

### 3. Mobilizing the Home to address Students' Basic Needs

- a. *Child Development Project (CDP)*: This multi-year, comprehensive school-change program aims to help elementary school children feel more attached to the school community, internalize the community's norms and values, exhibit behavior consistent with norms and values, and reduce their involvement in drug-use and other problem behaviors. It includes parent involvement activities, staff training, school-wide community building activities, and a cross-grade buddy program. Reported outcomes include an 11% drop in alcohol use (compared to a 2% increase in comparison schools), a 2% drop in marijuana use (compared to a 2% increase in comparison schools), an 8% drop in cigarette use (compared to a 3% decline in comparison schools), increase in pro-social behaviors among students in grades K-4, and decreased delinquency in schools with the highest level of implementation.

*For more information, see:*

Battistich, V., Schaps, E., Watson, M., & Solomon, D. (1996). Prevention effects of the Child Development Project: Early findings from an ongoing multisite demonstration trial. *Journal of Adolescent Research*, 11, 12-35.

Battistich, V., Solomon, D., Kim, D., Watson, M., & Schaps, E. (1995). Schools as communities, poverty levels of student populations, and student' attitudes, motives, and performance: A multilevel analysis. *American Educational Research Journal*, 32, 627-658.

*For project information, contact:*

Sylvia Kendzior, Developmental Studies Center, 200 Embarcadero, Suite 305, Oakland, CA 94606-5300, (510) 533-0213. To order materials, call (800) 666-7270.

- b. *Families and Schools Together (FAST)*: This is a collaborative, multi-family program that aims to prevent school failure, enhance family functioning, prevent familial substance abuse, and reduce stress. FAST targets children (ages 4 to 9) who have high rates of aggression, noncompliance, and behavior problems. It seeks to empower parents to be their child's primary prevention agent and involves 2 years of multiple family meetings designed to increase social bonds of the at-risk child. Pre-post program comparisons indicate (1) increased child attention spans and self-esteem, (2) decreased child problem behaviors, (3) stronger parent-child relationships, (4) increased parent school involvement, (5) enhanced overall family functioning, (6) greater family networking, (7) greater family comfort level in dealing with school/community. At 3-year follow-up, (1) 16% of parents went into alcohol treatment, (2) 27% went into counseling, (3) 40% went on to further education, (4) 16% obtained full-time jobs, (5) 32% became involved in Parent Teacher Organizations, and (6) 35% became more involved in community centers.

*For more information, see:*

McDonald, L., Billingham, S., Dibble, N., Rice, C., & Coe-Braddish, D. (January, 1991). Families and Schools Together: An innovative substance abuse prevention program. *Social Work in Education: A Journal of Social Workers in School*, 13 (2): 118-128.

*For program information, contact:*

FAST: Families and Schools Together, Family Service America, 11700 West Lake Park Drive, Milwaukee, WI 53224-3099; (800) 221-3726. <http://www.acf.dhhs.gov/programs/opre/fastrt.htm>

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## Appendix E: Home Involvement in Schooling

- c. *Seattle Social Development Project*: This is a universal, multidimensional intervention that aims to decrease juveniles' problem behaviors by working with parents, teachers, and children. It intervenes early in children's development to increase prosocial bonds, strengthen attachment and commitment to schools, and decrease delinquency. Staff indicate that the Project's success lies in its combination of parent and teacher training. Teachers receive instruction that emphasizes proactive classroom management, interactive teaching, and cooperative learning. Parents receive family management training for monitoring children, providing appropriate and consistent discipline, improving communication between themselves, teachers, and students, helping their children develop reading and math skills, and creating family positions on drugs and encouraging children's resistance skills. Evaluations report improved school performance, family relationships, and student drug/alcohol involvement at various grades.

*For more information, see:*

Hawkins, J. David, Catalano, Richard F., Morrison, Diane, O'Donnell, Julie, Abbott, Robert, & Day, Edward (1992). The Seattle Social Development Project: Effects of the first four years on protective factors and problem behaviors. In Joan McCord & Richard E. Tremblay (eds.), *Preventing Antisocial Behavior: Interventions from Birth through Adolescence*. New York: The Guilford Press.

Hawkins, J. David, Von Cleve, Elizabeth, & Catalano, Richard F. (1991). Reducing early childhood aggression: Results of a primary prevention program. *Journal American Academy Child Adolescent Psychiatry*, 30, 208-217.

O'Donnell, Julie, Hawkins, J. David, Catalano, Richard F., Abbot, Robert D., & Day, Edward (1995). Preventing school failure, drug use, and delinquency among low-income children: Long-term intervention in elementary schools. *American Journal of Orthopsychiatry*, 65, 87-100.

*For program information, contact:*

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- d. *Project ACHIEVE*: A school wide prevention and early intervention program targeting students who are academically and socially at risk. Students learn social skills, problem-solving methods, and anger-reduction techniques. The program reports reduced aggression and violence in Project ACHIEVE schools. For example, reported disciplinary referrals decreased by 67%. Specifically, referrals for disobedient behavior dropped by 86%, fighting by 72% and disruptive behavior by 88%. Referrals for special education testing decreased 75% while the number of effective academic and behavioral interventions in the regular classroom significantly increased. Suspensions dropped to one-third of what they had been three years before. Similar improvements are reported for grade retention, achievement test scores, and academic performance, and, during a four year period, no student was placed in the county's alternative education program. The model's success has led to its adoption in over 20 additional sites across the United States.

*For more information, see:*

Knoff, H.M. & Batsche, G. M. (1995). Project ACHIEVE: Analyzing a school reform process for at-risk and underachieving students. *School Psychology Review*, 24, 579-603.

Knoff, H.M. & Batsche, G. M. Project ACHIEVE: A collaborative, school-based school reform process improving the academic and social progress of at-risk and underachieving students. In: R. Talley & G. Walz (Eds.), *Safe Schools, Safe Students*. National Education Goals Panel and National Alliance of Pupil Services Organizations. Produced in collaboration with ERIC Counseling and Student Services Clearinghouse.

Quinn, M. M., Osher, D., Hoffman, C. C., & Hanley, T. V. (1998). *Safe, drug-free, and effective schools for ALL students: What works!* Washington, DC: Center for Effective Collaboration and Practice, American Institutes for Research.

## Appendix E: Home Involvement in Schooling

e. *Early Intervention for School Success (EISS)*: This program offers teachers, support staff, and parents basic knowledge of child growth/development and basic strategies for the kindergarten classroom. There are 4 training components: organization and planning, assessment, strategies, and curriculum. Outcomes reported for kindergarten students after 1 year include: (1) participating children scored significantly better in receptive language, visual motor integration and achievement than comparison groups; (2) they showed fewer grade retentions than comparison groups; and (3) in a follow-up of a comparison study of at-risk (first quartile) students, the students maintained reading score gains through grade three testing.

*For more information, contact:*

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f. *Effective Black Parenting Program (EBPP)*: This is a cognitive-behavioral program specifically created for African-American parents that seeks to foster effective family communication, healthy identity, extended family values, child growth and development, self-esteem as ways to combat juvenile delinquency, substance abuse, and other negative outcomes. Black educators and mental health professionals teach basic child management skill using culturally appropriate methods; interactive groups address topics such as discipline, pride, coping with racism. Pre-post changes compared 109 treatment and 64 control families. Outcomes reported include a significant reduction of parental rejection and improvements in family quality, reductions in rejection, and problem behaviors.

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Kirby T. Alvy, Ph.D., Executive Director, Center for the Improvement of Child Caring, 11331 Ventura Boulevard, Suite 103, Studio City, CA 91604-3147; Tel: (818) 980-0903

g. *Enriching a Child's Literacy Environment (ECLE)*: This is a program of classroom and home instruction teaching parents, teachers, and other care providers to develop oral language, thinking abilities, and motor skills in young children (ages 6 months to 3 years). Targeted areas include children's large and small muscle coordination, oral language through sensory stimulation, print and number awareness, appreciation of literature, sensitivity to music and rhythm, and basic concepts. Outcomes reported for Pre/Post Treatment measures are: (1) Statistically significant gains for participating children (as contrasted with a comparison group) on the Mental Development Index (MDI) and the Psychomotor Development Index (PDI) of the Bayley Scales of Infant Development; (b) Average gains for every one month in the program were more than two months of growth relative to the normative group.

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Dr. Ethna Reid, Reid Foundation, 3310 South 2700 East, Salt Lake City, Utah 84109; Phone: (801) 486-5083; Fax: (801) 485-0561; [www.ed.gov/pubs/EPTW/eptw11/eptw11b.html](http://www.ed.gov/pubs/EPTW/eptw11/eptw11b.html)

h. *Perry Preschool Program* (also known as the *High/Scope Perry Preschool Project*): This project serves as a community center as well as a school for children between the ages of 2-5 years who live in poverty and are at high risk of school failure. The intervention focuses on combating the relationship between childhood poverty and school failure by promoting young children's intellectual, social, and physical development. It has been expanded to elementary schools. It includes weekly home visitation by teachers, and includes a developmentally appropriate curriculum, small classrooms, frequent parental communication, and sensitivity to noneducational needs of disadvantaged children and their families. The 15 year follow-up indicated that, compared to controls, Perry children showed less delinquency (including fewer arrests, and less gang fights and police contact) at age 19. By age 15, Perry children showed less antisocial behavior and higher academic achievement, including higher scores on standardized tests of intellectual ability and higher high school grades. By age 19, Perry children showed less school dropouts (33% vs. 51%). Subsequent findings indicate that 35% of the control group had been arrested five or more times by age 27 and 25% at least once for drug dealing -- compared with 7 percent of those in the program in both categories. Out of wedlock births were high in both groups but far fewer in the program group, 57% vs. 83%, respectively. Seventy-one percent of the program group completed 12 or more years of school compared with 54% of the controls. Significantly more females in the program completed high school compared to control females (84% vs. 35%). Twenty-nine percent of the program group, compared with 7% of controls, earned at least \$2,000 a month. Eighty-percent of the controls received welfare as an adult, compared with 59% of the program group.

## Appendix E: Home Involvement in Schooling

*For more information, see:*

Berrueta-Clement, J. R., Schweinhart, L. J., Barnett, W. S., Epstein, A. S., Weikart, D. P. (1984). *Changed Lives: The Effects of the Perry Preschool Program on Youths Through Age 19*. Ypsilanti, MI: High/Scope Press.

Epstein, Ann S. (1993). *Training for Quality: Improving Early Childhood Programs through Systematic Inservice Training*. Ypsilanti, MI: The High/Scope Press.

Schweinhart, L.J., Barnes, H.V., Weikart, D.P. *Significant benefits: The High/Scope Perry Preschool Study Through Age 27*. Monographs of the High/Scope Educational Research Foundation, Number Ten. Ypsilanti: High/Scope Foundation, 1993.

*For program information, contact:*

Dr. David P. Weikart, President, High/Scope Educational Research Foundation, 600 N. River Street, Ypsilanti, MI 48198-2898. (313) 485-200 / fax: (313) 485-0704.

*For evaluation information, contact:*

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- i. *Family Advocacy Network (FAN Club)*: This is designed to directly involve parents of youth (ages 13 to 15) participating in Boys & Girls Clubs of America's SMART Moves program. It aims at strengthening families and promoting family bonding to increase resistance of youth to drug use. It can be implemented in community-based youth organizations, recreation centers, and schools in collaboration with a local Boys & Girls Clubs. The focus is on providing basic support to help families deal with stress and to encourage family activities; regularly scheduled group social activities; educational activities; and parental leadership activities. Reports indicate a statistically significant ( $p < .05$ ) decrease in substance use over time relative to comparison schools, as well as greater ability to refuse substances and increased knowledge of health consequences of substance use.

*For project information, contact:*

Tena L. St. Pierre, Ph.D., The Pennsylvania State University, Institute for Policy Research and Evaluation, In collaboration with Boys & Girls Clubs of America; Ms Mylo Carbia-Puig, 1230 West Peachtree Street, NW, Atlanta, GA 30309-3447; (404) 487-5766 or (877) 773-8546 toll-free; fax (404) 487-5789; E-mail: mcpuig@bgca.org; Web: www.bgca.org

- j. *Los Ninos Bien Educados*: This targets newly immigrated Latino parents and kindergarten children to enable parents to assist children with the challenges of growing up in the U.S. It offers a wide range of basic child-rearing skills, along with skills compatible with Latino culture. Initial field testing in the 1980's indicated that participating parents perceived their relationships with their children as either better or much better, whereas nonattending parents reported their relationships with their children as the same or getting worse. Behavior improvements were reported by parents and confirmed by teachers' reports.

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- k. *Project P.I.A.G.E.T. (Promoting intellectual Adaptation Given Experiential Transforming)*: This program uses a school-home setting to develop English language and cognitive competencies in bilingual preschool children whose native language is Spanish. It has three components: (1) Classrooms taught by one bilingual teacher and one aide trained in Piagetian-derived teaching strategies; (2) Aides to help Limited English Proficient (LEP) parents develop educational home program; and, (3) Academic assessment of children and parents' skills. Reported outcomes are: (1) After 1 year, Limited English Speaking children achieve significantly higher gains than a comparison group on tests of receptive language and reading readiness; and (2) participants achieve greater than the norm in English language reading, language, and mathematics by fourth grade and gains are sustained through grade 6.

*For more information, contact:*

Iris Cintron, Bethlehem Area School District, 1516 Sycamore Street, Bethlehem, PA 18017; Phone: (215) 861-0500 or Dr. Thomas Yawkey, Department of Curriculum and Instruction, 159 Chambers Building, The Pennsylvania State University, University Park, PA 16802; Phone: (814) 863-2937. [www.ed.gov/pubs/EPTW/eptw11/eptw11i.html](http://www.ed.gov/pubs/EPTW/eptw11/eptw11i.html)

## Appendix E: Home Involvement in Schooling

- l. *First Step to Success*: This program for grades K-3 takes a collaborative home and school approach to diverting at-risk children from adjustment problems, school failure and drop-out, social juvenile delinquency in adolescence, and gang membership and interpersonal violence. Children are screened for antisocial behavior. Parents are recruited as partners with the school in teaching children a behavior pattern that contributes to school success and the development of friendship. Children participate in a social skills curriculum, and parents are taught key skills for supporting and improving their child's school adjustment and performance. As indicated by teacher ratings and direct observations, students who successfully complete the program show sustained behavior changes in adaptive, aggressive, and maladaptive behavior, and in the amount of time spent appropriately engaged in teacher-assigned tasks. Follow-up studies show intervention effects persist up to two-years beyond the end of the initial intervention phase.

*For more information, see:*

Walker, H.M. (1998). First step to success: Preventing antisocial behavior among at-risk kindergartners. *Teaching Exceptional Children*, 30(4), 16-19.

Walker, H.M., Severson, H.H., Feil, E.G., Stiller, B., & Golly, A. (1997). *First step to success: Intervening at the point of school entry to prevent antisocial behavior patterns*. Longmont, CO: Sopris West.

Walker, H., Stiller, B., Severson, H., Kavanagh, K., Golly, A., & Feil, E. (in press). First step to success: An early intervention approach for preventing school antisocial behavior. *Journal of Emotional and Behavioral Disorders*.

*For program information, contact:*

Jeff Sprague & Hill Walker, Co-Directors. Institute on Violence and Destructive Behavior, 1265 University of Oregon, Eugene, OR 97403. (541) 346-3591

- m. *Parent-Teacher Intervention Project (P-TIP)*: This offers consultation services to parents and teachers of Head Start children who are experiencing either social withdrawal or conduct problems. Treatment consists of a comprehensive video-based program for parents and teachers that cover play, praise and rewards, effective limit setting, and handling misbehavior. Results reported from the first two years indicated that parents and teachers rated treatment acceptability and effectiveness very highly. Parents rated children's social skills as having increased and problem behaviors as having decreased from pretest to posttest, but there was no significant difference compared to the control children.

*For more information, see:*

[http://www.wcer.wisc.edu/Project\\_Descriptions/Teacher\\_Parent\\_Intervent.html](http://www.wcer.wisc.edu/Project_Descriptions/Teacher_Parent_Intervent.html)

- n. *Preventive Treatment Program*: This is designed to prevent antisocial behavior of boys who display early, problem behavior. It combines parent training with individual social skills training. Parents receive an average of 17 sessions that focus on monitoring their child's behavior, giving positive reinforcement for prosocial behavior, using punishment effectively, and managing family crises. The boys receive 19 sessions aimed at improving prosocial skills and self-control. Training utilizes coaching, peer modeling, self-instruction, reinforcement contingency, and role playing to build skills. Evaluations report both short and long-term gains. At age 12 (3 years after the intervention) treated boys were less likely to report taking objects worth less or more than \$10, trespassing, and stealing bicycles. They were rated by teachers as fighting less than untreated boys, and 29% were rated as well-adjusted in school (compared to 19% of the untreated boys). 22% of treated boys (compared to 44% of the untreated boys) displayed less serious difficulties in school; 23.3% of the treated boys (compared to 43% of the untreated boys) were held back in school or placed in special education classes. At age 15, those receiving the intervention were less likely than untreated boys to report: gang involvement; having been drunk or taking drugs in the past 12 months; committing delinquent acts (stealing, vandalism, drug use); and having friends arrested by the police.

*For more information, see:*

Tremblay, Richard E., Masse, Louise, Pangani, Linda & Vitaro, Frank (1996). From childhood physical aggression to adolescent maladjustment: The Montreal Prevention Experiment. In R. D. Peters & R. J. McMahon (eds.), *Preventing childhood Disorders, Substance Abuse, and Delinquency*, Thousand Oaks: Sage Publications.

Tremblay, Richard E., Vitaro, Frank, Bertrand, Lucie, LeBlanc, Marc, Beauchesne, Helene, Biouleau, Helene, & David, Lucille (1992). Parent and child training to prevent early onset of delinquency: The Montreal longitudinal Experimental Study. In Joan McCord & Richard Tremblay (eds.), *Preventing Antisocial Behavior: Interventions from Birth through Adolescence*. New York: The Guildford Press.

*For project information, contact:* Richard E. Tremblay, University of Montreal, School of Psycho-Education, 750, boul. Gouin Est, Montreal, Quebec, Canada H2C 1A6, (514)385-2525.

- n. *Strengthening Families Program (SFP)*: This is designed to reduce family environment risk factors and improve protective factors with the ultimate goal of increasing the resiliency of youth ages 6 to 10 who are at risk for substance abuse. Intervention lasts 2 to 3 hours weekly for 14 weeks, and includes parent, child, and family skills training. Program reports that positive results were maintained at 5-year follow-up and includes reductions in family conflict, improvement in family communication and organization, and reductions in youth conduct disorders, aggressiveness, and substance abuse.

*For more information, see:*

Aktan, B.B., Kumpfer, K.L., & Turner, C. (1996). The Safe Haven Program: Effectiveness of a family skills training program for substance abuse prevention with inner city African-American families. *Journal of Drugs in Society*.

Harrison, R.S. (1994). *Final Evaluation of the Utah Community Youth Activity Project*. Submitted to Utah States Division of Substance Abuse. Salt Lake City, UT: Social Research Institute, Graduate School of Social Work, University of Utah, 1994.

*For program information, contact:*

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- o. *Webster Groves Even Start Program*: This links parenting education, adult basic education, and early childhood education (ages 0 to 7) through a single site family learning center and home-based instruction. Targets families experiencing difficulties including teen pregnancy, single-parents, poverty, low literacy skill, high school drop-outs, abusive relationships, and low self esteem. Adult activities include basic education, GED studies and computer skills, parenting or life skills and pre-employability instruction. Educational activities for children are designed to develop pre-literacy skills, such as social interaction and language development. Reported outcomes are (1) parents in the program showed significant increases in passing the GED and parenting knowledge skills; (2) parents in the program took more responsibility for their child's growth and development and achieved their personal goals; and (3) Children in the program significantly increased their receptive vocabulary and were equal to other children in preschool skills when they entered kindergarten.

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