it was very important the program took place in the home because of:

- The comfort level of the home
- The convenience of the location

Conclusion

The Parent and Child Home Program, Year Two, served populations who were considered at risk for academic failure from Indiana and Armstrong counties in the state of Pennsylvania.

- Overall, positive parent behaviors increased dramatically on all indicators.
- Number of verbal interactions between parent and child increased significantly (.05).
- The number of instances of praise and/or encouragement observed increased from the mid-point to final evaluation.
- Positive behaviors of children increased dramatically on all indicators.
- Parents were highly satisfied with the program as indicated by surveys and interviews.

Cohort One, Year Two Program Evaluation

Pre to Final Assessment

Center for Educational and Program Evaluation
Department of Educational and School Psychology
Indiana University of Pennsylvania

Overall Program Demographics

Sixty-nine children participated in the first cohort group of the Parent and Child Home Program (PCHP). Sixty-one children participated in initial data collection, two children entered the program after initial data was collected and six children dropped out before initial data collection. Fifteen more children dropped out before mid-point evaluation at the end of year two, and two children dropped out between mid-point and final data collection at the end of year three. Overall, of the 69 children who entered the program, 46 completed it. An examination of the students who dropped out by an evaluation of these 23 student's Home Screening Questionnaires (HSQ) revealed that, at the time they dropped out of the program, 11 were considered "at risk", 11 were "not at risk", and one did not complete the HSQ.

Final Evaluation Research Questions:

1. *Did parents'/caregivers' interactions with their children, particularly positive verbal interactions, improve in both quality and quantity as a result of participation in the program?*
2. *Did the home environments of participants improve relative to quality practices for parenting as a result of program participation?*
3. *Did the number of positive behaviors of children whose parents participated in the program improve as a result of participation?*

Results: Pre to Post Assessment

Research Question One: Verbal and Nonverbal Interactions Between Parent and Child

The result of the *video analysis* indicated that the number and frequency of interactions between parent and child increased.

The average number of *verbal* interactions (both positive verbal and total verbal) increased from 5.9 to 203 and from 6 to 208 at the final evaluation, respectively, for the entire group videotaped. The average time between *verbal* interactions (both positive verbal and total verbal) decreased from approximately five minutes to seven seconds, at the final evaluation, for the entire group videotaped. All increases in number and

frequency of verbal interactions were found to be statistically significant at a level of at least .001. See Figures 5 and 6.

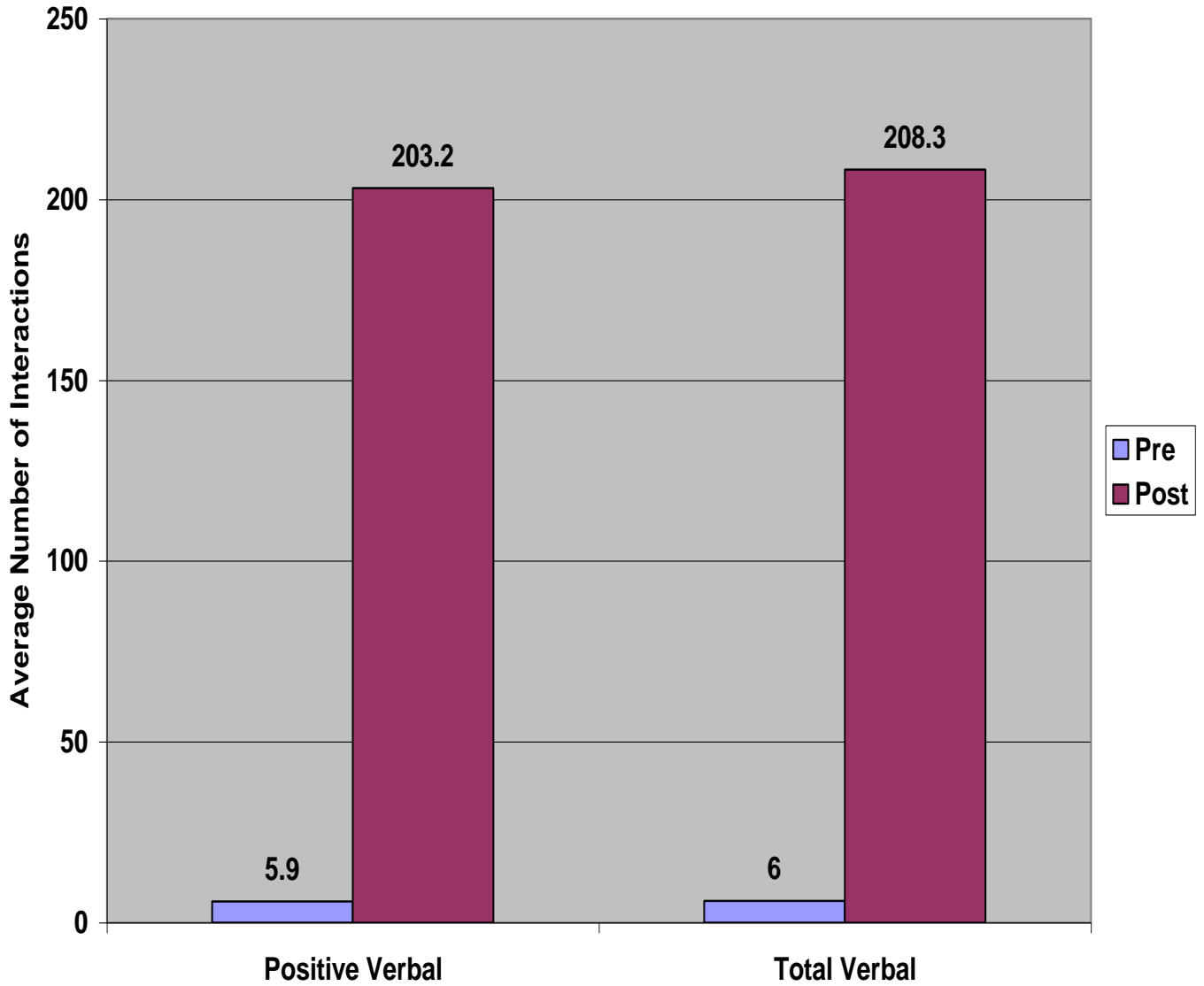
The average number of *positive nonverbal* interactions increased from 8.3 to 16.7, at the final evaluation, for the entire group videotaped. Likewise, the average number of *total nonverbal* interactions increased from 8.4 to 18.2, at the final evaluation, for the entire group videotaped. The average time between *nonverbal* interactions (both positive nonverbal and total nonverbal) decreased from approximately four minutes to approximately a minute and a half, and from approximately four minutes to approximately one minute, respectively. See Figures 7 and 8. All increases in number of nonverbal interactions were found to be statistically significant at a level of at least .05.

The final evaluation of the *Parent and Child Together* instrument administration indicated that, for all items, substantial positive change occurred from initial to final evaluation. While the majority of the baseline responses on the PACT form were in the *sometimes/most of the time* categories, the majority of post-assessment responses were in the *most of the time/always* categories. This indicates that parents were displaying more appropriate parenting behaviors as described on the form upon their completion of year two of the program. Statistical analysis of significance was completed for each of the 20 items on the PACT, from the initial to the final evaluation. Change in responses from the pre to the post assessment was significant at a level of at least .001 for each of the 20 items.

Pre and post results for each of these 20 parenting activities are graphically presented in Appendix D. Examples of items that demonstrated considerable improvement from pre to post assessment include:

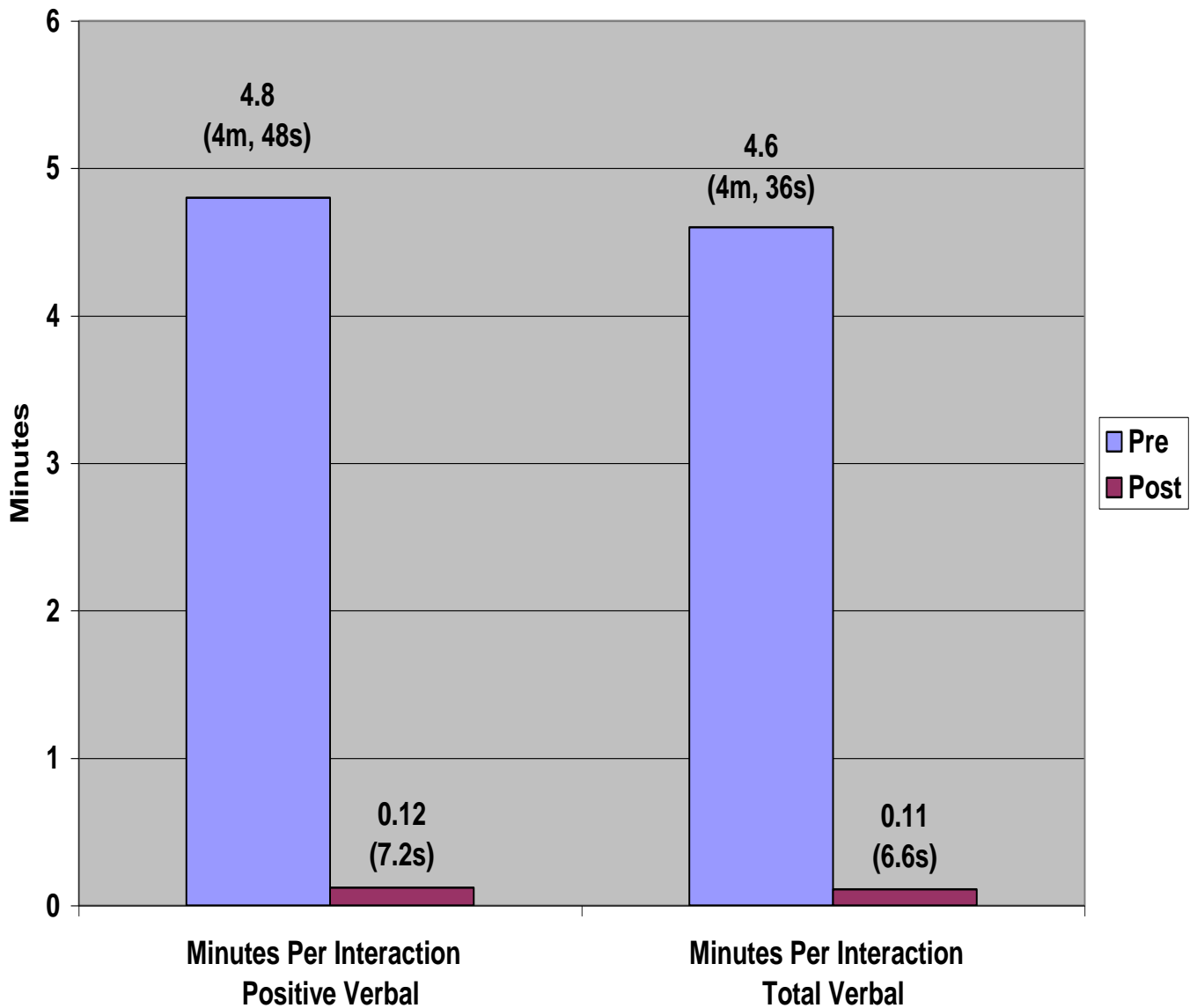
- *Parent does not help child with tasks that that parent knows the child is able to do for him/herself* (pre-never/sometimes 79%, most of the time/always 22%; post-never/sometimes 14%, most of the time/always 87%);
- *Parent clearly verbalizes expectations to the child* (pre-never/sometimes 76%, most of the time/always 24%; post-never/sometimes 13%, most of the time/always 87%);
- *Parent's directions gain the child's attention* (pre-never/sometimes 67%, most of the time/always 33%, post-never/sometimes 18%, most of the time/always 83%);
- *Parent encourages child to perform activities that the child can do independently* (pre-never/sometimes 65%, most of the time/always 35%, post-never/sometimes 11%, most of the time/always 89%);
- *Parent provides a verbal rationale for obedience* (pre-never/sometimes 72%, most of the time/always 28%, post-never/sometimes 15%, most of the time/always 85%);

Figure 5
**Average Number of Verbal Interactions
Positive Verbal and Total Verbal
Pre and Post***



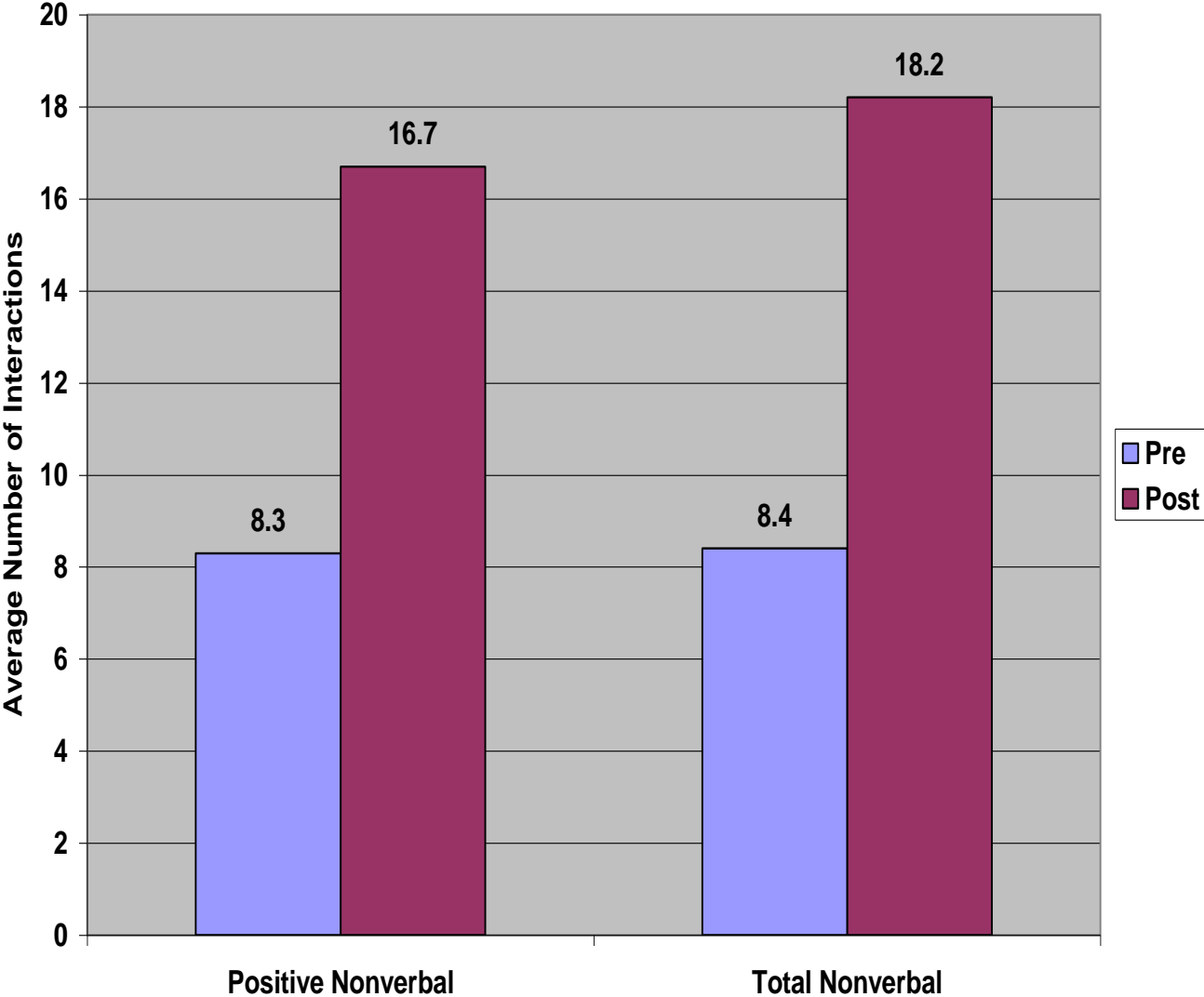
*Statistically significant at the .001 level

Figure 6
Average Time Between Verbal Interactions
Positive Verbal and Total Verbal
Pre and Post*
 (shorter bars indicate more interactions)



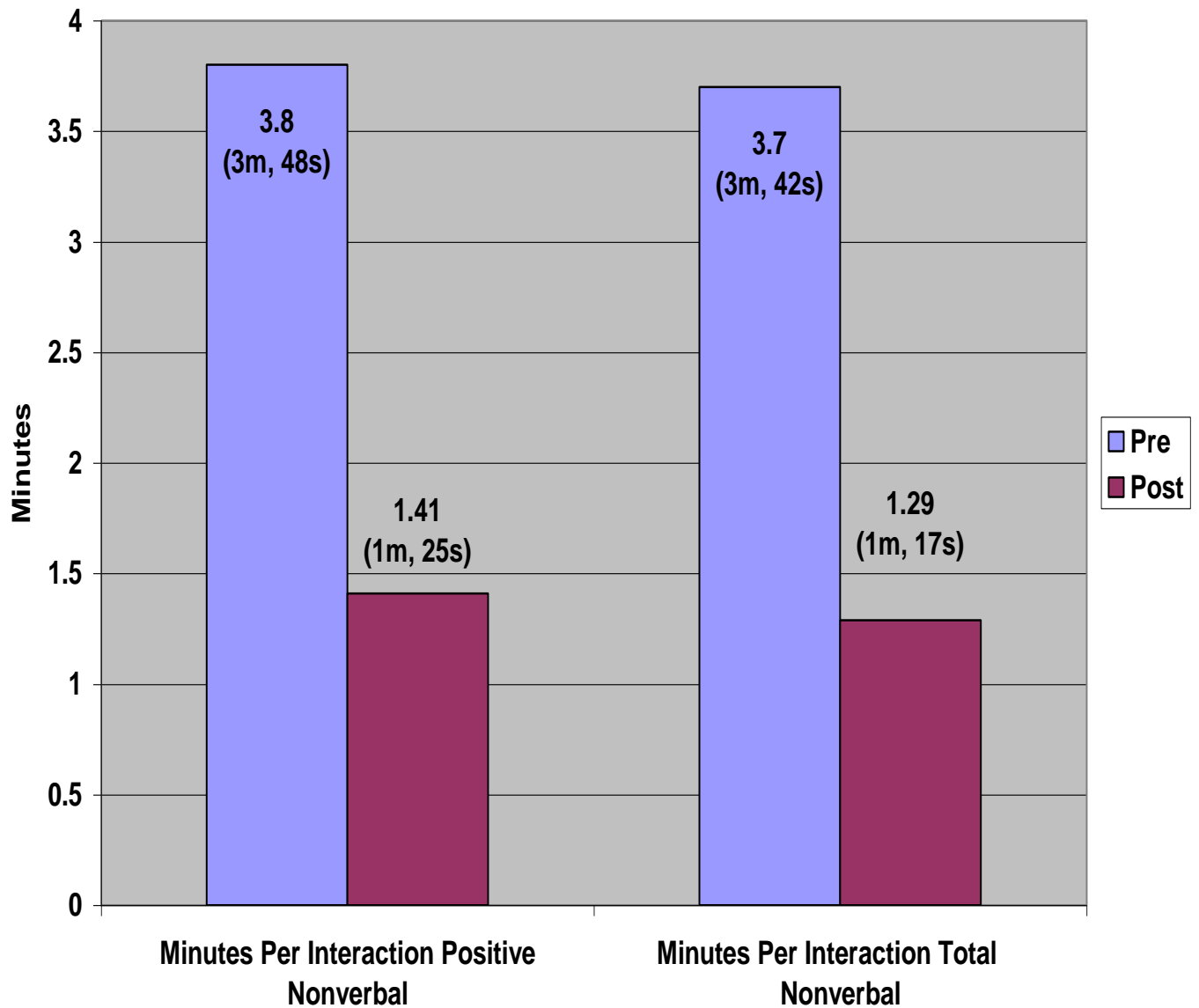
*Statistically significant at the .001 level

Figure 7
Average Number of Nonverbal Interactions
Positive Nonverbal and Total Nonverbal
Pre and Post*



*Statistically significant at the .05 level

Figure 8
Average Time Between Nonverbal Interactions
Positive Nonverbal and Total Nonverbal
Pre and Post



Research Question Two: Home Environments

Forty-two families completed both pre and post assessments of the standardized *Home Screening Questionnaire*. However, one was found to be incomplete and, thus, 41 questionnaires were scored. The measured quality of the home environment improved for all but one participant. Seventeen of these 41 children (41 percent) were identified as “at risk” at program start. At the completion of the program, only eight (20 percent) were found to still be at risk. See figure 9. Of the seventeen who were initially at-risk, nine (53 percent) were identified as “not at risk” after two years. When breaking down the study population age groups, there were 36 children in the 0-3 age group at baseline data collection. Thirteen of these 36 (36 percent) were identified as “at risk” at pre assessment and seven (54 percent) moved to “not at risk” at post assessment. Among the 3-4 year olds, four of the five children (80 percent) were identified as “at risk” at pre assessment and two of these four (50 percent) moved to “not at risk” upon completion of post assessment. See Figure 10. No statistical analysis was run on the 0-3 age group due to the change in rating scales from pre to post assessment. Likewise, no statistical test was run on the 3-4 age group due to the small sample size.

Research Question Three: Positive Behaviors

Positive behaviors of children increased dramatically on all indicators as evidenced by post-assessment. While the majority of baseline responses on the *CBT* form were in the *sometimes* category, the majority of the post-assessment responses were in the *most of the time/always* categories. This indicates that, upon completion of year two of the program, children were displaying more appropriate behaviors, such as cooperation with adults, attention to tasks, and participation in behaviors and tasks that are age-appropriate. Statistical analysis of significance was completed for each of the 20 behavior traits on the CBT. All 20 items were all statistically significant at a level of at least .001.

Pre and post results for each of these 20 behavior traits are graphically presented in Appendix E. Examples of items that demonstrated considerable improvement from pre to post assessment include:

- *Accepts or seeks help from other children or adults when experiencing difficulty with a task* (pre-never/sometimes 82%, most of the time/always 18%, post-never/sometimes 18%, most of the time/always 82%);
- *Is cooperative with adults* (pre-never/sometimes 65%, most of the time/always 36%, post-never/sometimes 17%, most of the time/always 83%);
- *Expresses strong positive or negative feelings appropriately (e.g. expresses anger without a temper tantrum)* (pre-never/sometimes 69%, most of the time/always 31%, post-never/sometimes 26%, most of the time/always 74%);
- *Tolerates necessary frustration (e.g. awaiting turn at a game)* (pre-never/sometimes 86%, most of the time/always 13%, post-never/sometimes 30%, most of the time/always 70%);

Figure 9
**Percentage of Children Judged at-risk Before
and After Program by HSQ Screening**

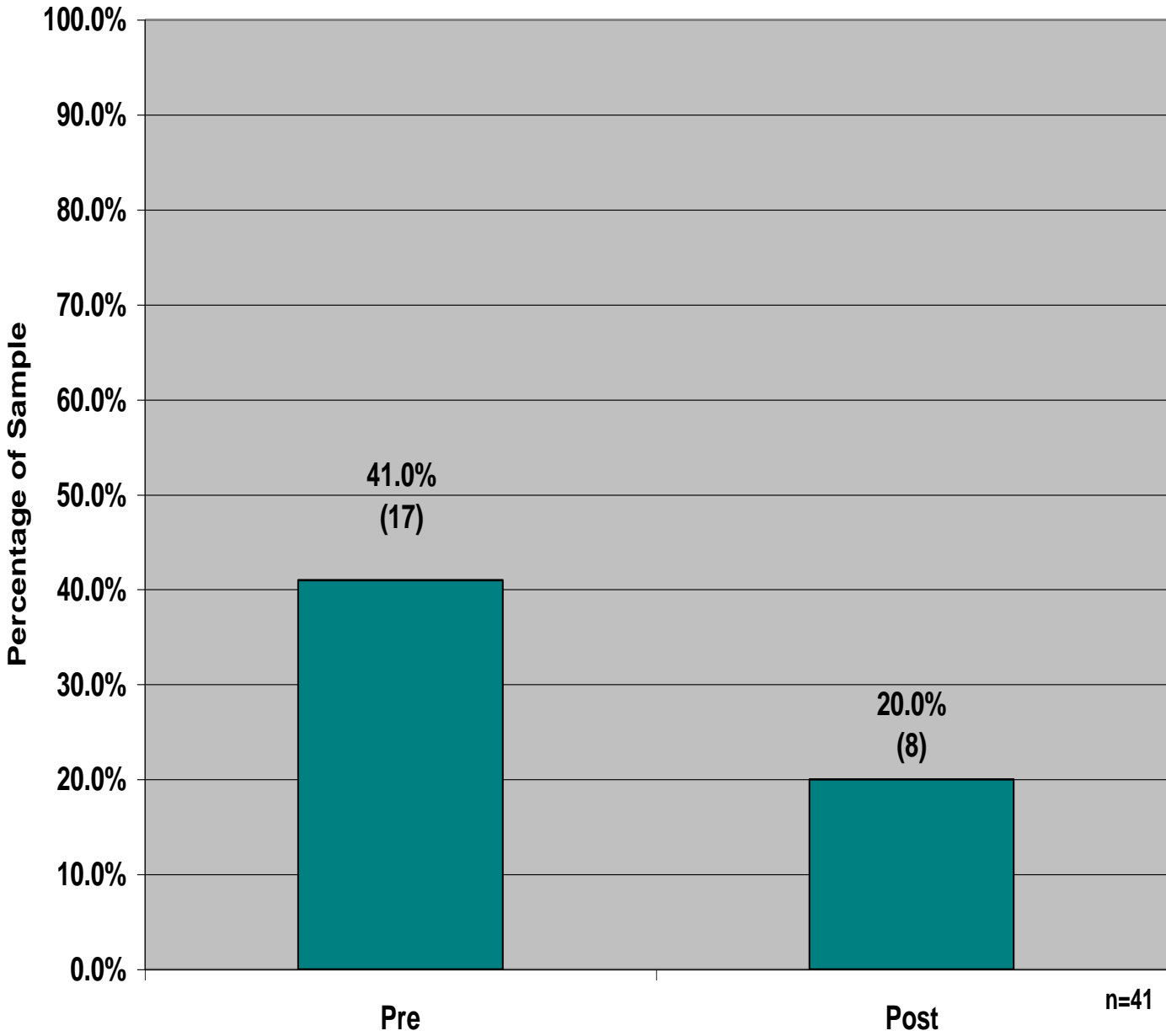
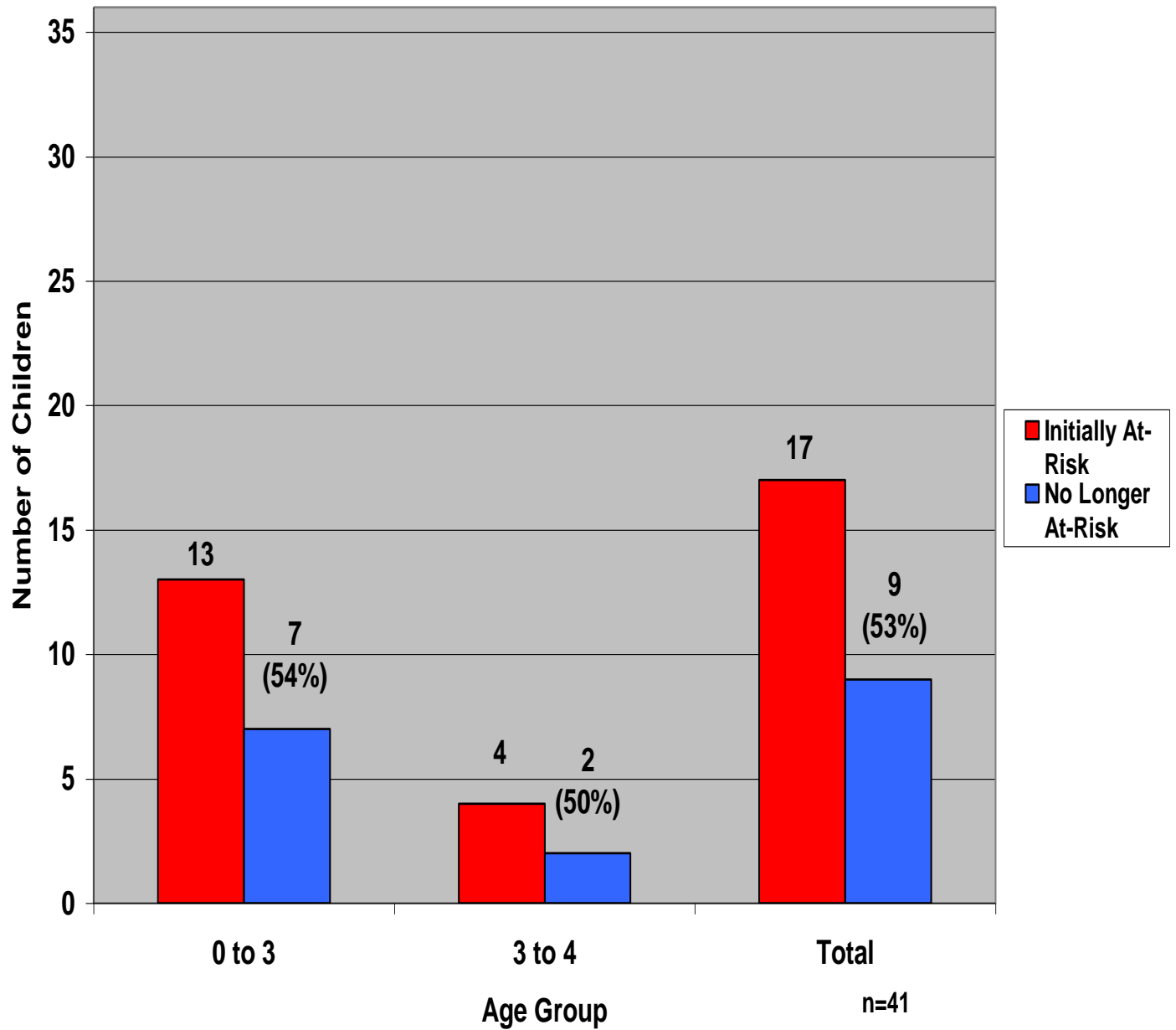


Figure 10
HSQ Results
Year Two Children Evaluated At-Risk



- *Initiates interaction or responds to others with little hesitation (e.g. interacts and does not avoid others)* (pre-never/sometimes 68%, most of the time/always 32%, post-never/sometimes 13%, most of the time/always 87%);

Conclusion

The Parent and Child Home Program, Year One, served populations who were considered at risk for academic failure from Indiana and Armstrong counties in the state of Pennsylvania.

- Overall, positive parent behaviors increased dramatically on all indicators.
- The number and frequency of positive interaction between parent and child increased significantly (.001).
- The quality of the home environment (as rated by standardized assessment) also improved for most participants.
- Fifty-three percent of children who were initially identified as at risk are no longer at risk.
- Positive behaviors of children increased dramatically on all indicators.
- Parents were highly satisfied with the program as indicated by surveys and interviews.

Appendix A

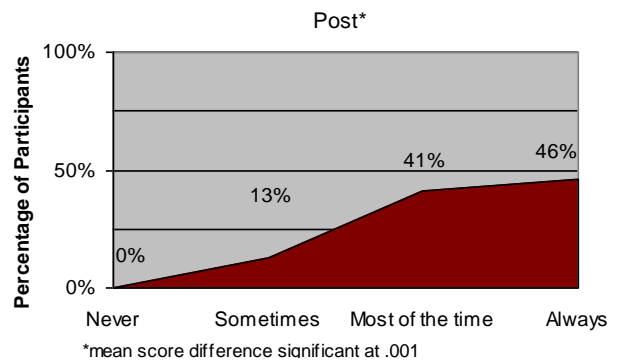
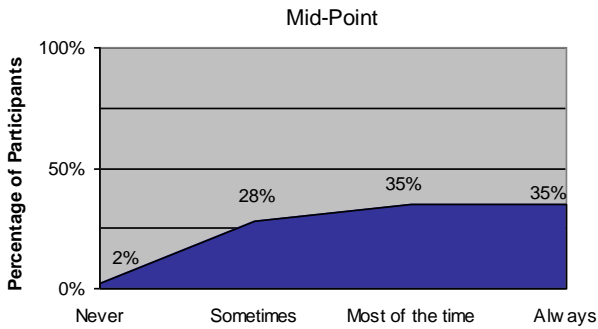
Home Screening Questionnaire, 0-3 years
Home Screening Questionnaire, 3-6 years
Parent and Child Together
Evaluation of Child's Behavior Traits
Parent and Child Home Program Satisfaction Survey
Parent Interview Form

Appendix B

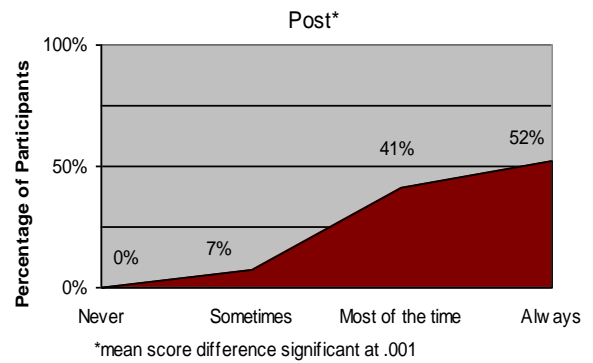
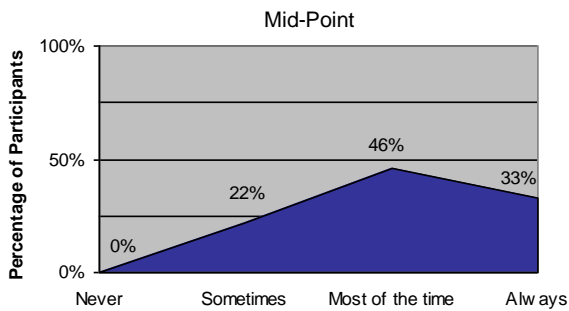
Parent and Child Together (PACT)
Mid-Point and Post Graphs

Evaluation of Parent and Child Together (PACT) by Question

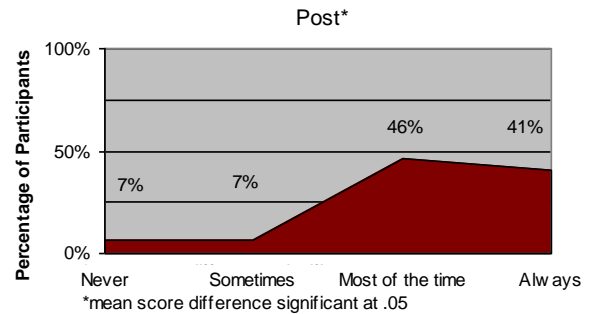
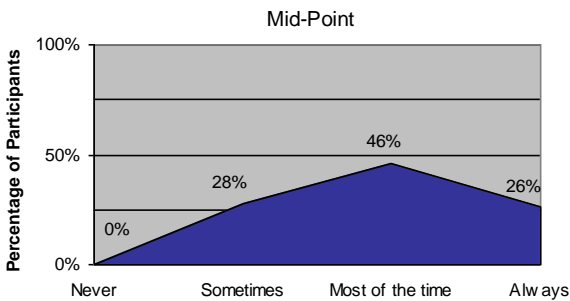
1. Parent gives child directions and encourages child to follow them



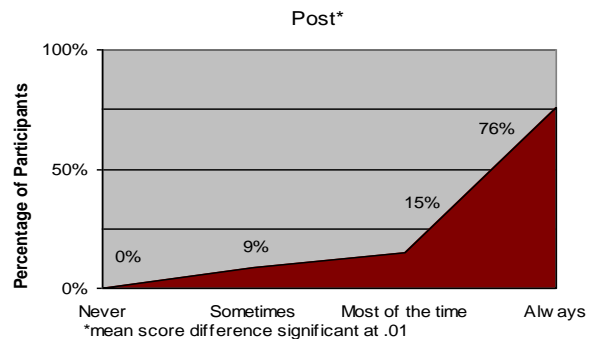
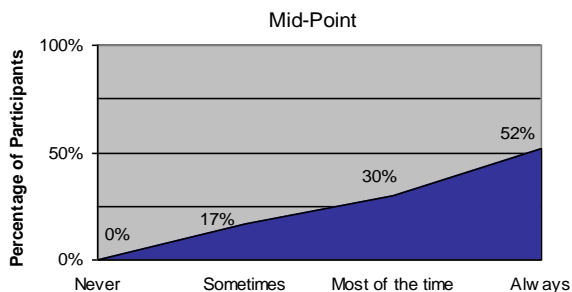
2. Parent responds verbally to child's verbal or nonverbal request for attention



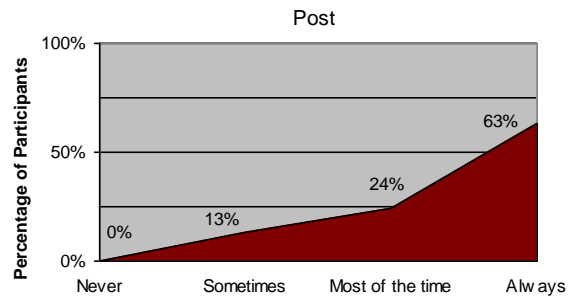
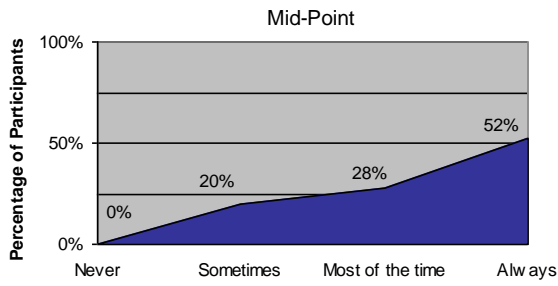
3. Parent does not help child with tasks that the parent knows the child is able to do for him/herself



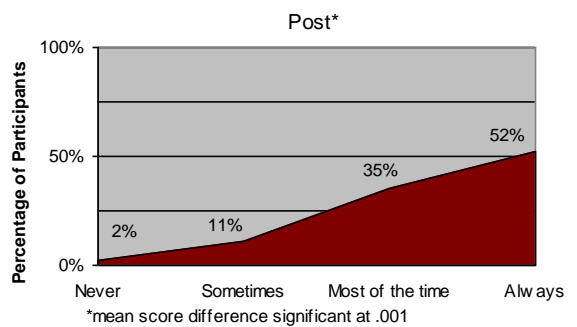
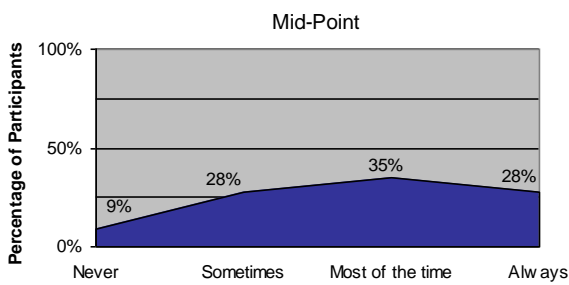
4. Parent shows warmth toward child



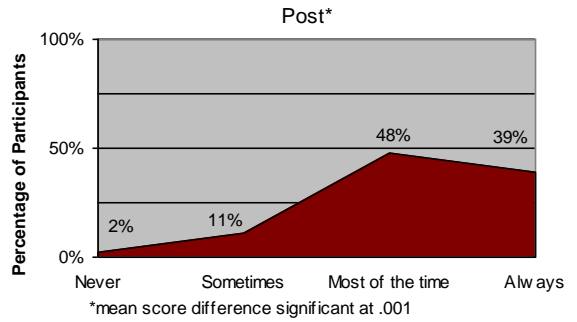
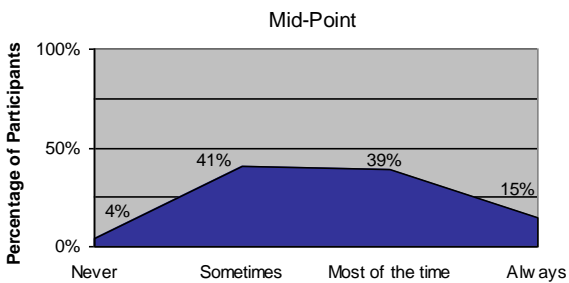
5. Parent does not yell, nag, or use harmful words with the child



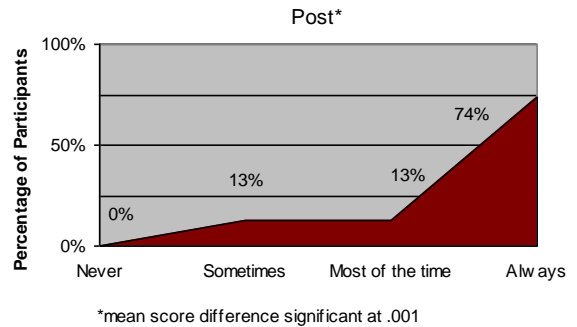
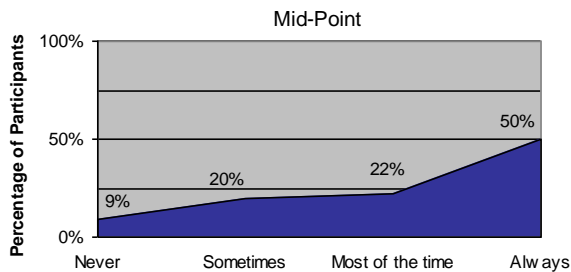
6. Parent clearly verbalizes expectations to the child



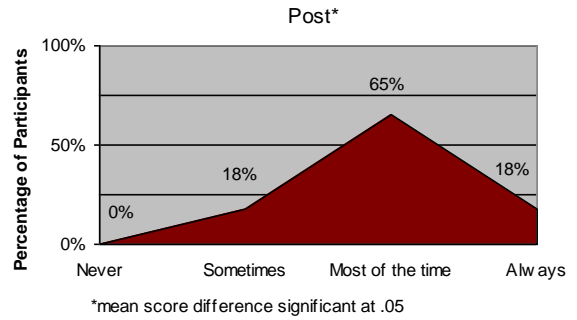
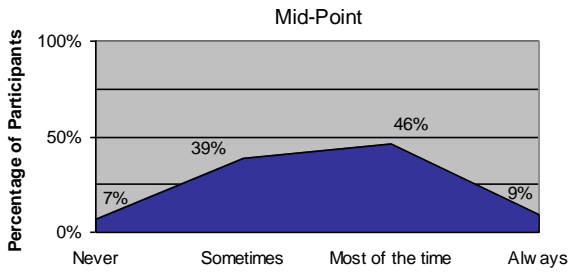
7. Parent explains rationale for directions/expectations to the child



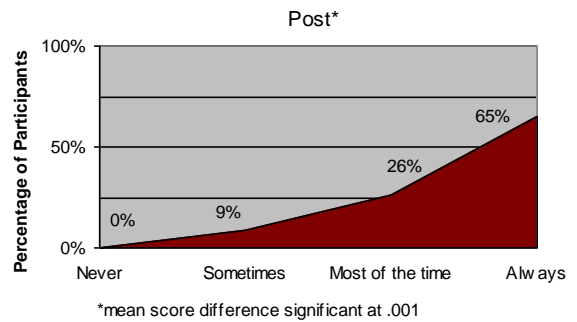
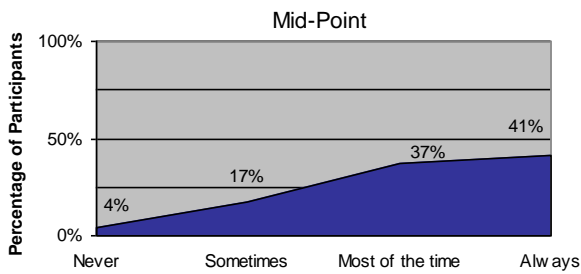
8. Parent verbalizes affection toward the child



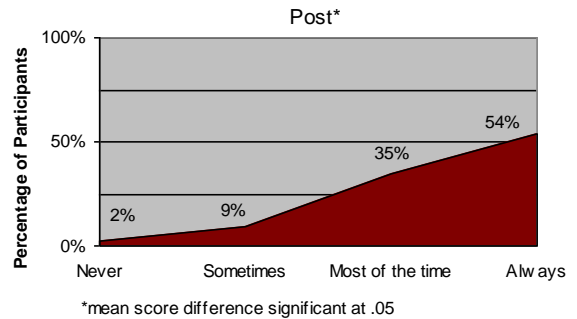
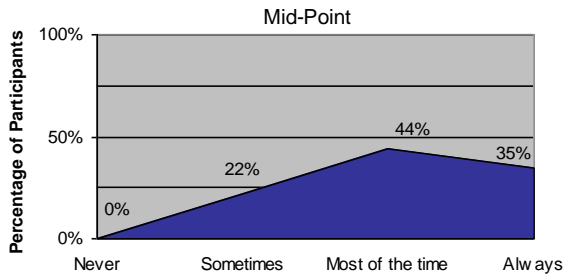
9. Parent's directions gain the child's attention



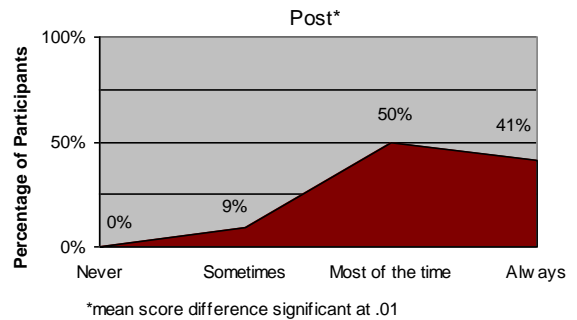
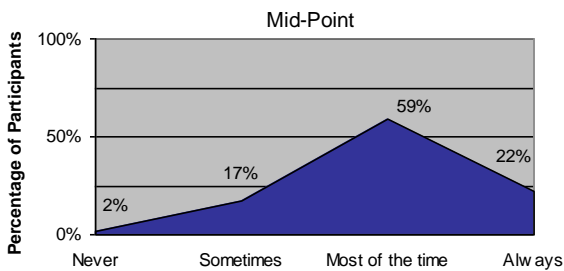
10. Parent verbalizes approval of the child



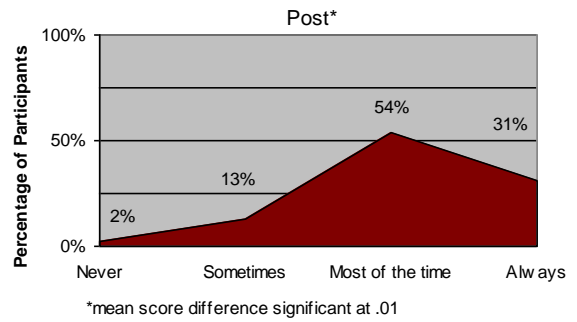
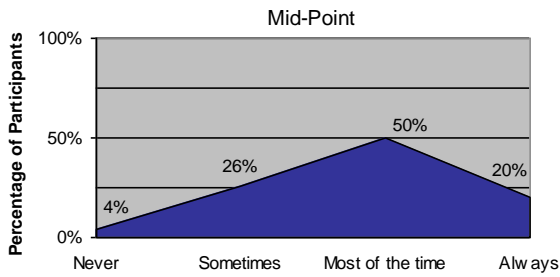
11. Parent encourages child to perform activities that the child can do independently



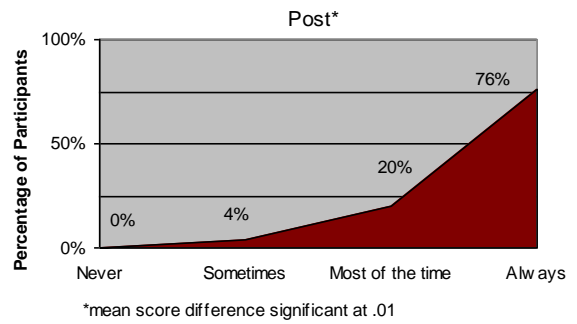
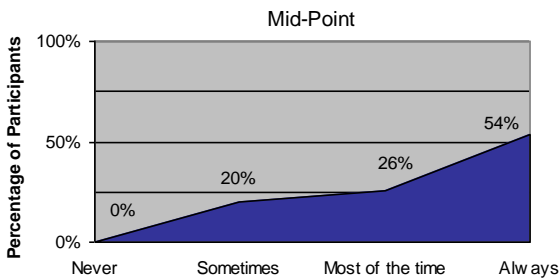
12. Parent satisfies child's needs, signaled verbally or nonverbally



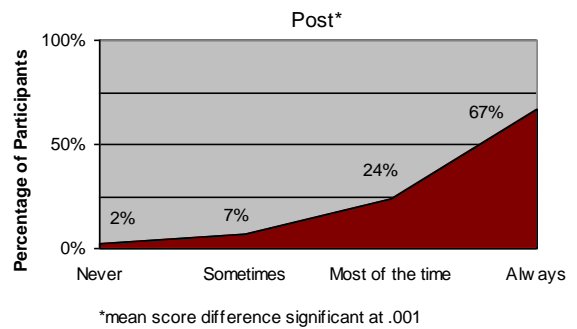
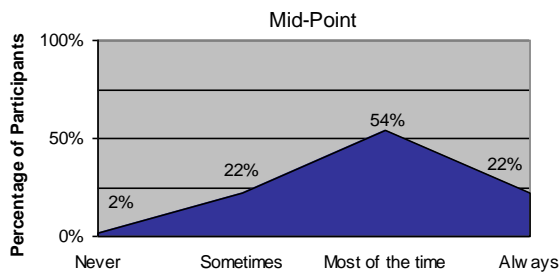
13. Parent is persistent and consistent in enforcing directions



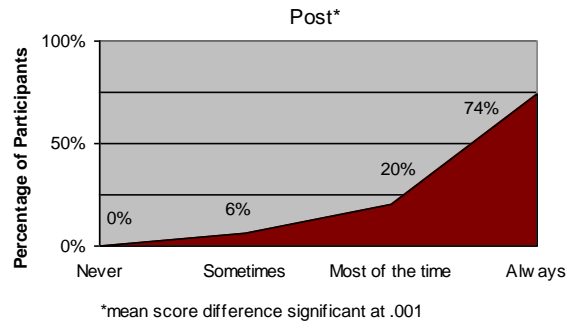
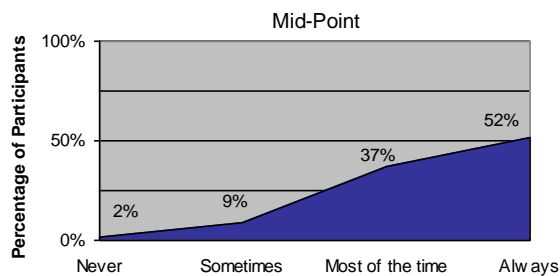
14. Parent tries to converse with child



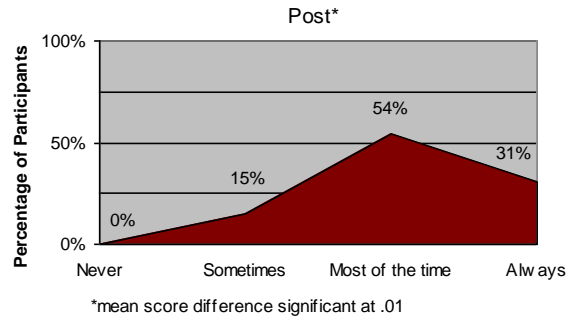
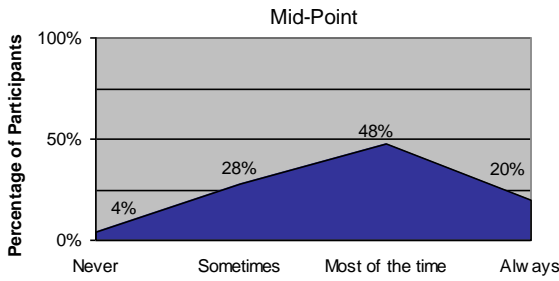
15. Parent trains child to perform age appropriate activities (e.g. shows child how to stack blocks, put blocks away when finished)



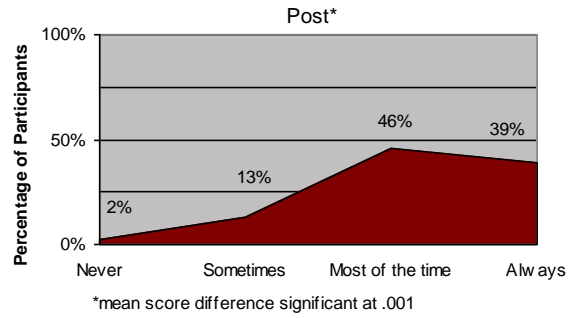
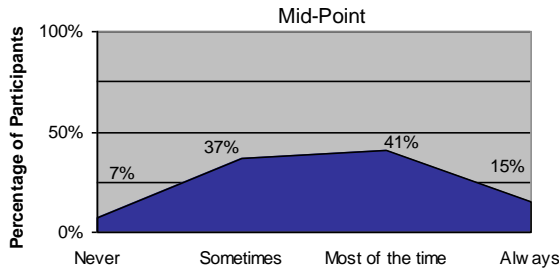
16. Parent comforts child



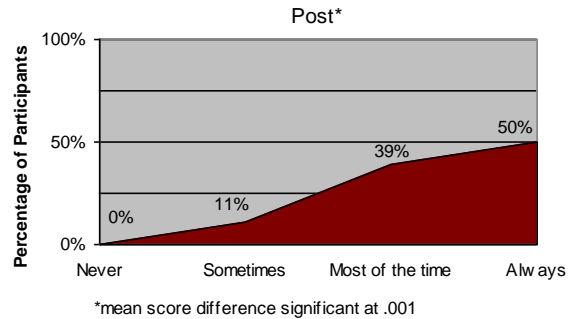
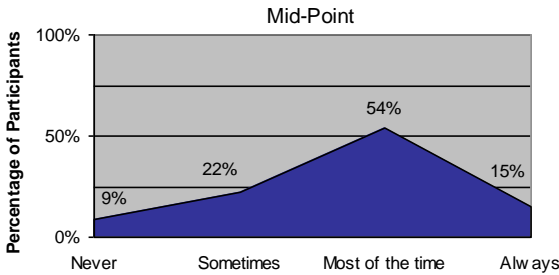
17. Parent is firm with child



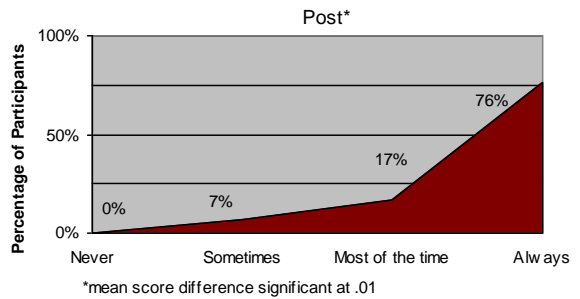
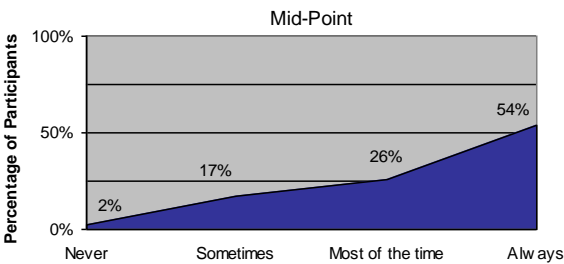
18. Parent provides a verbal rationale for obedience



19. Parents listen to child's reaction to a directive and reacts appropriately



20. Parent smiles, nods, or shows approval in some way when child acts positively

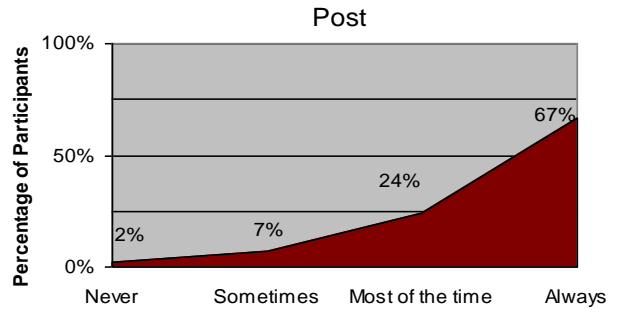
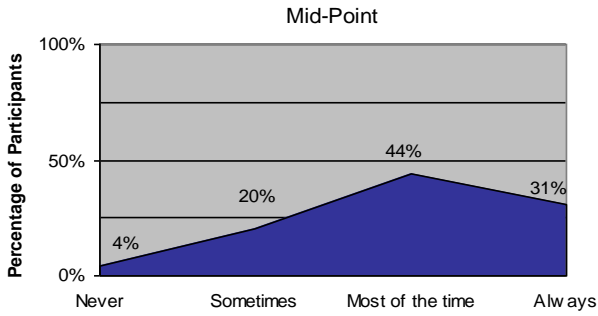


Appendix C

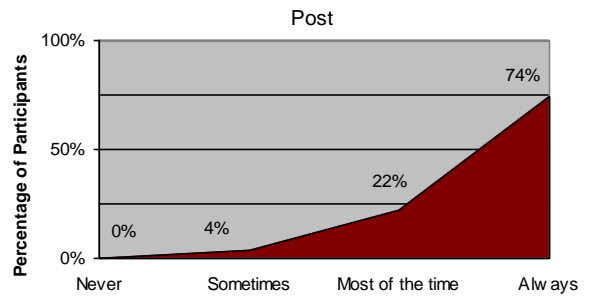
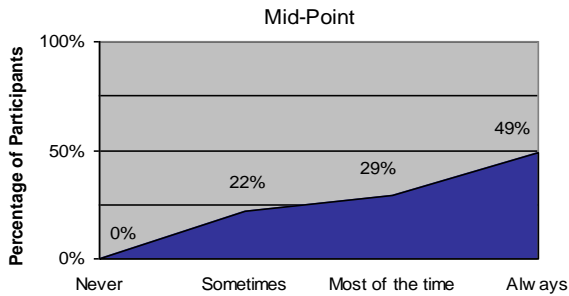
Child's Behavior Traits (CBT)
Mid-Point and Post Graphs

Evaluation of Child's Behavior Traits by Question

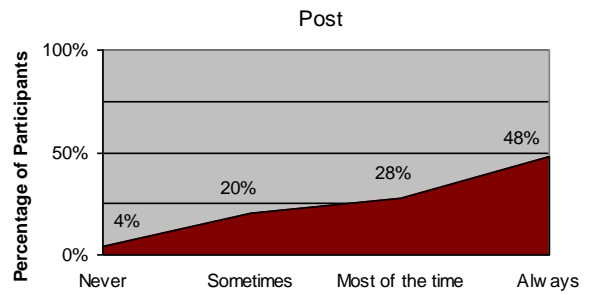
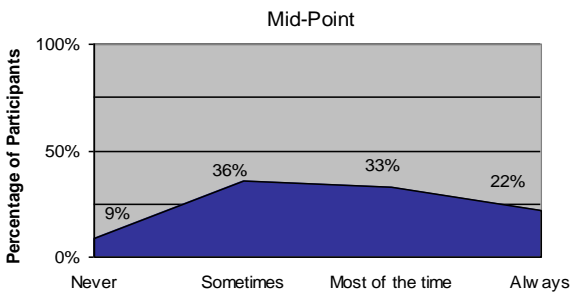
1. Approaches play in a systematic way (ex. empties the pieces from a puzzle before solving)



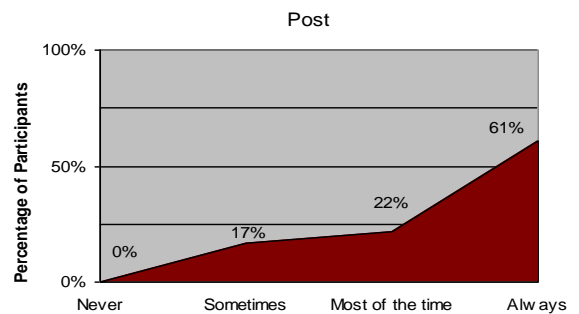
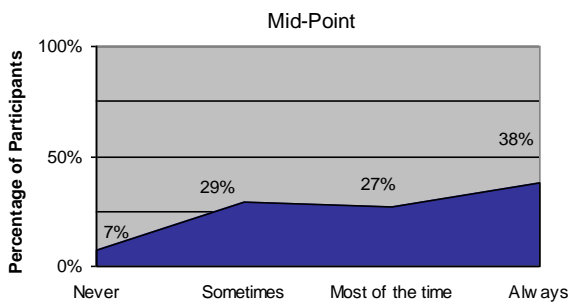
2. Smiles and laughs when involved in play activities



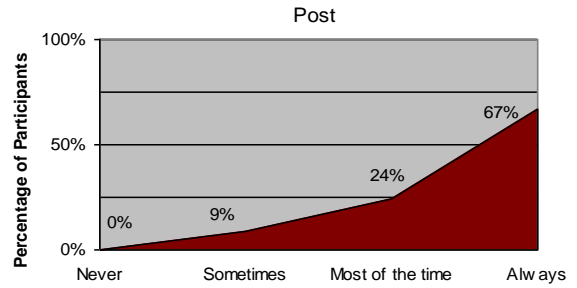
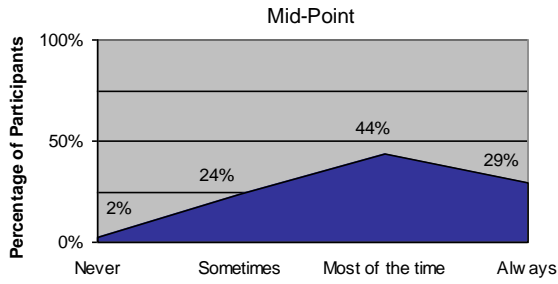
3. Does not hit, poke, or bite others



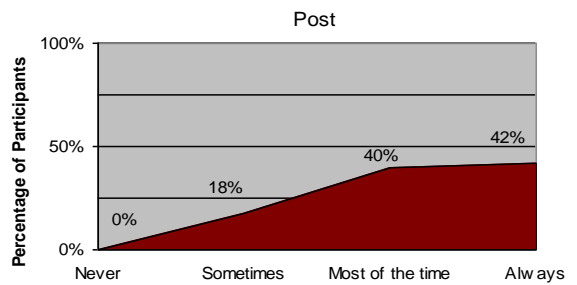
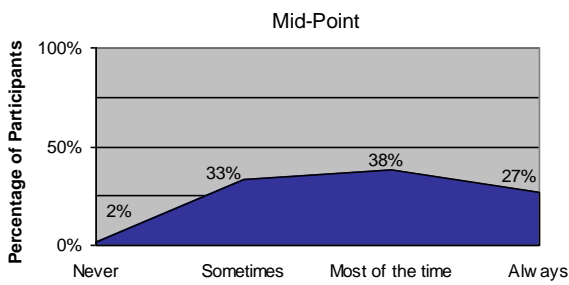
4. Can describe in words or sentences the picture in a book



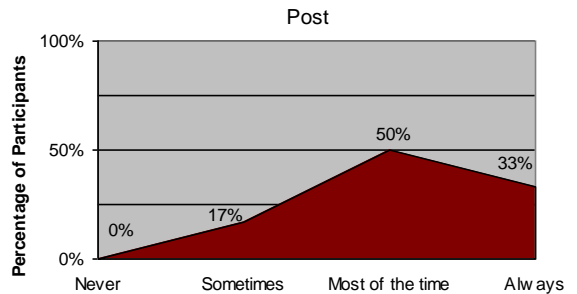
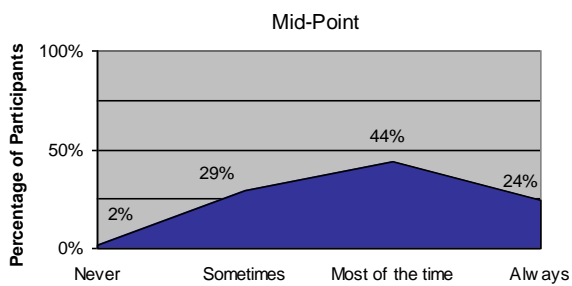
5. Initiates positive activities (e.g. builds with blocks, sings a song, plays with a toy on his/her own)



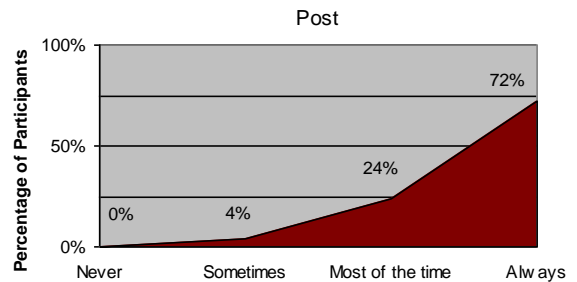
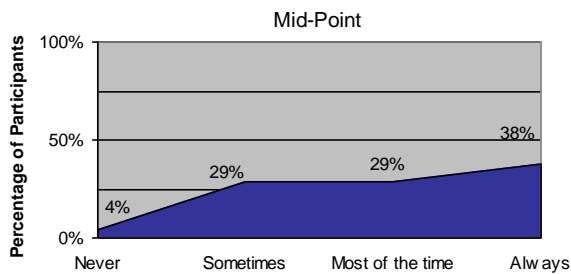
6. Accepts or seeks help from other children or adults when experiencing difficulty with a task



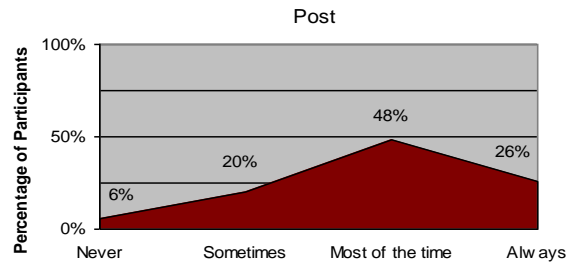
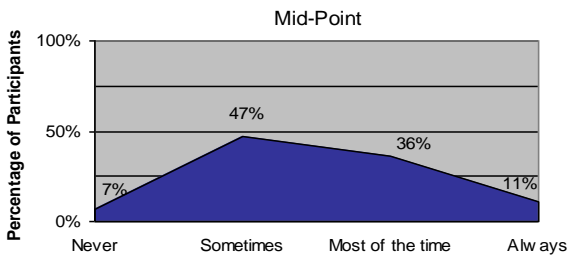
7. Is cooperative with adults



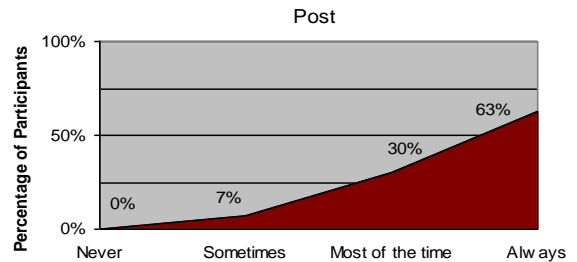
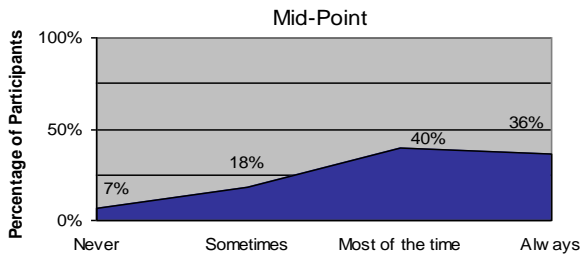
8. Participates in pretend play activities (e.g. pretending to pour milk)



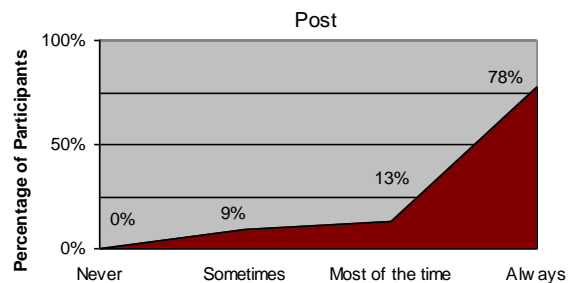
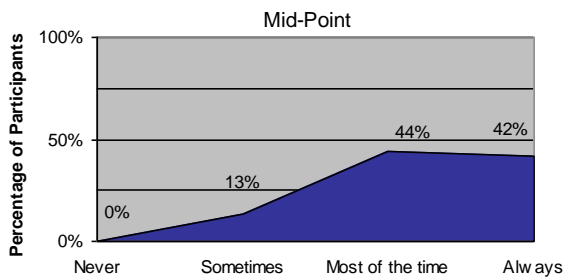
9. Expresses strong positive or negative feelings appropriately (e.g. expresses anger without a temper tantrum)



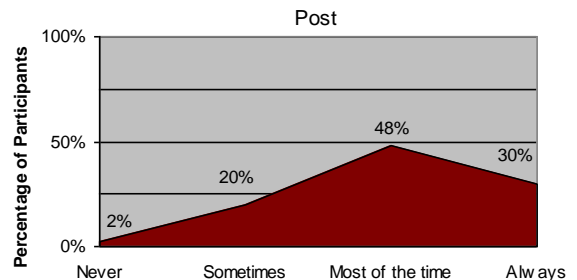
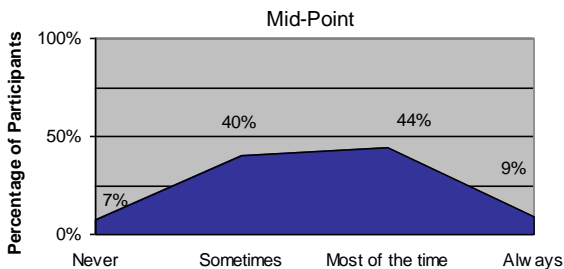
10. Understands and completes activities that are developmentally appropriate (e.g. completes a puzzle, builds with blocks, etc.)



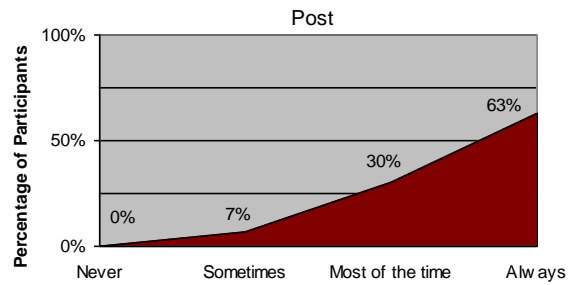
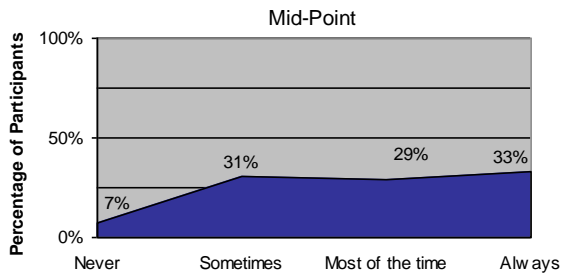
11. Asserts ownership over toys and possessions



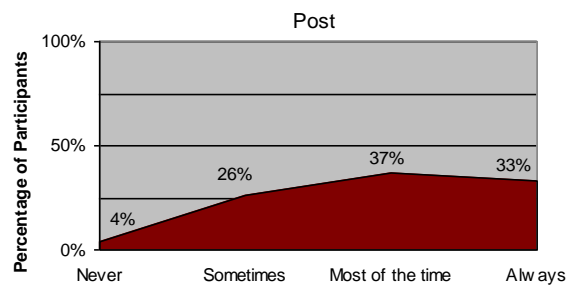
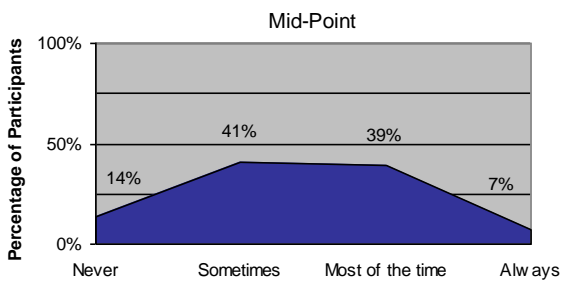
12. Follows necessary rules in family setting (e.g. picks up toys when finished playing)



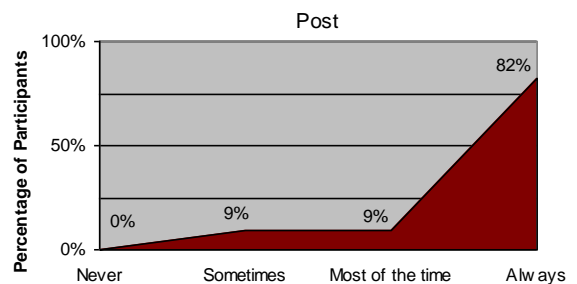
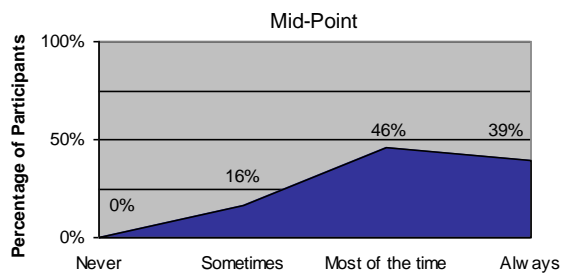
13. Is creative and inventive during playtime activities



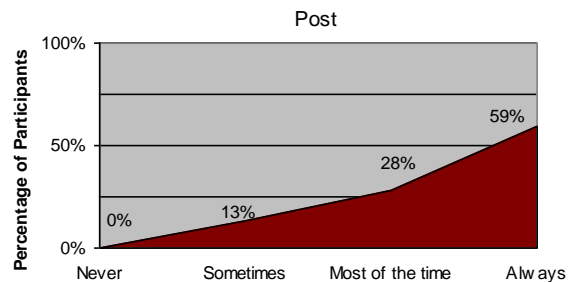
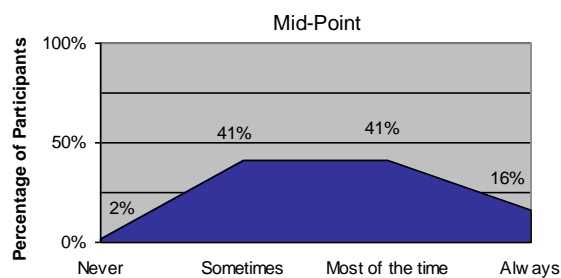
14. Tolerates necessary frustration (e.g. awaiting turn during game)



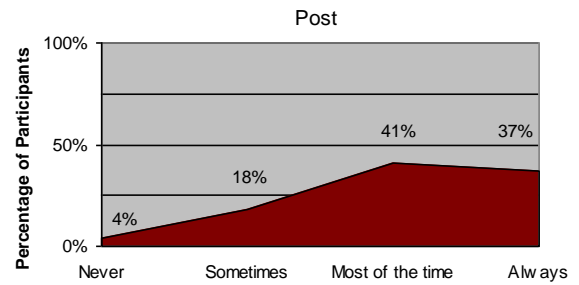
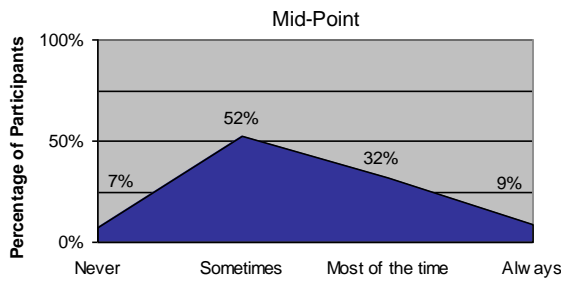
15. Expresses a sense of pride by smiling or clapping upon completion of a new activity



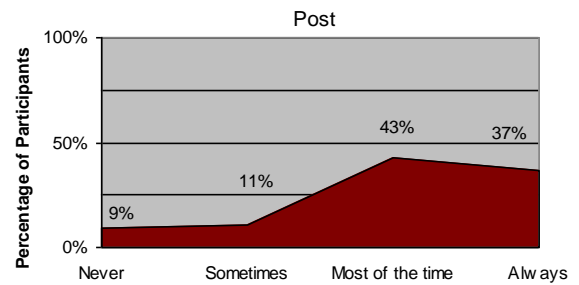
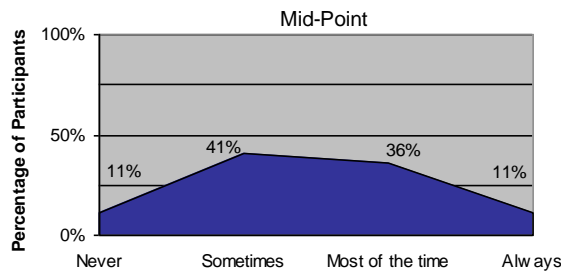
16. Initiates interaction or responds to others with little hesitation (e.g. interacts and does not avoid others)



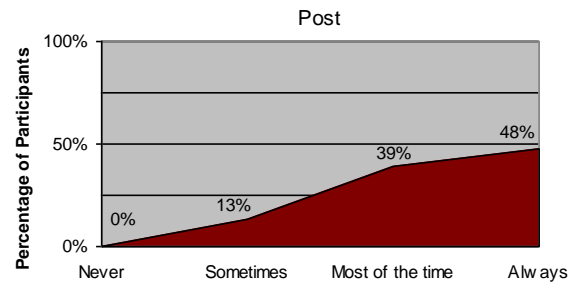
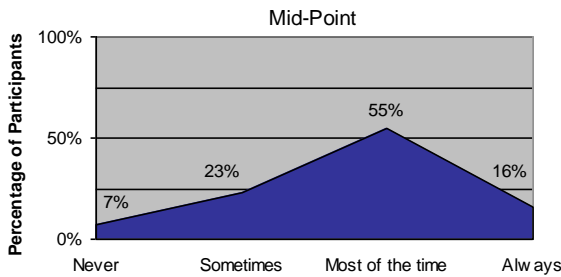
17. Demonstrates sharing and tolerates delays in having needs met



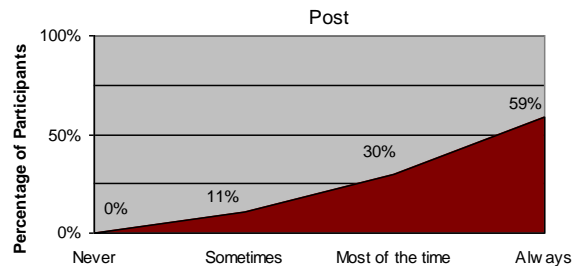
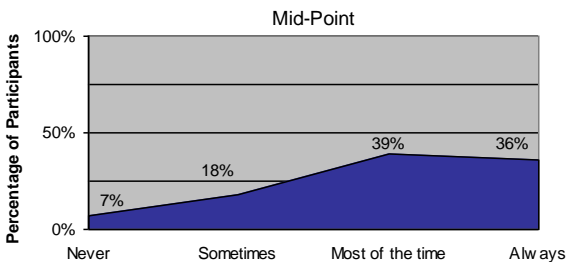
18. Avoids everyday danger (e.g. waits for help with steep staircases)



19. Moods are appropriate to situations



20. Attentive and concentrates on activities for up to three minutes

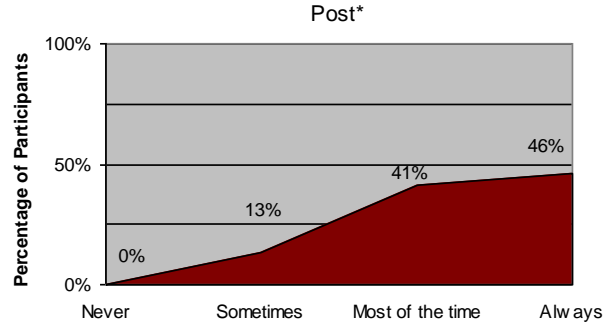
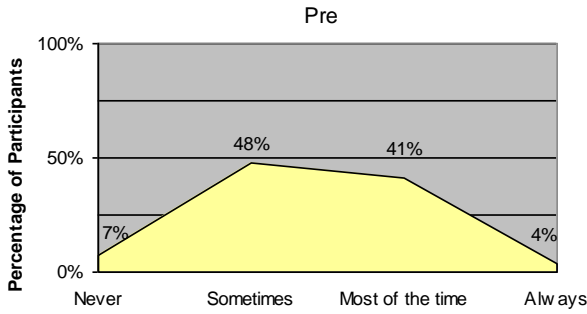


Appendix D

Parent and Child Together (PACT)
Pre and Post Graphs

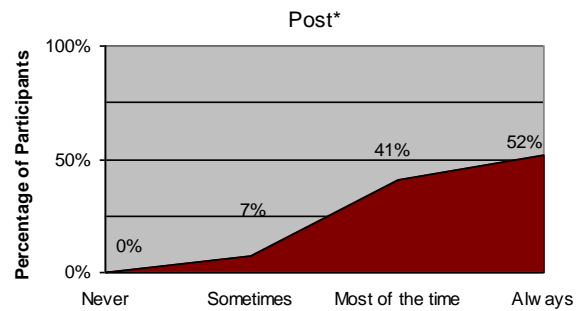
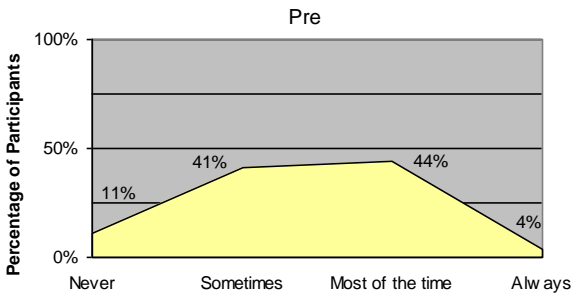
Evaluation of Parent and Child Together (PACT) by Question

1. Parent gives child directions and encourages child to follow them



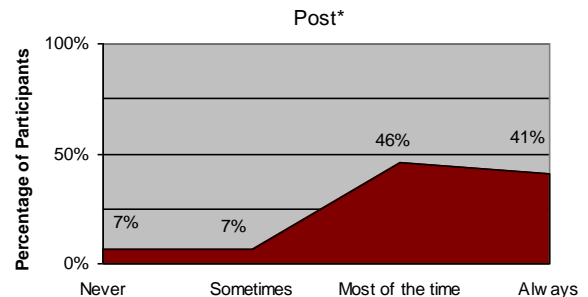
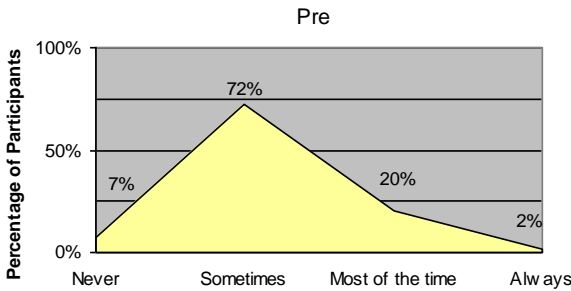
*mean score difference significant at .001

2. Parent responds verbally to child's verbal or nonverbal request for attention



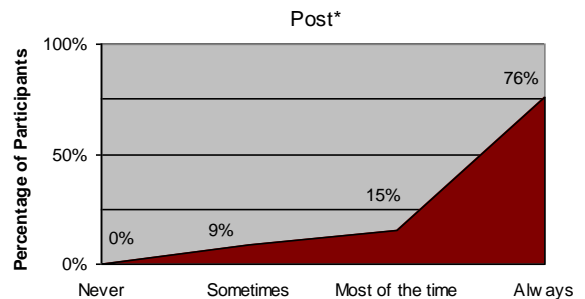
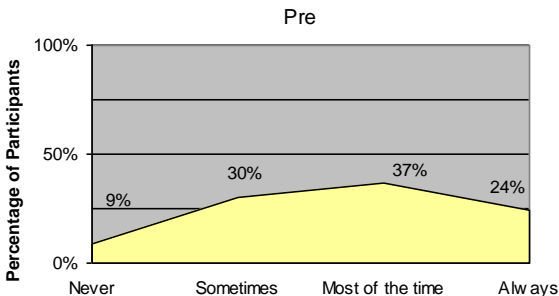
*mean score difference significant at .001

3. Parent does not help child with tasks that the parent knows the child is able to do for him/herself



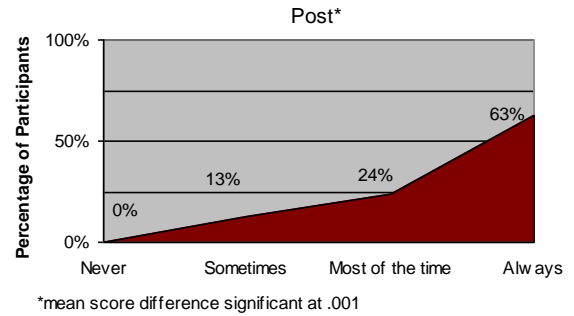
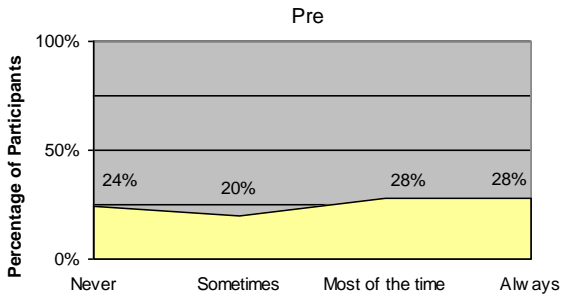
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4. Parent shows warmth toward child

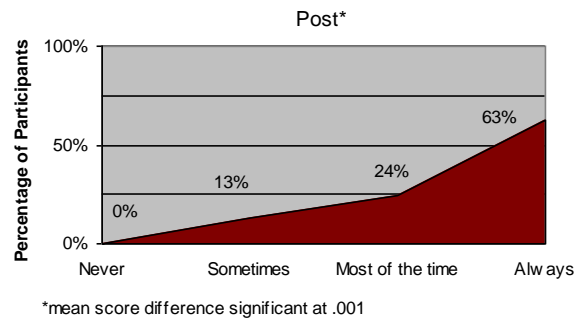
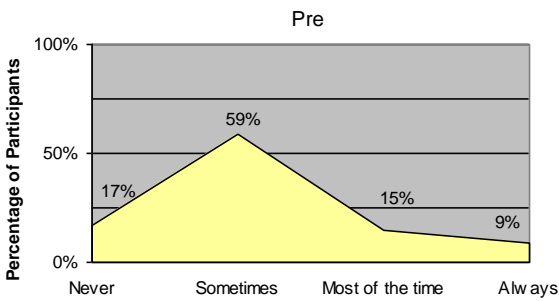


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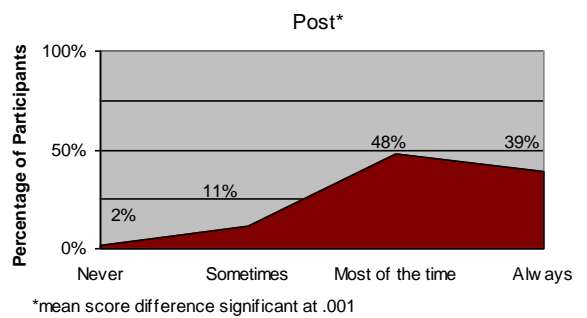
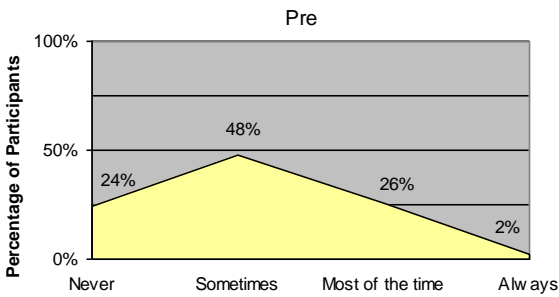
5. Parent does not yell, nag, or use harmful words with the child



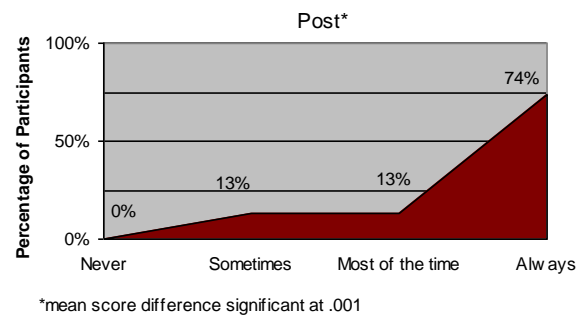
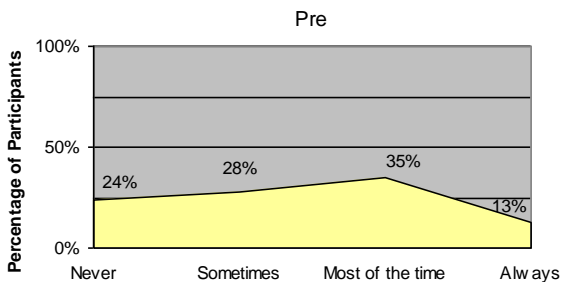
6. Parent clearly verbalizes expectations to the child



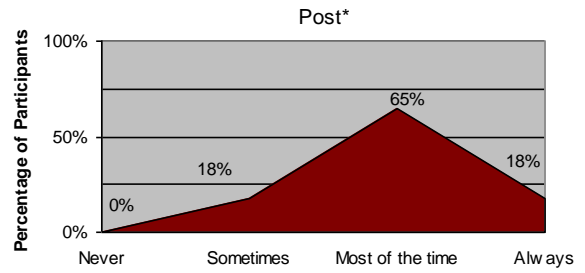
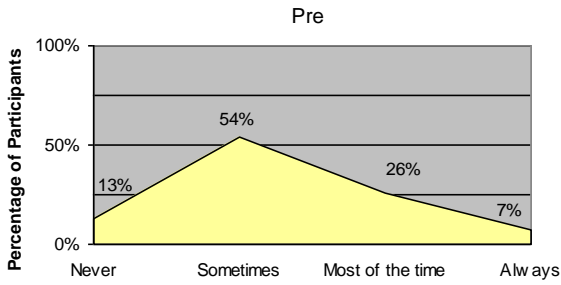
7. Parent explains rationale for directions/expectations to the child



8. Parent verbalizes affection toward the child

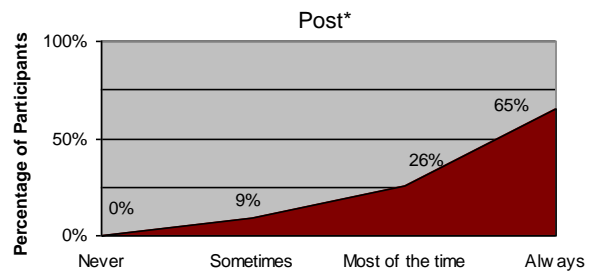
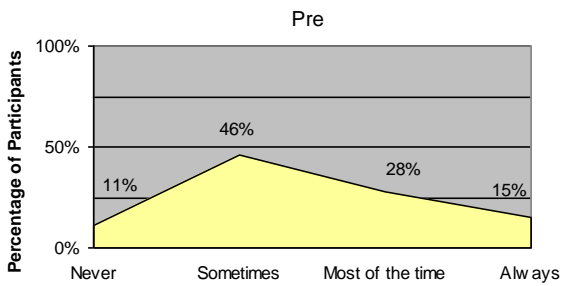


9. Parent's directions gain the child's attention



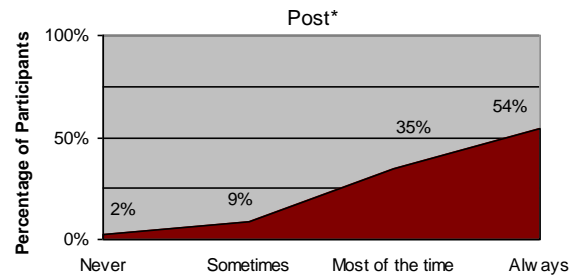
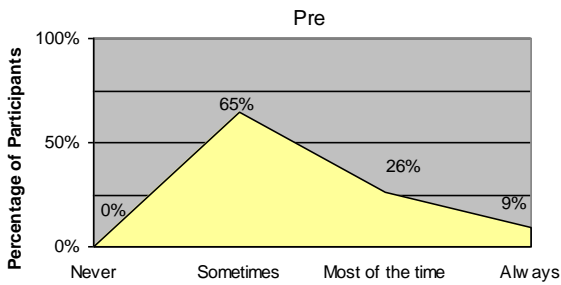
*mean score difference significant at .001

10. Parent verbalizes approval of the child



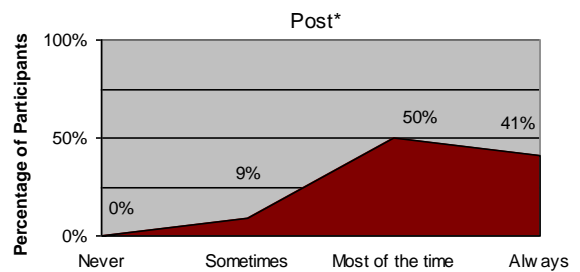
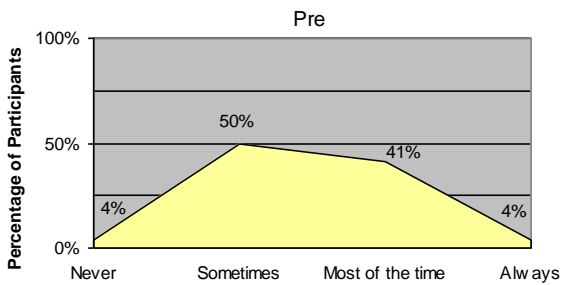
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11. Parent encourages child to perform activities that the child can do independently



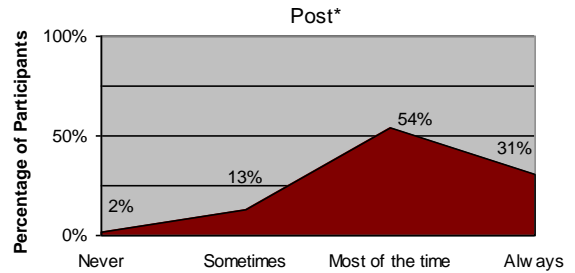
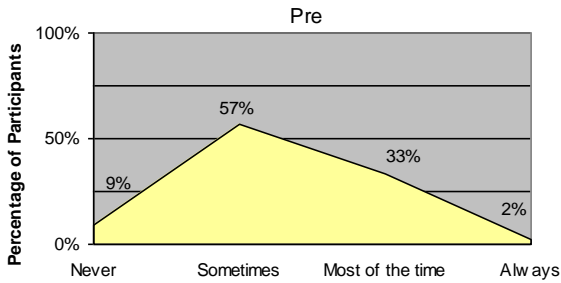
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12. Parent satisfies child's needs, signaled verbally or nonverbally



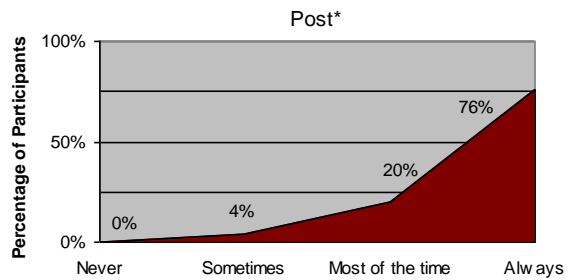
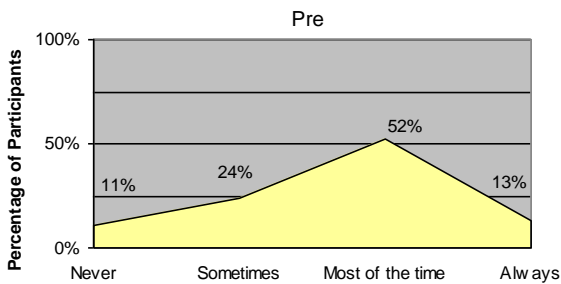
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13. Parent is persistent and consistent in enforcing directions



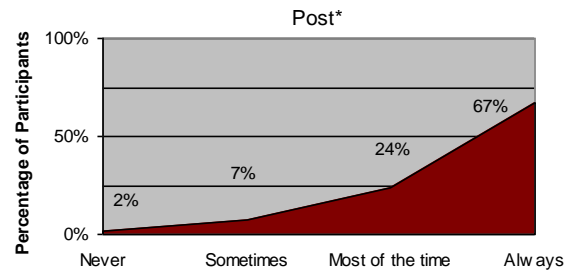
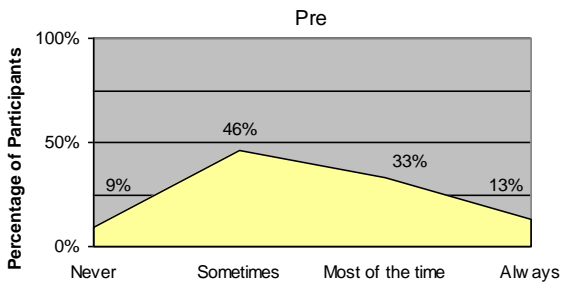
*mean score difference significant at .001

14. Parent tries to converse with child



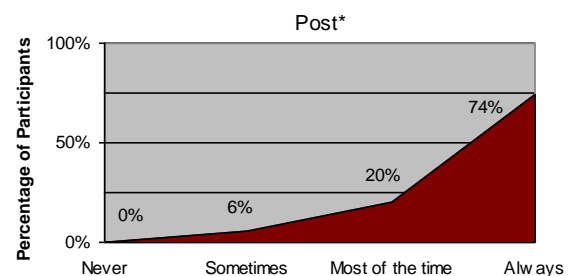
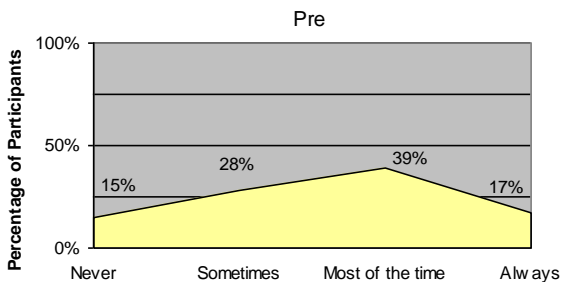
*mean score difference significant at .001

15. Parent trains child to perform age appropriate activities (e.g. shows child how to stack blocks, shows child how to put blocks away when finished)



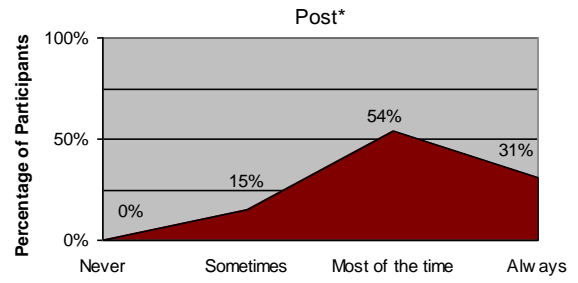
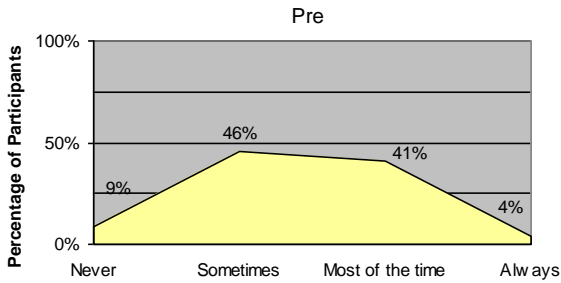
*mean score difference significant at .001

16. Parent comforts child



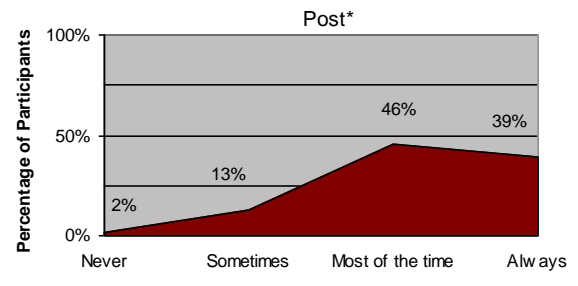
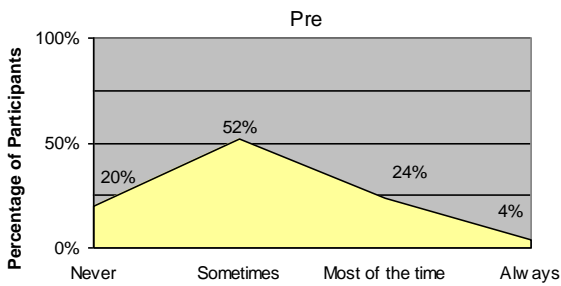
*mean score difference significant at .001

17. Parent is firm with child



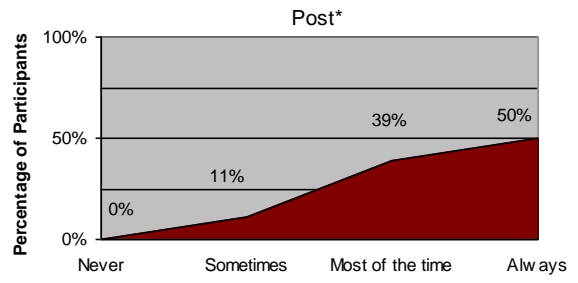
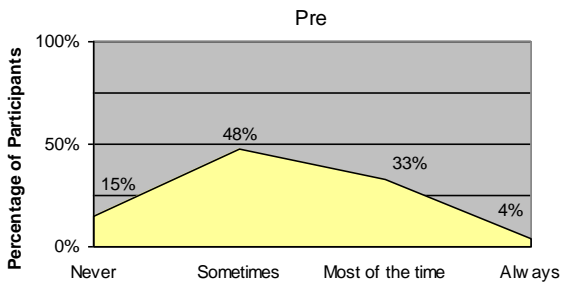
*mean score difference significant at .001

18. Parent provides a verbal rationale for obedience



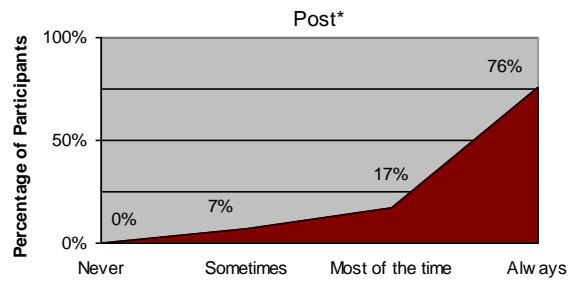
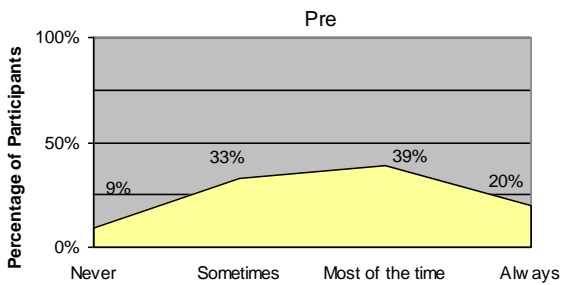
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19. Parent listens to child's reaction to a directive and reacts appropriately



*mean score difference significant at .001

20. Parent smiles, nods, or shows approval in some way when child acts positively



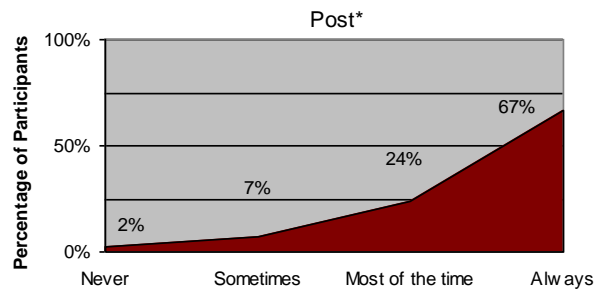
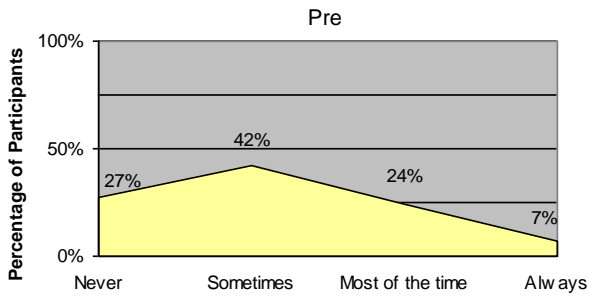
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Appendix E

Child's Behavior Traits (CBT)
Pre and Post Graphs

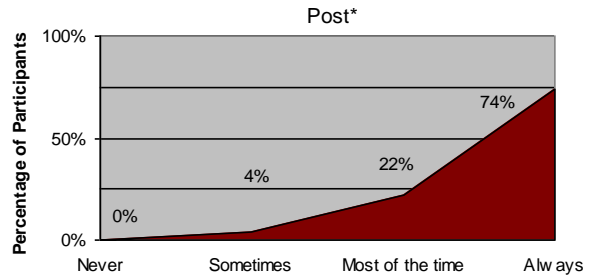
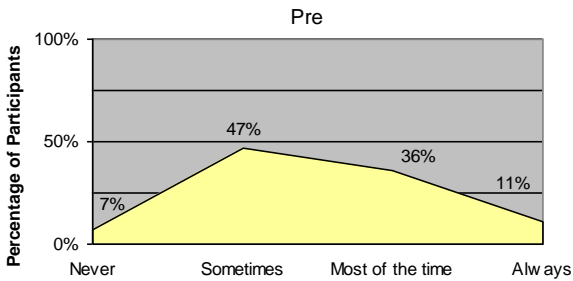
Evaluation of Child's Behavior Traits (CBT) by Question

1. Approaches play in a systematic way (ex. empties the pieces from a puzzle before solving)



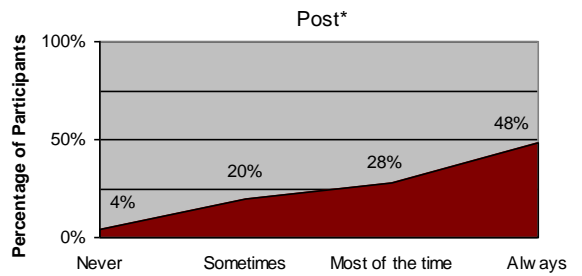
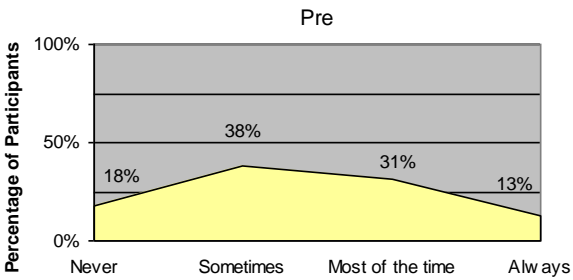
*mean score difference significant at .001

2. Smiles and laughs when involved in play activities



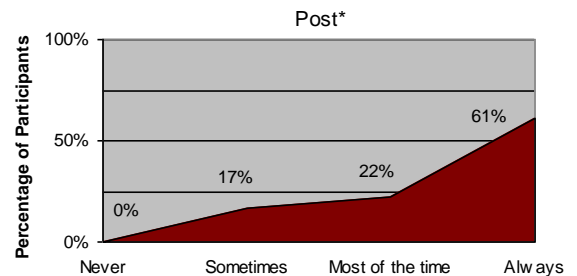
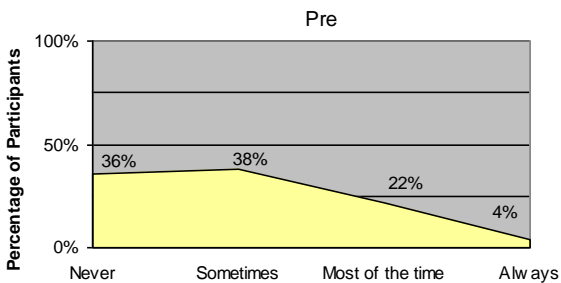
*mean score difference significant at .001

3. Does not hit, poke, or bite others



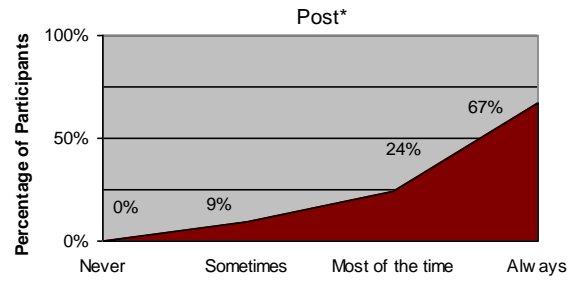
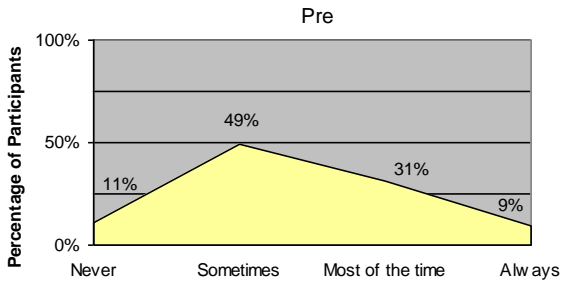
*mean score difference significant at .001

4. Can describe in words or sentences the pictures in a book



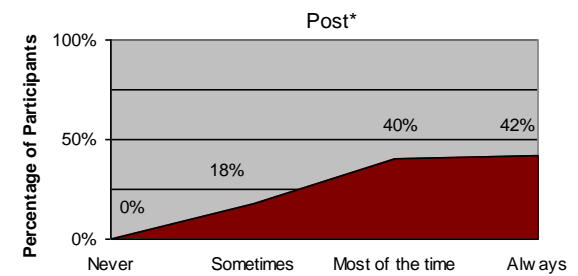
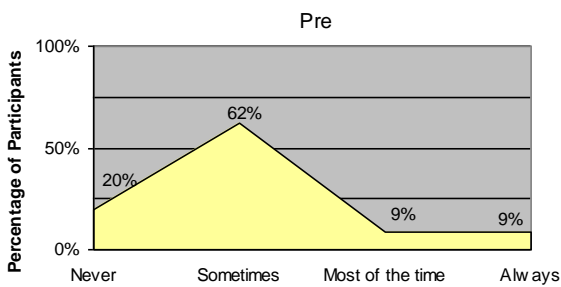
*mean score difference significant at .001

5. Initiates positive activities (e.g. builds with blocks, sings a song, plays with a toy on his/her own)



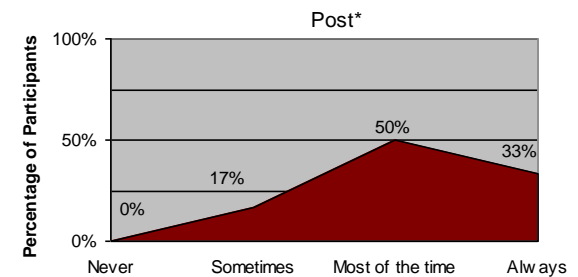
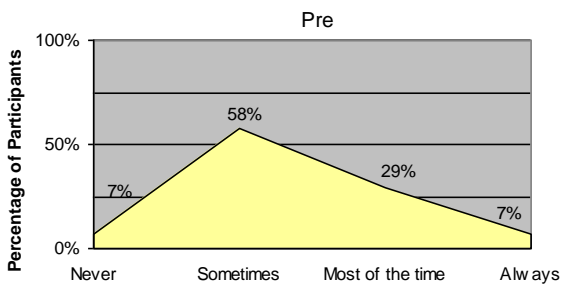
*mean score difference significant at .001

6. Accepts or seeks help from other children or adults when experiencing difficulty with a task



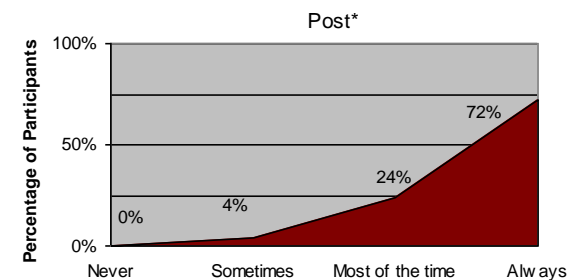
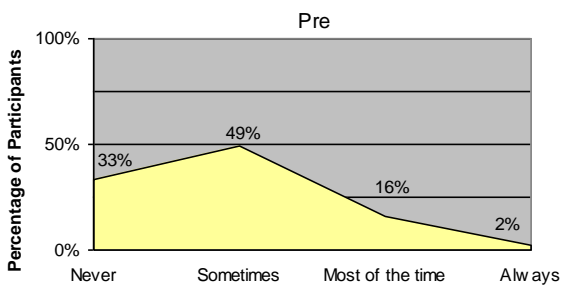
*mean score difference significant at .001

7. Is cooperative with adults



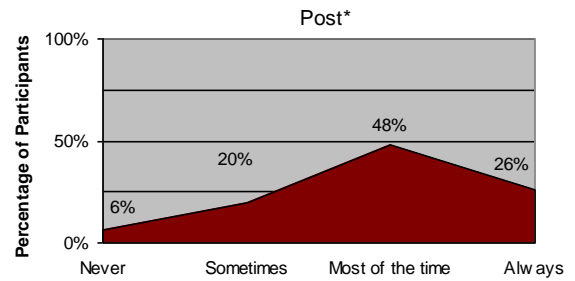
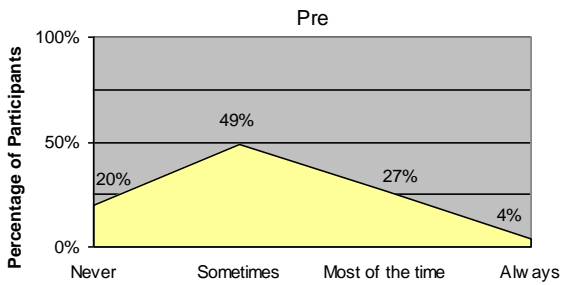
*mean score difference significant at .001

8. Participates in pretend play activities (e.g. pretending to pour milk)



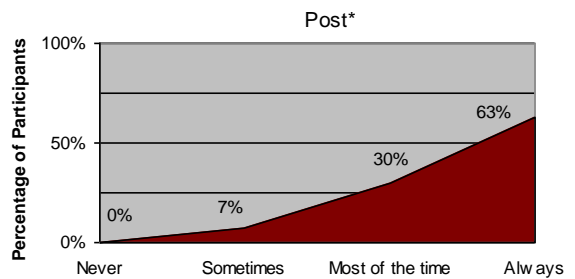
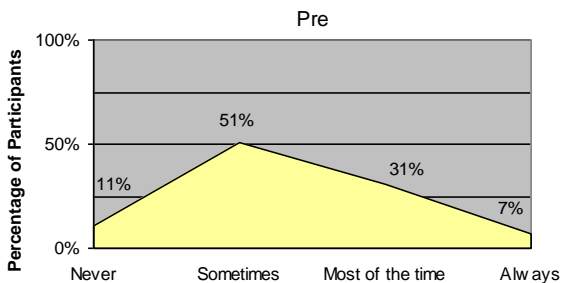
*mean score difference significant at .001

9. Expresses strong positive or negative feelings appropriately (e.g. expresses anger without a temper tantrum)



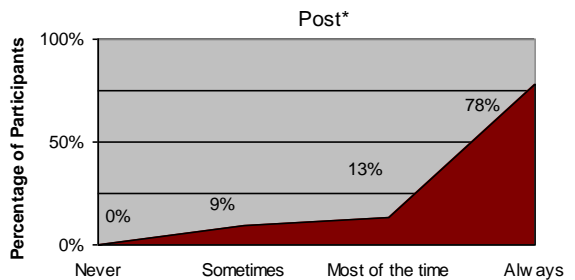
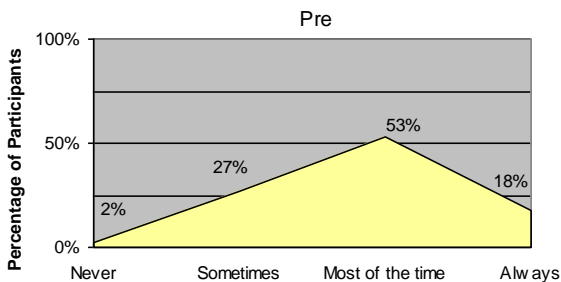
*mean score difference significant at .001

10. Understands and completes activities that are developmentally appropriate (e.g. completes a puzzle, builds with blocks, etc.)



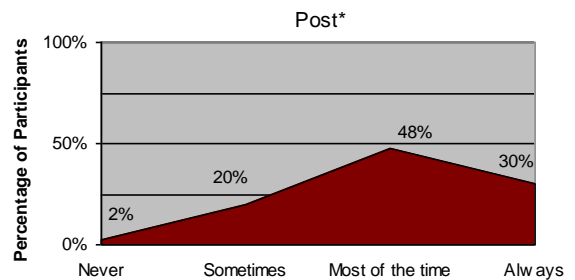
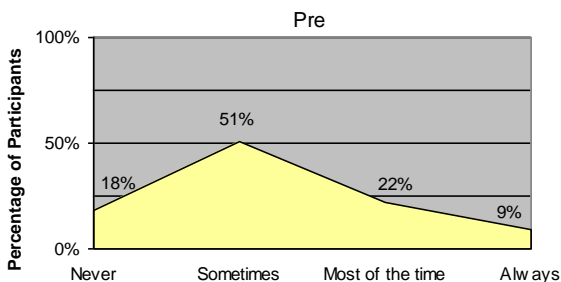
*mean score difference significant at .001

11. Asserts ownership over toys and possessions



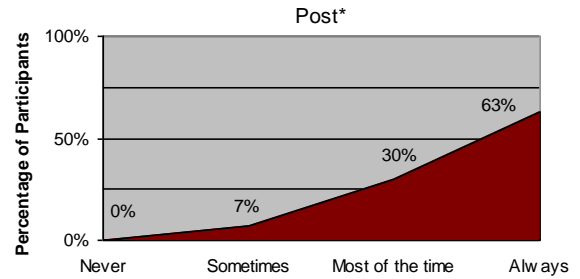
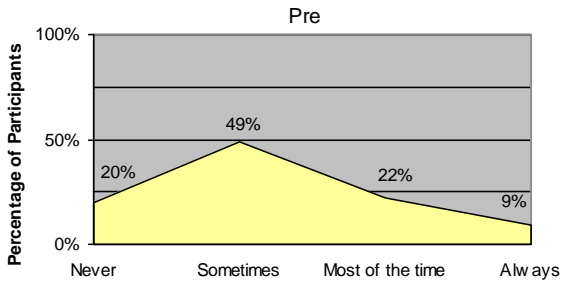
*mean score difference significant at .001

12. Follows necessary rules in family setting (e.g. picks up toys when finished playing)



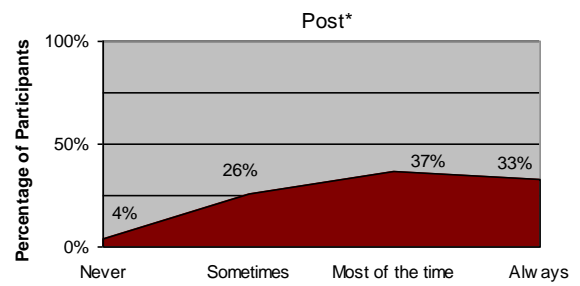
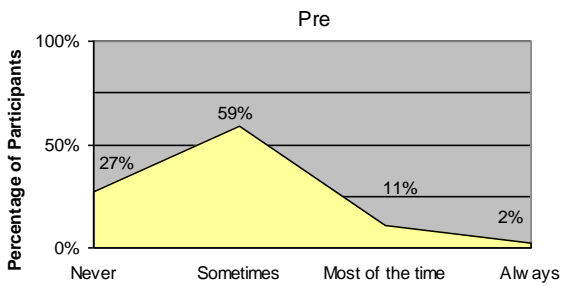
*mean score difference significant at .001

13. Is creative and inventive during playtime activities



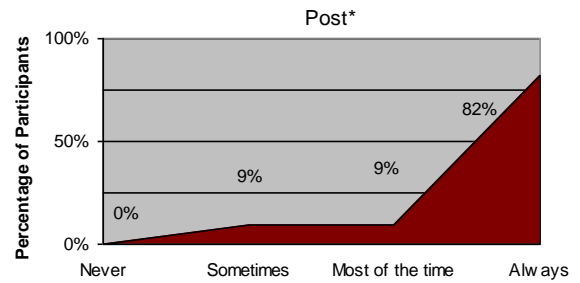
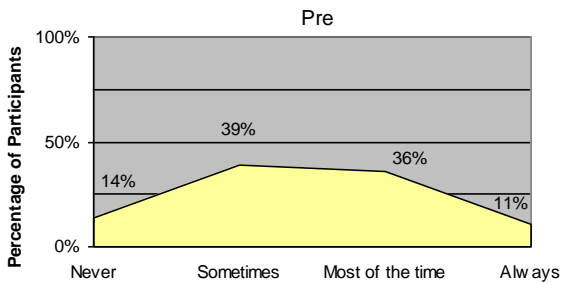
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14. Tolerates necessary frustration (e.g. awaiting turn during game)



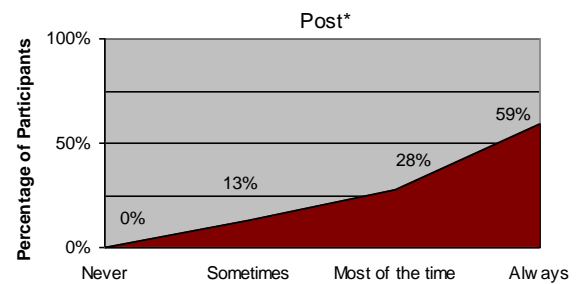
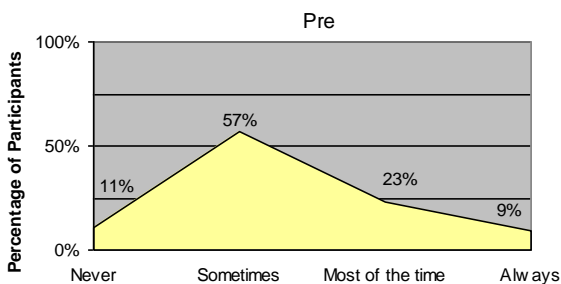
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15. Expresses a sense of pride by smiling or clapping upon completion of a new activity



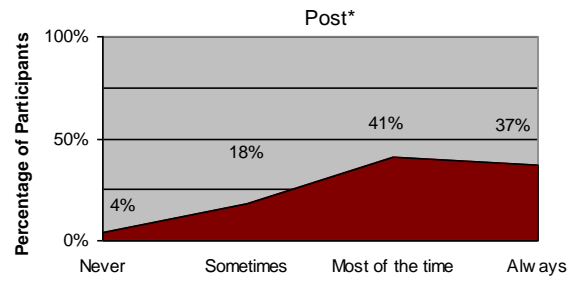
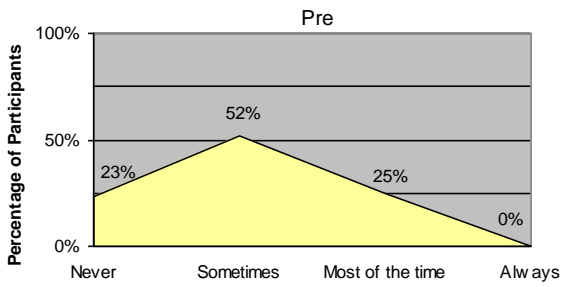
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16. Initiates interaction or responds to others with little hesitation (e.g. interacts and does not avoid others)



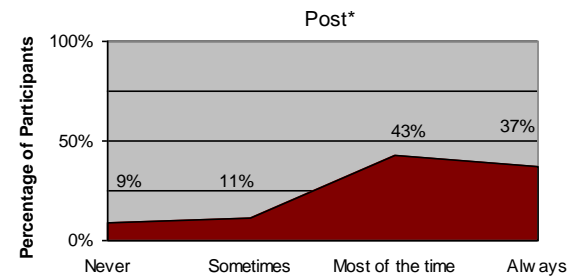
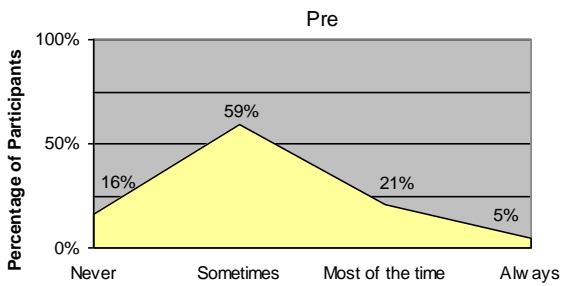
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17. Demonstrates sharing and tolerates delays in having needs met



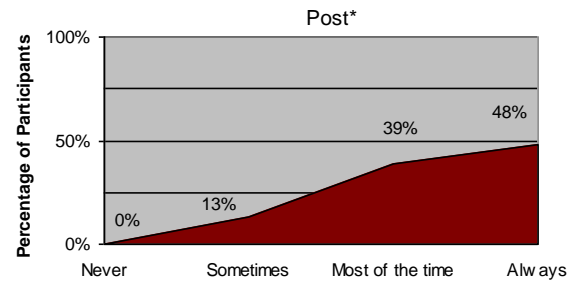
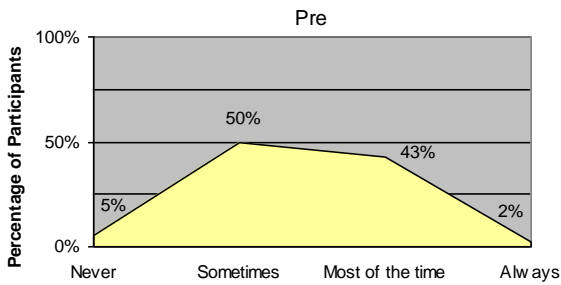
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18. Avoids everyday danger (e.g. waits for help with steep staircases)



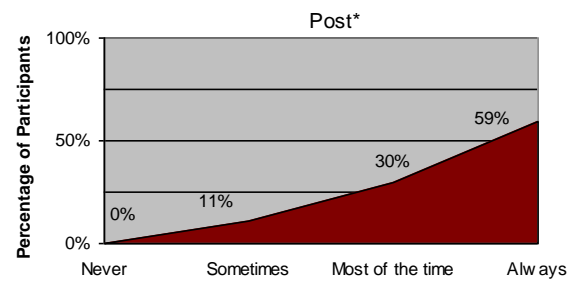
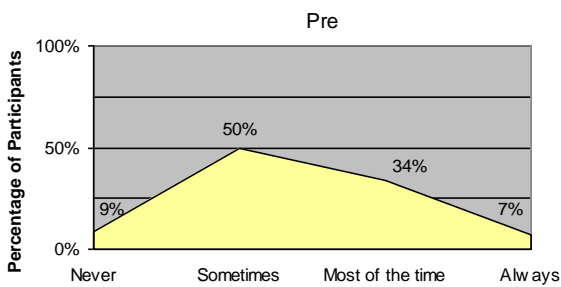
*mean score difference significant at .001

19. Moods are appropriate to situations



*mean score difference significant at .001

20. Attentive and concentrates on activities for up to three minutes



*mean score difference significant at .001

Appendix F

Responses to Open-Ended Questions
from Parent Satisfaction Survey
Final Assessment

**Parent and Child Home Program
Parent Satisfaction Final Survey
Complete Responses**

1. What did you like the most about this program?

- R1: The interaction with the teacher with the child
- R2: All the information and toys, books she received
- R3: How someone comes and spends time playing, reading, and corresponding to the children
- R4: The educational toy books and games that help my child learn that I wouldn't find myself
- R5: The books and toys
- R6: Game (shape, color)
- R7: Having fun doing activities with my child
- R8: All the wonderful learning toys and new games to play and learn
- R9: It was one on one with my child
- R10: The time I spent with my child during the home visits. Taught my child a lot with reading, manners, and responsibility.
- R11: That the books and toys went together
- R12: The chance to spend quality time with my child and do things with him
- R13: The educational toys that the program provides
- R14: The home visitors are absolutely wonderful. My child looked forward to and greatly enjoyed the visits
- R15: The one on one involvement team member (Shona) and Jon have and the encouragement and patience she had and has with Jon was very invaluable
- R16: This program helped me teach my son and taut me ways to spend quality time with my son
- R17: Shona was absolutely wonderful with my child and it gave my child one on one time to spend together learning and being creative
- R18: Brandon enjoyed it
- R19: Molly and books
- R20: The way they did a variety of subjects and took the time to work with TaQuen and make sure he understood everything
- R21: The attention that was given to my child
- R22: Both of my daughters enjoyed the program age (4-5) they looked forward to that ½ hour that was focused solely on them. We still continue that routine everyday.
- R23: (no response)
- R24: Loved the home visitor. We will miss her.
- R25: (no response)
- R26: It is perfect
- R27: My child learned so much and language increased so rapidly. I am so thankful for the PCHP
- R28: Toys
- R29: The toys that my daughter received were of good quality something that I could not have provided to her on my own
- R30: (no response)

- R31: Great books and toys I couldn't afford without the program
- R32: Good
- R33: Better learning toys
- R34: Danielle learned so much!
- R35: The new home visitor included my son in the activities (he did not feel left out this year)
- R36: A wonderful program. I hope funding continues.
- R37: Wonderful books
- R38: My son talks so much!
- R39: It is wonderful
- R40: My child learned more. Great books

2. Do you have any suggestions for improvement?

- R1: No
- R2: For developmentally delayed a lot of activities – games were too advanced for her. The instructor always found away to make them fun
- R3: N/A
- R4: Make sure everything has a container
- R5: None
- R6: Songs
- R7: Newer toys
- R8: (no response)
- R9: No
- R10: (no response)
- R11: No
- R12: No – excellent program
- R13: Maybe longer home visits
- R14: We would like longer visits – ½ hour just isn't long enough
- R15: None
- R16: No, this program is perfect the way it is
- R17: Longer sessions 1 to 2 hours long 3 days a week!
- R18: No
- R19: No
- R20: (no response)
- R21: (no response)
- R22: Program to start at a younger age
- R23: (no response)
- R24: More puzzles
- R25: (no response)
- R26: No
- R27: Go all summer, too
- R28: No
- R29: No
- R30: (no response)
- R31: More crafts
- R32: No
- R33: No, all my friends want to be in it

R34: No
R35: (no response)
R36: No
R37: Legos too small for siblings
R38: None
R39: Keep it a 3rd year
R40: No

Appendix G

Parent Interview:

Complete Responses
Summary of Responses

**Parent and Child Home Program
Parent Interview Questions
Complete Responses**

1. *Many families have stated that the Parent Child Home Program was a valuable experience. How do you think the program was valuable or beneficial to you and your child?*

R1: The home visitor

R1: Now my daughter can play by herself. She initiates her own activities.

R1: The one on one interaction

R1: The toys

R2: My daughter learned her colors. She didn't know them before.

R2: Just having a half hour to sit with my daughter and work with her

R2: Because of the program now we are always reading books

R2: My daughter knows more words now.

R2: She handles concepts a lot better now.

R3: He learned quite a bit. He's pretty smart in things, too smart.

R4: I learned things with him.

R4: More things to teach him

R4: Taught him things I didn't think to teach him.

R5: Learned a lot of different things (shapes, colors)

R5: Creativity

R6: Teaches responsibility by taking care of toys and books

R6: Priceless learning

R6: Just sitting & talking & learning

R6: Meeting new people

R7: We both love it

R7: He has a great relationship with the home visitor

R7: Show me more to do with him

R8: I like the second time they come

R8: The crafts

2. *Learning is an important component of the program. Could you tell us what you and your child have learned through the participation in the program?*

R1: Parent learned to handle her daughter better.

R1: Her daughter does not get as angry as much as she used to

R1: Can pay better attention to things and is more focused

R1: Her concentration is better.

R1: She learned her shapes. She knows what an octagon is!

R1: Colors

R1: Finger painting

R2: Learned new ways to help her daughter learn

R2: Learned new things from the activities

R2: Colors

R2: Numbers
 R2: Better interacting with other children
 R3: He's been playing a lot.
 R3: Using crayons a lot
 R3: He's learned quite a bit.
 R3: He's learning to share now.
 R4: Patience
 R5: Shapes
 R5: Animals
 R5: Hand-eye coordination
 R6: Togetherness basically
 R6: Brings parent & child together
 R6: Learned how to share
 R6: Responsibility
 R7: Read books and pick certain things out of books
 R7: Work with papers provided
 R8: Gave me ideas of things to do
 R8: Toys teaching colors
 R8: Need to work more with shapes

3. Many families reported that the toys and books were beneficial throughout the program. What advantages do you feel that the toys and books contributed to the program?

R1: Learned to play with the toys the right way
 R1: Learned from the toys and books
 R2: It was a real advantage to get toys when you can't afford them.
 R2: The toys were very durable.
 R2: Parent will use them with other child as well.
 R3: He played a lot with them.
 R3: He knows the colors now.
 R3: He loves the characters especially the sheep and animal one.
 R4: You can teach more with toys and books.
 R4: Can show examples with toys and books.
 R5: Kept her interested
 R5: Still plays with them
 R5: Wasn't boring
 R6: Teaches to read, colors, pictures, descriptions, shapes, and other things additionally
 R7: Very happy w/ books –
 R7: Didn't like "Monkeys on the bed", very sensitive.
 R8: Good because child is learning things

(If they respond well to above question, ask the following questions.)

- *What improvements can be made to toys or books?*

R1: Liked them all

R2: Not really. All were easy to use.
R5: Thought they all were good
R8: Need more toys on shapes

- *Are there any books or toys that you would include or exclude from the program?*

R1: Might not include the Train Book next time. It was hard to work with.
R1: Definitely keep using the Mouse Book, Brown Bear, Brown Bear Book, Ladybug Book, and the Puzzles
R2: The Animal Puzzle was nice.
R2: Should include the Duck Book.
R2: All toys and books were nice.
R5: Liked them all in particular the “Fuzzy Duckling”
R8: Child likes Eric Carle books

4. Home visitors are a key element of the program. How would you explain the role of the home visitor? What suggestions could help improve or expand the role of the home visitor?

Role

R1: Help parent and child work together
R1: Supposed to show how to work together
R2: Supposed to be good with children
R2: Be nice
R2: Explain point of view on how toys and books should be used
R3: He liked her a lot
R3: She was nice.
R3: She has done a lot of things with him.
R4: To teach children things other than what parents taught them.
R5: To teach her child
R6: Make friends with the children
R6: Work around parents schedule for appointments
R7: One-on-one for child (has baby)
R8: She guides me – then I take over
R8: I can ask her questions when I need to
R8: Very helpful with the craft – gives new ideas

Improvements

R1: The home visitor was wonderful!
R1: There was never a dull moment. Everything was great.
R2: Overall pretty satisfied
R2: She really helped her daughter with activities.
R3: No suggestions for improvement.
R4: I don't think anything could make the home visitor better. He loved her coming.
R5: No suggestions

- R6: Make visits longer
- R7: No suggestions

5. *Would you recommend the program to a friend? Why or why not?*

- R1: Yes
- R1: Very valuable for the child and adult
- R1: Sets aside the time for you and your child
- R2: Have already recommended
- R2: Had really good experience with the home visitor
- R2: The program helps you take the time to play and learn something at the same time.
- R3: Yes
- R3: My husband's stepson, his girlfriend's son was in it.
- R3: It helps kids to learn their colors, teaches to read, and teaches animals.
- R3: Lots of toys
- R3: Good program for young kids
- R4: Yes
- R4: Good experience for kids to learn more
- R5: Yes, parent has already done so.
- R5: Thought the program was good and educational.
- R5: Free books & toys
- R6: Yes, good program for time with your child and patience working with your child
- R6: Fun with neat crafts
- R7: Yes – one-on-one for child
- R7: Books and activities really teach skills
- R8: Yes – it teaches new ways of learning
- R8: Gives the parent one-on-one time with the child

6. *What benefits do you think the program could have if additional time or days were added to the home visits?*

- R1: It all depends upon the child. The parent struggles with the idea that more time might be better or may not be good. It's a tough one.
- R1: Might be able to learn more or be overwhelmed.
- R2: Would be beneficial to have longer sessions compared to more days
- R2: With more time children can learn more
- R3: More days-they might spend more time playing with them and getting him to use his hands more
- R4: More one on one with the child
- R5: No, additional days are not necessary. Longer sessions could be better in order to do more stuff
- R6: Yes more time or more days would be beneficial
- R6: 3 days a week for an hour would be good
- R7: Would be beneficial
- R7: Could learn more

- R7: Staying longer would be better than more often, so that parent can have a chance to work with child in later sessions
- R8: It's good where it is
- R8: Wouldn't want longer hours

7. How do you feel the crafts or projects related to the program?

- R1: Most lined up with the activity
- R1: The Very Hungry Caterpillar really had some great activities with it that went with the program.
- R1: The crafts were really based on the book.
- R1: She really liked the plastic noodles.
- R2: Fairly well
- R2: The Duck book was excellent as well as the shapes, painting, and going over the different colors.
- R3: Learned how to color. He loves using crayons and is always coloring something.
- R3: Learned how to build things
- R4: I'm not sure.
- R5: Her daughter loved them and had a good time.
- R5: Books and crafts were related.
- R5: Good overall
- R6: Teaches kids just as well as toys and books
- R6: Hand-eye coordination
- R6: Fits things together
- R6: Teaches kids use of glue and crayons
- R7: Child enjoys them – especially the glue
- R8: Sense of learning
- R8: Child really likes the crafts
- R8: The parent likes the crafts

8. How important is it to you that the program took place in your home instead of another location (i.e. an office building)?

- R1: Better to be done in home
- R1: It would be harder to go someplace else.
- R1: Hard for the child to adjust to and feel safe in another environment
- R1: Less reluctant to participate in office building
- R1: Home visits were not intrusive at all.
- R2: Meant a lot to parent to have it in the home, she doesn't have a driver's license
- R2: It would be very difficult to go outside for a period of time.
- R2: Home visits were not intrusive.
- R3: Parent does not have a car and was a good thing they came to her house.
- R3: The child is more comfortable at home than anywhere else.
- R4: In the home because the child feels more comfortable being home and is not afraid at all.
- R5: Very inconvenient to go somewhere else

- R5: Definitely like it here
- R5: Not intrusive at all
- R6: IMPORTANT!
- R6: Kids are used to being at home and they are comfortable.
- R6: At another locations may not be comfortable
- R6: Being at home helps keep the parent and child calm and relaxed.
- R6: Helps with daily routines
- R7: Much better
- R7: Child more comfortable
- R7: Free to talk
- R7: Get to know one another
- R8: Definitely a plus
- R8: If go somewhere else, there may be other children, and parent really wants the one-on-one
- R8: Important that the child is the only child when home visitor comes

9. *What type of additional activities (i.e. going to the park, library, etc.) do you and your child participate in outside the program?*

- R1: Riding Bikes
- R1: Park
- R1: Zoo
- R1: Going to relative's house
- R1: Idlewild & Kennywood
- R2: Swimming
- R2: Reading books
- R2: Playing games
- R2: Watching movies
- R3: Going to the library
- R3: Swinging on a swing at house
- R3: Plays with nieces & other children (10 friends/relatives)
- R4: Park
- R4: Going to take the library for a library card
- R5: Park
- R5: Movies
- R5: Swimming
- R5: Ball games
- R6: Play outside
- R6: Blow bubbles
- R6: Picnics
- R6: Decorating cupcakes
- R7: No library available
- R7: We read at home
- R7: New books all the time
- R8: Go to the library in the summer
- R8: Hard to do this when babysitting

10. *How was the home visitor helpful or resourceful?*

- R1: Very resourceful/helpful still talk to her about things
- R1: Provided lots of materials & suggestions
- R1: Child took to her right away and loved the things they did together. It was positive experience.
- R2: Helped parent to learn how to play with the child.
- R2: Taught parent how to be more patient
- R2: Helped her take care of other child when working with the child in the program
- R2: Always asked before she did anything and was very polite
- R3: She was nice and the child liked her.
- R3: No problem with her. The child started swearing and stuff and parent and home visitor got him through that. He stopped swearing now.
- R4: She taught patience to the child.
- R4: Helped child to sit, relax, and listen
- R5: Very helpful
- R5: She was good.
- R5: Provided suggestions for parent about daughter
- R5: Provided follow-up activities
- R6: Definitely helpful
- R6: Acted like child (good thing)
- R6: Gained trust of child
- R6: Knew how to be helpful with kids
- R7: Worksheets
- R8: The craft ideas
- R8: Helps parent when she gets stuck (remembering songs, etc.)
- R8: Brings things parent requests (rhymes)

11. *What additional things would you like included in this program?*

- R1: Play more with stamps and inkpads
- R1: Time of the program was ok
- R2: Start describing things in different ways (describe colors and shapes further)
- R2: Count higher
- R2: More simple math
- R3: Alphabet stuff (tell him "Big A", "little a", etc.)
- R4: Not really anything, pretty happy with the program
- R5: Nothing else
- R6: Nothing, pretty happy with program as it is.
- R7: No Response.
- R8: Child likes the books the most
- R8: I ask for things now – and get them

12. *If you could change anything in the program what would it be?*

- R1: Nothing but hire her as a home visitor

- R2: Wouldn't change anything, had a great experience
- R3: Really nothing
- R4: More time with the home visitor (child wants more time with the home visitor)
- R5: Longer sessions
- R6: Have child ages 2-4 in the program
- R6: Would like to be able to have both children in the program instead of only being able to have one child in program.
- R7: Staying longer
- R8: Nothing – like everything

13. *When you leave the program, what is the one thing that you will walk away with?*

- R1: The experience
- R1: The time that was shared between parent, home visitor, and child
- R1: The videotape
- R1: Daughter loved all the toys, books, and the toy box
- R1: Overall a great program
- R2: Better relationship with her child
- R2: Know how to relate to the child
- R2: Know how to teach her other child
- R2: Share toys with other child
- R3: That it helped him when he was young
- R4: The friendship with the home visitor and my son remembers her
- R5: Daughter will have better start with school.
- R5: Better interactions because of the home visitor
- R6: Knowledge of what was taught
- R6: Knowing that there is a program that works with kids
- R6: The time with the child just playing with them
- R6: Meeting new people
- R6: Program is very good and worth the time and energy.
- R7: Doing more reading and activities that I wouldn't have otherwise done
- R8: The quality time with daughter

Parent Interview Summary of Responses

Cohort One, Parent Interviews

At the end of year one, a random sample of parents was selected to participate in an interview based on questions from the *Parent Satisfaction Survey*. Eight mothers were selected. The following is a summary of parent responses.

Question 1:

“Many families have stated that the Parent Child Home Program was a valuable experience. How do you think the program was valuable or beneficial to you and your child?”

Of the 24 total responses to this question, 13 (54%) related to the learning the child displayed. Typical responses were, “My daughter learned her colors. She didn’t know them before”, “My daughter knows more words now”, and “He learned quite a bit”. Three (12.5%) of the responses pointed toward the home visitor as a valuable asset. Responses included, “The Home Visitor”, “I like the second time they come”, and “He has a great relationship with the Home Visitor”. Three (12.5%) of the answers concerned the one-on-one interaction that the parent was able to share with the child. Answers included, “Just having a half hour to sit with my daughter and work with her”, “The one-on-one interaction”, and “Just sitting and talking and learning”. Two (8%) of the responses indicated that the creative (crafts) portion of the program was valuable or beneficial. Reactions were, “The crafts” and “creativity”. The final four responses (17%) varied. Parents said that aspects most valuable and beneficial to them were, “Meeting new people”, “Shows me more to do with him”, and “The toys”. One parent simply stated, “We both love it”. Responses to this question were overwhelmingly positive, with no negative answers given. Most parents felt that their child learned a great deal, the home visitor was a valuable asset, the one-on-one interaction was beneficial, and that the crafts were helpful.

Emergent Themes: Most parents felt that their child learned a great deal, the home visitor was a valuable asset, the one-on-one interaction was beneficial, and that the crafts were helpful.

Question 2:

“Learning is an important component of the program. Could you tell us what that you and your child have learned through the participation in the program?”

Of the 29 total answers to this question, nine (31%) indicated that the child learned some basic information such as, colors, numbers, shapes, and animals. Typical responses were, “She learned her shapes. She knows what an octagon is!” and “toys teaching colors”. Seven (24%) reactions indicated that many new things were learned, in general. Typical responses were, “Learned new things from the activities” and “He’s learned quite a bit”. Six (21%) responses included the child learning to

interact with others in a more appropriate manner. Some standard answers were, “Learned how to share”, “He’s learning to share now”, and “Her daughter does not get angry as much as she used to”. Parents, as well, learned new things and ways to assist their child. Three (10%) answers contained this theme. Responses included, “Parent learned to handle her daughter better”, “Gave me ideas of things to do”, and “Learned new ways to help her daughter learn”. Other things learned through participation in the program included greater attention to tasks. Two (7%) responses showed evidence of this. Answers included, “Her concentration is better” and “Can pay better attention to things and is more focused”. Finally, the last aspect of learning gained through the program evidenced by parent responses is that of the parent and child learning to spend time together. Two (7%) answers illustrated this. Responses were, “Brings parents and child together” and “Togetherness basically”. Overall, responses were positive with all demonstrating that the child had learned much. Most parents felt that their child learned new things, learned basic information, learned new ways to interact with others, and parents, themselves, learned new ways to assist their child.

Emergent Themes: Most parents felt that their child learned new things, learned basic information, learned new ways to interact with others, and parents, themselves, learned new ways to assist their child.

Question 3:

“Many families reported that the toys and books were beneficial throughout the program. What advantages do you feel that the toys and books contributed to the program?”

Of the 17 responses to the first question, 6 (35%) indicated that the child likes or loves the toys and books. Typical answers were, “Very happy with books”, “Kept her interested”, and “Still plays with them”. Four (24%) answers pointed toward the child’s learning from the toys and books. Responses included, “Good because the child is learning things”, “He knows the colors now”, and “Learned from the toys and books”. Four (24%) answers showed that the toys and books helped the parent teach the child. Common answers were, “You can teach more with toys and books” and “Can show examples with toys and books”. One (6%) answer indicated that a parent liked the quality of the toys. “The toys were very durable”. Finally, one (6%) answer showed that a parent viewed it as an advantage to receive toys and books when a person could not afford such items. Finally, there was one (6%) negative answer: “Didn’t like *Monkeys on the Bed*, very sensitive”. Overall, the responses to the above question were tremendously positive. Responses indicated that parents felt that the toys and books contributed advantageously to the program.

(If they respond well to above question, ask the following questions.)

- *What improvements can be made to toys or books?*

Of the four total responses to this question, three (75%) indicated that no improvements are necessary. Responses were, “Liked them all”, “Not really –

all were easy to use”, and “Thought they all were good”. One (25%) answer reflected the need for more toys that teach shapes.

- *Are there any books or toys that you would include or exclude from the program?*

Of the seven total responses to this question, six (86%) reflected parents’ desire to keep all of the books and puzzles that were used in the program. Only one parent indicated that he or she would prefer a specific book be left out. The parent stated, “Might not include the Train book next time. It was hard to work with.”

Emergent Themes: Most parents felt that their child liked or loved the toys and books, that the child learned from the toys and books, that the toys and books helped the parent teach the child, and that all of the books and puzzles should continue to be used in the program.

Question 4:

“Home visitors are a key element of the program. How would you explain the role of the home visitor? What suggestions could help improve or expand the role of the home visitor?”

Role:

Of the sixteen total replies to this question, six (38%) of the answers indicated that the role of the home visitor was to help teach parents new skills. Responses included, “Help parent and child work together”, “She guides me – then I take over”, and “I can ask her questions when I need to”. Four (25%) responses showed that the parent felt that the home visitor’s purpose was to teach the child. Answers included, “To teach her child”, “To teach children things other than what parents taught them”, and “Supposed to be good with children”. Four (25%) responses indicated that the home visitor was to make friends with the child. Typical responses were, “Make friends with the children” and “Be nice”. One (6%) parent stated that the role of the home visitor was to give the mother one-on-one time with the child. Finally, one parent stated that the home visitor’s role was to work around the parents’ schedule for appointments. Overall, the responses to this question centered on teaching the parents and children new skills as the chief function of the home visitor.

Improvements:

Of the nine total responses to this question, eight (89%) indicated that no improvements were necessary. Typical responses included, “The home visitor was wonderful!”, “No suggestions for improvement”, and “I don’t think anything could make the home visitor better. He loved her coming.” Only one (11%) answer described a potential improvement: “Make visits longer.” Overall, the responses to this question were positive with most indicating that no improvements were needed.

Emergent Themes: Most parents felt that the role of the home visitor was to teach the parent and child new skills and to make friends with the child. Most felt that no improvements to the role of the home visitor were necessary.

Question 5:

“Would you recommend the program to a friend? Why or why not?”

Of the eight parents who responded to this question, all indicated that they would indeed recommend this program to a friend. Of the 22 total responses, 16 included a reason for the recommendation. Eight (50%) of the reasons related to the program being a positive experience and/or educational experience. Responses included, “Thought the program was good and educational”, “Good experience for kids to learn more”, and “It helps kids to learn their colors, teaches to read, and teaches animals”. Five (31%) of the reasons given showed that the parent valued the time spent with the child. Responses included, “Gives the parent one-on-one time with the child”, “Yes – one-on-one for child”, and “Yes – good program for time with your child and patience working with your child”. Three (19%) of the reasons given demonstrated that the toys and/or crafts were appreciated. Responses included, “Free books and toys”, “Fun with neat crafts”, and “Lots of toys”. Overall, each respondent stated that he or she would recommend, or have already recommended, this program to a friend. All reasons for this were quite positive with most parents indicating that the program was a positive or educational experience, the time spent with the child was very valuable, and that the toys and crafts were appreciated.

Emergent Themes: All parents indicated that they would recommend this program to a friend. Reasons for this were the positive and educational experience for the child, the valuable time for the parent and child together, and the parents’ appreciation of the crafts and toys.

Question 6:

“What benefits do you think the program could have if additional time or days were added to the home visits?”

Of the 14 total replies to this question, six (43%) of the answers indicated that more time, in general, would be beneficial. Some of the responses included, “Would be beneficial”, “Could learn more”, and “Yes, more time or more days would be beneficial”. Three (21%) said that like to have longer sessions. Responses were, “Staying longer would be better than more often, so that a parent can have a chance to work with child in later sessions”, “No, additional days are not necessary. Longer sessions could be bettering order to do more stuff”, and “Would be beneficial to have longer sessions compared to more days”. Two (14%) responses showed an uncertainty in the effect that more days or longer sessions would have on the child. Responses were, “it all depends upon the child. The parent struggles with the idea that more time might be better or may not be good. It’s a tough one” and “Might be able to learn more or be overwhelmed”. Two (14%) responses showed that no change in the length of sessions or amount of days was needed. Responses were,

“It’s good where it is” and “Wouldn’t want longer hours”. One (7%) response indicated that it would be beneficial to have more days of service. The parent stated that, “Three days a week for an hour would be good”. Overall, answers to this question showed that most parents 10 out of 14 (71%) would value more time, in general.

Emergent Themes: Most parents felt that more time and longer sessions would be beneficial. Some parents were uncertain of the effect of more time and some felt that no change in the length of the program was needed.

Question 7:

“How do you feel the crafts or projects were related to the program?”

Of the 20 reactions to this question, 7(35%) indicated that the crafts or projects taught something to the child. Typical responses included, “Teaches kids just as well as toys and books”, “Teaches kids use of glue and crayons”, and “Learned how to build things”. Five (25%) answers indicated that the projects and crafts engaged the child in some way. Typical responses were, “Child really likes the crafts”, “Child enjoys them – especially the glue”, and “She really liked the plastic noodles”. Five (25%) of the responses demonstrated that the projects and crafts were based upon the books that were presented to the child. Typical responses were, “Books and crafts were related”, “Most lined up with the activity”, and “The crafts were really based on the book”. Two responses indicated that the crafts and projects were generally related well to the program. The answers were, “Good overall” and “Fairly well”. One (5%) response indicated that a parent was unsure how the crafts or projects were related to the program. The parent stated, “I’m not sure”. Overall, these parents felt that the crafts and projects taught something to their child, engaged the child in some way, and were based upon the books presented.

Emergent Themes: Most parents felt that the crafts or projects taught something to the child, engaged the child, and were based upon the books used.

Question 8:

“How important is it to you that the program took place in your home instead of another location (i.e. an office building)?”

Of the eight parents who responded to this question, all felt that it was very important that the program took place in their homes. Of the 26 total responses, the comfort level was given as the most important aspect of having the program in the home. Nine (35%) responses dealt with this in some way. Typical responses were, “Child more comfortable”, “At another location may not be comfortable”, and “Free to talk”. Seven (27%) answers showed that parents simply liked having the program in the home. Typical responses were, “Definitely a plus”, “Much better”, and “Definitely like it here”. Convenience was listed as important in five (19%) of the responses. Responses were, “Very in convenient to go somewhere else”, “Parent does not have a car, and it was a good thing they came to her house”, and “Meant a lot to parent to have it in the home, she doesn’t have a driver’s license”. Three (12%) of the

responses indicated that the parent did not feel that the home visits were intrusive. Responses were, "Not intrusive at all", "Home visits were not intrusive", and "Home visits were not intrusive at all". Finally, two responses suggested that the home provided one-on-one time that may not have been available in another location. Answers were, "Important that the child is the only child when home visitor comes" and "If we go somewhere else, there may be other children, and parent really wants the one-on-one". All parents said that they much prefer that the program take place in the home. Most (54%) listed comfort and convenience as reasons for this.

Emergent Themes: All parents felt that it was very important that the program took place in the home. Most indicated that the reasons for this were the comfort level of the home, it was simply more preferable, and the convenience of the location.

Question 9:

"What type of additional activities (i.e. going to the park, library, etc.) do you and your child participate in outside the program?"

Of the 27 total responses to this question, eight (30%) of the answers showed that common activities were playing outside. Standard responses were, "Play outside", "Swimming", and "Riding bikes". Visiting the library or reading books represented six (22%) of the answers given. Typical responses were, "We read at home", "New books all the time", and "Going to the library". Parks and zoos were visited by many. Five (19%) of the statements indicated participation in these activities. Typical responses were, "Park", "Zoo", and "Idlewild and Kennywood". Two (7%) of the answers showed that movies were a preferred activity by some. Two (7%) responses were that parents and children engage in play with other children. Cooking and playing games together were activities each chosen by one respondent (4% each). Finally, two (7%) responses indicated that no library was available for their use. Overall, 70% of the responses given indicated that parents and children generally chose the following activities: playing outside, visiting the library, and visiting parks and zoos.

Emergent Themes: Most parents indicated that they and their child play outside, visit the library and read books, and visit parks and zoos.

Question 10:

"How was the home visitor helpful or resourceful?"

Of the 23 total responses, 10 (43%) of the responses indicated that the home visitor was helpful and/or good. Typical responses were, "Definitely helpful", "Very helpful", and "She was good". Six (26%) of the answers stated that the home visitor provided the parent with ideas or materials. Common responses were, "Brings things the parent requests", "Worksheets", and "Provided suggestions for parent about daughter". Four (17%) of the responses indicated that the parent felt the home visitor taught skills to the child and/or parent. Typical responses were, "She taught patience to the child", "Helped parent to learn how to play with the child", and "Taught parent how to be more patient". Finally, three (13%) of the answers indicated that the child

liked the home visitor. Responses were, “Gained trust of child”, “She was nice and the child liked her”, and “Child took to her right away and loved the things they did together. It was a positive experience”. Overall, parents viewed the home visitor as helpful and resourceful. The majority of the responses showed that the home visitor was helpful and/or good, provided parents with ideas or materials, and taught skills to the child and/or parent.

Emergent Themes: Most parents felt that the home visitor was helpful and/or good, provided the parent with ideas or materials, taught skills to the child and/or parent, and that the child liked the home visitor.

Question 11:

“What additional things would you like included in this program?”

Of the 11 total responses to this question, four (36%) of the answers showed that the parent would like to see further academic instruction. Typical answers were, “More simple math”, “Count higher”, and “Alphabet stuff (tell him, “Big A”, “Little a”, etc.)”. Three (27%) answers indicated that nothing additional should be included in the program. Answers were, “Nothing, pretty happy with the program as it is”, “Nothing else”, and “Not really anything, pretty happy with the program”. The final four answers were varied. Desired changes that were expressed included specific crafts (“Play more with stamps and inkpads”) and time changes. Finally, one parent stated that her child really enjoyed the books and that if she requests items from the home visitor, she often gets them. Overall, the majority of the responses (64%) to this question indicated either that parents would like to see more academic instruction or that no additional things were needed.

Emergent Themes: Most parents felt that either further academic instruction should be included or that nothing additional should be included.

Question 12:

“If you could change anything in the program what would it be?”

Five (56%) of the nine total responses to this question indicated that parents would change something about the program. Three (33% of the total) of the five changes included allowing more time with the home visitor. Responses included, “Longer sessions”, “More time with the home visitor (child wants more time with the home visitor)”, and “Staying longer”. One response (11%) indicated the desire to include a wider range of ages of children accepted into the program. The response was, “Have child ages 2-4 in the program”. One response (11%) indicated that the parent desired to have both of her children in the program instead of only one. The remaining four responses (44%) expressed no desire to change anything about the program. Typical responses include, “Nothing but hire her as a home visitor”, “Wouldn’t change anything, had a great experience”, and “Really nothing”. Overall, participants seemed to be extremely positive about the program. The desired changes expressed all related to wanting more children in the program or more time with the home visitor.

Emergent Themes: Most parents felt that they would like to have more time with the home visitor, have a wider range of ages of children accepted into the program, or change nothing about the program at all.

Question 13:

“When you leave the program, what is the one thing that you will walk away with?”

Of the 20 total responses to this question, six (30%) of the answers indicated that the parent valued the improvement in her relationship with the child. Typical responses were, “Better relationship with her child”, “Know how to relate to the child”, and “The time that was shared between parent, home visitor, and child”. Five (25%) of the responses indicated that the learning by the parent and/or child was important. Typical answers were, “Share toys with other child”, “Daughter will have a better start with school”, and “Knowledge of what was taught”. That the program was a good experience, in general, was reflected in five (25%) of the answers given. Typical responses were, “Program is very good and worth the time and energy”, “Overall a great program”, and “The experience”. Two responses indicated that the child liked the program. Answers were, “Daughter loved all the toys, books, and the toy box” and “The friendship with the home visitor and my son remembers her”. One response related to the experience of meeting new people, and finally, one response indicated that the videotaping itself was quite memorable. Overall, parents felt that they would take with them an improved relationship with their child, learning that they experienced, and the overall good experience of the program.

Emergent Themes: Most parents valued the improvement in the relationship with their child, felt that learning by the child or parent was an important aspect, and that the program was a good experience, overall.