



Parents as Teachers™

# News

**From Intuition  
to Impact:**  
Capturing the Power  
of the Parent Educator

Also available at  
[www.ParentsAsTeachers.org](http://www.ParentsAsTeachers.org)  
under "Publications."

Winter 2011

Parents as Teachers  
Curriculum: online all the time!

More frequently asked  
questions

An enhanced foundation  
for quality and fidelity:  
What's new in 2011?

Parents as Teachers: preparing  
children for school by  
strengthening the family unit

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info@ParentsAsTeachers.org

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Editor  
Julie Mainer

Contributing Writers  
Kerry Caverly  
Lee Walker Falk  
Ann Haffner

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# A MESSAGE FROM THE PRESIDENT



Susan Stepleton, *President/CEO*

## BY THE TIME YOU READ THIS,

crocuses will be up and we will be well into 2011! Most would agree that 2010 was challenging, so it's good to have turned to a new calendar. And while it was lovely to have a bit of a respite over the holidays we, like you, have returned to a full plate of work!

Have you had a chance yet to “meet” the dynamic new Parents as Teachers? This new approach clearly speaks to the families we are serving today—rich in diversity and often facing financial and environmental challenges that can't be ignored if we are to support them in being the best parents they can be. Even our training style has changed from being primarily prescriptive to being much more interactive and reflective.

Speaking of training, is *retraining* on the schedule for you? Trainers are in a whirlwind process to become familiar with content and the new format. Participants and early trainers in the pilot are giving rave reviews.

We're also excited at going digital! Online materials will not only be convenient and easy to use, but they can also be continually updated to reflect new discoveries and changes in thinking about child development and parenting. This move positions Parents as Teachers as a leader in the home visiting field in use of technology.

As you have read elsewhere, there are new provisions for protecting model fidelity that make Parents as Teachers more competitive than ever. There is also a new pathway to Parents as Teachers for early childhood professionals who cannot or choose not to fully implement the model. This ensures that even more families are touched by Parents as Teachers services and expertise while still protecting full model implementers.

Current Parents as Teachers programs have until 2014 to make the shift to the new approach, but we hope that you will be on board as soon as possible!

In other news—there's a new Congress! Find out if you have a new Senator or Representative. If so, introduce yourself and invite them on a visit; they make great photo ops! If not, be in touch to remind your current legislature of your concerns about children and families.

Best wishes for a most successful 2011!

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# From Intuition to Impact:

## Capturing the Power of the Parent Educator

### WITH THE ADOPTION OF THE REFINED PARENTS AS TEACHERS

approach in January 2011, one of the organization's challenges is to capture the impact of what is sometimes intuitive for parent educators—to find ways to quantify outcomes so affiliates at every level can be sustained and grow.

All parent educators know the impact Parent as Teachers can have on a family. They know when a child discovers the thrill of learning, when a new parent bonds with a child and when a fragile family is strengthened.

"But the climate has changed," explains Sue Stepleton, Parents as Teachers president/CEO. "Internally we know we're effective, but externally we may not always be perceived that way and that can directly affect funding. Today it's more important than ever to routinely and accurately document our impacts and that starts with data collection."

### Documenting outcomes is key to fidelity and new approach

Fidelity to the Parents as Teachers' model is at the core of new training and curricula being introduced. Fidelity means delivering programs and services in ways that are proven and consistent worldwide. Data collection is a critical component of fidelity because it provides a loop back into the organization that allows us to document and perpetuate outcomes for families.

"We have developed new ways to simplify, clarify and standardize the delivery of Parents as Teachers that make it easier to demonstrate impact. It also makes it easier for affiliates to assess themselves so that they can ensure fidelity while meeting the needs of families in diverse communities," says Karen Guskin, director of Research and Evaluation.

Parent educators are key to collecting data and measuring outcomes because they are the ones generating those outcomes. They provide individualized personal visits to parents and children in their homes, warmly welcome

families to group connections, and skillfully connect families to community supports and resources, while sharing research-based information and utilizing evidence-based practices. The role of the parent educator has been updated and restated in the new Parents as Teachers approach to reflect this.

"We are evolving from a more instructional approach," explains Kerry Caverly, director of Replication, Training, and Technical Assistance, "to an approach that focuses on parent-child interaction, development-centered parenting and family well-being."

The parent educator's role is to partner, facilitate and reflect with parents. Each of these three functions requires a parent educator to systematically collect information in order to work effectively.

### Partnering

*To effectively partner with families, the parent educator must capture the key elements of each home visit, including important screening and assessment information.*

## BREAKING IT DOWN

- Make data documentation a regular step in your home visit routine, rather than an afterthought.
- Document information at the end of each visit rather than the end of the day or the week.
- Familiarize yourself with your affiliate's data collection system (VisitTracker or similar) or take a refresher tutorial.
- Ask your affiliate supervisor to review data collection protocol at your next staff meeting.
- Brainstorm with your colleagues ways to use existing data to support your affiliate.

Parent educators use the routine of the personal visit to establish a pattern of shared power, strength-based family support and parent education. As their relationships with parents develop, parent educators work to learn more about and respond to the needs, values and culture of each family. Using observation, screening and family assessment, parents and parent educators work collaboratively to set and achieve goals.

### Facilitating

*The data captured during home visits is used to facilitate good parenting and healthy child development. It becomes a baseline to document outcomes for each family.*

Parent educators engage parents in interaction with their child to help them better understand their child's development. Parent educators motivate and sustain these interactions by affirming what the parent is doing well, encouraging and

*Continued on page 5*

# Parents as Teachers Curriculum: online all the time!

As of January 24, those who visited the Parents as Teachers Web portal saw something new and exciting on their menu of resources—the Parents as Teachers Foundational Curriculum and handouts online!

What you see on our Web portal is Version 1 of the digital curriculum consisting of activities, handouts and resources now available to parent educators to use in their work. All existing parent educators can view the materials being used by those newly trained in the new approach. If you haven't yet attended the Foundational retraining, make plans to do so now! The organization and layout of the material will make much more sense to you after the training.

This new digital curriculum opens up a variety of options for parent educators when working with families:

- Everything is available to you 24/7 wherever you have Internet access.
- Embedded links take you quickly to subjects or handouts throughout the curriculum and soon, to resources on the Web (Version 2).
- Parent handouts can be printed in any quantity.
- CDs no longer have to be stored or replaced.
- Handouts can be e-mailed to families who need an extra touch.

## How to access the Web portal

Just visit [www.ParentsAsTeachers.org](http://www.ParentsAsTeachers.org) and click on the "Portal Login" link at the top, right of the home page. Log in using your user ID and password. ❖



What are you waiting for? Schedule your retraining now by visiting [www.ParentsAsTeachers.org/training](http://www.ParentsAsTeachers.org/training).



MANY PARENT  
EDUCATORS HAVE ALREADY  
SUCCESSFULLY TAKEN THE MUCH  
TALKED-ABOUT RETRAINING.

HERE'S WHAT THEY'RE SAYING!

"I'm so glad I attended the Foundational Training. Its exciting to see the flexibility and individuality we have when working with our families."

"I love using the new curriculum and having the online access to all these new materials."

"The approach opens up the possibility of a much deeper and impactful relationship with the family."

"The three days went by so fast and I can't imagine not coming to this training. I'm excited to use these materials with my families."

# More frequently asked questions

<p><b>Do supervisors need to attend Foundational training, Model Implementation training, or both?</b></p>	<p><b>New supervisors who do not see families:</b> It is preferable that supervisors in this category attend all five days of Foundational and Model Implementation training. But it is only required that they attend the Model Implementation training.</p> <p><b>Existing supervisors who may have attended the first two days of training:</b> Supervisors in this category should attend Model Implementation training IF they have a new staff member attending from their program. If they don't have new staff, they are not required to attend.</p>
<p><b>Do programs seeking "approved user" status complete new plans?</b></p>	<p>No.</p>
<p><b>Will existing programs continue to have access to online curriculum after July 30 as long as they maintain affiliation status during the transition time up until 2014?</b></p>	<p>Yes. As long as programs continue to renew/recertify, they will have access.</p>
<p><b>When and where can we access a sample of the new curriculum?</b></p>	<p>The Foundational Curriculum can be accessed through the Parents as Teachers Web portal at <a href="http://www.ParentsAsTeachers.org">www.ParentsAsTeachers.org</a>. It will appear on the Welcome Page under <i>Additional Resources</i>. The Foundational Curriculum went live the week of January 24, 2011.</p>
<p><b>What changes were made to the curriculum?</b></p>	<p>The Personal Visit Plans section has changed dramatically. To fit the new approach, there are now eight Foundational Personal Visit Plans and a Planning Guide. There has been an addition of more than 150 Parent-Child Activity Pages and a new Parent Educator Tool Kit.</p>
<p><b>As an approved user what do I have access to?</b></p>	<p>After approved users successfully complete the three-day Parents as Teachers Foundational training, they will have access to the online Foundational curriculum. Access must be renewed annually through an annual access fee. Approved users ARE not certified parent educators and are not implementing the Parents as Teachers model components in their work with families.</p>
<p><b>If I am certified and my program ends, am I still certified? What do I have to do to keep my certification?</b></p>	<p>Certification follows an individual. If the individual continues to follow the guidelines set forth by Parents as Teachers for annual renewal,* s/he can maintain certification but the renewal fee will be \$100/year.</p> <p><i>*Complete designated professional development hours &gt; sign the Ethical Agreement annually &gt; submit requested data points &gt; pay renewal fee</i></p>
<p><b>Is there a waiting list for trainings?</b></p>	<p>Because of the high demand for trainings by both new and existing affiliates, some trainings do have a wait list. Please keep checking the Parents as Teachers Web site at <a href="http://www.ParentsAsTeachers.org/training">www.ParentsAsTeachers.org/training</a> as new trainings are continually being added.</p>
<p><b>When will I get my recertification seal in the mail?</b></p>	<p>Recertification seals are no longer being mailed. We are now e-mailing certificates annually to parent educators who recertify each year. You may have already received your new certificate.</p>
<p><b>Do we have to meet all the Essential Requirements or just some of them?</b></p>	<p>For model fidelity, all affiliates will meet or exceed all of the Essential Requirements by 2014. Affiliates will assess their compliance during the <i>Affiliate Performance Report</i> (formerly Annual Program Report) yearly.</p>

## CONTINUED FROM PAGE 3

### From Intuition to Impact: Capturing the Power of the Parent Educator

coaching. During this interaction, parent educators share relevant information and assist parents in establishing healthy and safe environments and parenting practices.

#### Reflecting

*Data collected through affiliates drive continuous quality improvement which is fundamental to "reflecting."*

Parent educators use tools such as reflective questioning, role playing and visualization so parents understand that a child's development influences parenting responses, and that family well-being influences child

development. Reflection facilitates parents' abilities to integrate new knowledge and empowers them to take action. Parent educators encourage resilience, remain attentive to future needs and help parents consider ways that new skills or attitudes might be generalized to later situations. They continually evaluate family strengths, limitations and progress and use that knowledge to modify interventions as necessary.

Backed by the new Parents as Teacher approach and documented outcomes, state and local affiliates will have the evidence they need to successfully compete for funding and to better serve families. ❖

# An enhanced foundation for quality and fidelity: What's new in 2011?

By Karen Guskin, Research and Evaluation Director

**PARENTS AS TEACHERS HAS A LONG HISTORY AS A SUCCESSFUL** and sustainable evidence-based model. We value continuous quality improvement and regularly make program enhancements to our curriculum and training so parent educators can continue to excel at serving families with diverse needs.

As an integral part of our 2011 enhancements, Parents as Teachers now provides even clearer guidelines for replication as well as newly developed mechanisms for establishing and maintaining model fidelity. The Parents as Teachers Essential Requirements and Quality Assurance Guidelines represent the structural elements necessary for model fidelity and support the development and growth of a Parents as Teachers affiliate.

Ongoing compliance with the essential requirements signifies that a Parents as Teachers affiliate can remain an affiliate with approval to implement the Parents as Teachers model. Existing affiliates report on compliance with the essential requirements annually via the Affiliate Performance Report (APR).

### Key resources for model replication and fidelity:

WHAT IS IT?	WHAT DOES IT DO?
<b>Essential Requirements</b>	Establish the programmatic elements necessary for model fidelity.
<b>Quality Assurance (QA) Guidelines</b>	Elaborate on the essential requirements, providing information on how to implement the requirements and providing guidance as new affiliates complete their Affiliate Plan.
<b>Readiness Reflection</b>	Provides an opportunity for reflection about organizational capacity, staffing, and community needs and relationships prior to completing the Affiliate Plan.
<b>Affiliate Plan</b>	Focuses on fulfillment of the essential requirements for new affiliates and is in a logic model format.
<b>Model Implementation Guide (only available as a part of Model Implementation Training)</b>	Incorporates the QA Guidelines, while providing additional implementation strategies and evidence-based practices that help each organization fully understand and bring to life a quality Parents as Teachers affiliate.
<b>Best Practices</b>	Include quality indicators that connect to continuous quality improvement and higher levels of excellence in serving families.
<b>Core Competencies</b>	Reflect knowledge and skills in five areas that inform and impact the relationship parent educators have with families. In addition to the five content areas, parent educators are expected to follow Parents as Teachers professional practice guidelines.

**Keep an eye out for the new comprehensive Parents as Teachers self-assessment that will be available in July 2011!**

**Beginning with the 2010-2011 APR, a focused compliance assessment will be included as a core part of the report submitted to the state and national office.** The 2010-2011 APR is due July 15, 2011 and can only be submitted via the Parents as Teachers Web portal. Paper copies will no longer be accepted.

**In addition to annual completion of the APR, affiliates engage in an expanded program assessment every fourth year, incorporating additional data, stakeholder input and documentation review to support the findings of their assessment.** Both the focused annual compliance assessment and the comprehensive program self-assessment yield action plans that help ensure high quality services to children and families. Together these resources for quality replication and fidelity to the Parents as Teachers model maximize the positive impact on children and families.

*Note: The existing Parents as Teachers quality standards and accompanying self-assessment guidelines will be revised as of July 2011 so that they are more clearly aligned with the essential requirements and new data reporting expectations. Therefore, we recommend that programs do not begin the comprehensive program self-assessment process at this time. More information on this as well as the recently updated versions of the Essential Requirements, QA Guidelines, and Affiliate Plan can be found on the Quality and Fidelity section of the Parents as Teachers Web site. The 2010-2011 compliance assessment will also be available here for reference purposes when it is available. ❖*

## WHAT'S A PARENTS AS TEACHERS AFFILIATE PLAN?

Before implementing the Parents as Teachers model, organizations new to the Parents as Teachers family submit an Affiliate Plan. This replaces the Pre-Implementation Plan and Final Implementation Plan that many of your organizations completed before 2010. The plan must be approved by the national office or an authorized state office prior to sending participants to training. With a focus on fulfillment of the essential requirements, key elements of organizational capacity and community connections, this plan helps build a strong and consistent foundation for implementation of the Parents as Teachers model.

# 2011 Legislative Outlook

## ON JANUARY 5, 2011, THE 112TH CONGRESS CONVENED IN

Washington. Little fanfare surrounded the swearing in ceremonies for the newly elected Members of Congress, in recognition of the economic hardships still facing the nation.

Pledging a more transparent, open process of governing, newly elected Speaker of the House, John Boehner and fellow House Members took quick action to adopt a few new procedures that will have a dramatic effect on how the House conducts business in the 112th Congress. Rule changes included a three day requirement of bills to be posted online before floor consideration and legislation proposing that increased federal spending must be matched by cuts in other discretionary accounts, being referred to as “cut-go.” Speaker Boehner also reiterated his pledge to cut \$100 billion in domestic spending, but conceded that this work is not possible to complete in one fiscal year.

Discussions around federal spending levels will continue to be the major focus in the upcoming weeks as Congress moves to make final decisions about the still unfinished FY 2011 spending levels. As the March 4th expiration date for the continuing resolution (CR) approaches, early announcements of overarching spending cuts have already been made. There is a general understanding that every department will feel the cuts, but the severity of these are still uncertain. For Parents as Teachers, this translates into likely cuts to programs such as Head Start, Title V and IDEA.



By Hillary Elliott,  
Public Policy Director

## Missouri update

Parents as Teachers in Missouri recently received a bright forecast for the upcoming budget year as Governor Jay Nixon announced a recommended \$3 million increase to Missouri Parents as Teachers programs and complimented the program’s resiliency to budget cuts and structural changes over the past year.

Missouri’s House and Senate are currently preparing their own budget recommendations to send to Governor Nixon which will ultimately be finalized in May. Although this is not a restoration of funding for Missouri Parents as Teachers, it is a very positive indication of the state’s commitment to the sustainability of Parents as Teachers here in its birthplace. ❖

*For more information, visit [www.ParentsAsTeachers.org/advocacy](http://www.ParentsAsTeachers.org/advocacy).*

## PARENTS AS TEACHERS SPOTLIGHT

### Stay connected to the national office: update your Web portal account

Help us reach you by visiting the Parents as Teachers Web portal at [www.ParentsAsTeachers.org](http://www.ParentsAsTeachers.org) to update your contact information. The Web portal is a direct line to our data base from which we disseminate all our communications to the field. Think about what has changed in your life: mailing and email addresses, phone numbers, name changes, etc.



# New Horizons

## Profile of a Leader

By Maggie Probert, Development Director

*“Leadership is the capacity to translate vision into reality,” said Warren G. Bennis, president of the University of Cincinnati. **Sue Stepleton** has been that kind of leader for Parents as Teachers. During her tenure as president and chief executive officer:*

- *We’ve added more than 500 new program sites.*
- *The number of certified parent educators has doubled to 12,000.*
- *China and Germany have joined our international family.*
- *We now train more than 7,000 parent educators annually.*
- *A move to digital technology has made training, reporting and communication faster and more efficient.*
- *A deeper Parents as Teachers approach is in place to better meet the evolving needs of today’s families.*



**IN JUNE, AFTER 35 YEARS OF** advocating for children and families, Sue is retiring from practice and taking her experience and expertise to the faculty of the George Warren Brown School of Social Work at Washington University in St. Louis. There she will help inspire and train a new generation of advocates and family support practitioners.

Parents as Teachers looks forward to introducing a new president and CEO shortly, and is using this leadership transition to celebrate its many accomplishments and to focus on the future. We invite you to celebrate with us.

- **Thursday, June 9 from 5-7pm:** Reception for Sue at the national office in St. Louis.
- **Facebook:** If you can't join us in person, send a virtual greeting to Sue by posting a message or photos on the Parents as Teachers Facebook page ([www.Facebook.com/ParentsAsTeachers](http://www.Facebook.com/ParentsAsTeachers)).
- **Make a tribute gift in Sue's honor at [www.ParentsAsTeachers.org/donate](http://www.ParentsAsTeachers.org/donate).** Funds raised from Sue's retirement events will support advocacy efforts for all families, but especially those in high need situations.

Be sure to check our Web site for updates for upcoming events. And let us hear from you, our Parents as Teachers family. ❖





## By the Numbers

We get excited when people support Parents as Teachers! Consider these numbers:

- 366** New donors made gifts to Parents as Teachers last year.
- 4,000** Emails/calls made to the Missouri Legislature to support Parents as Teachers.
- 80** Percent increase in Parents as Teachers Facebook fans.
- 515** Visits per week to [www.facebook.com/ParentsAsTeachers](http://www.facebook.com/ParentsAsTeachers).
- 42** People following Parents as Teachers on LinkedIn.
- 400** Followers on Twitter ([www.twitter.com/NatIPAT](http://www.twitter.com/NatIPAT)).
- 450** YouTube channel views (subscribe to NationalPATSTL on YouTube.com).
- 29,200** All-time visits to our blog ([parentsasteachers.wordpress.com](http://parentsasteachers.wordpress.com)).

This is more than just 'buzz' about Parents as Teachers; it's also a reflection of a deeper understanding of the impact parenting has on a child's life.

Momentum is a powerful element in success. Join the conversations on Twitter, LinkedIn, Facebook and blogs. Let's keep the buzz going!



# Missouri health literacy project: promising strategies for promoting functional health literacy within growing families

Parents as Teachers was awarded a two-year grant from the Missouri Foundation for Health in the Fall of 2010 to spearhead a demonstration project designed to increase the functional health literacy (or, the ability to use information and services in ways that promote health) of rural Missouri families with young children.

The project's goal is to increase usage of healthcare services, increase the number of children with stable medical homes and the number of Medicaid eligible children enrolled in CHIP by integrating health literacy strategies into the Parents as Teachers programs in three school districts in Butler County, a rural county located in the southeast region of the state.

Promoting functional health literacy with families of young children is particularly important because pregnancy and early parenting trigger significant use in health services, often for the first time, and pregnant women and new mothers exhibit readiness to learn and change well above national norms. Butler County was targeted because its poverty and ranking is near the bottom of Missouri counties in terms of health outcomes and health factors. It also has a high teen pregnancy rate and generally low levels of educational attainment.

The project will focus on "reflection" as the essential skill for promoting health literacy, as reflection enables people to exert greater control over their health and factors that determine their health, such as changing behavior and environments.

Parent educators and supervisors from three school districts (Poplar Bluff, Twin Rivers, and Neelyville) were trained in December to assess families' health literacy needs using the Life Skills Progression<sup>1</sup>, develop reflective strategies to infuse health literacy into existing practices and improve their ability to bring together resources for families. The collaborative demonstration project will serve 100 families from Butler County.

The project will conclude with a conference for participating parent educators that will provide an opportunity for reflection on the results and generate suggestions for incorporating this health literacy focus into work in other geographic areas.

## A new horizon for Parents as Teachers?

Parents as Teachers presents a unique opportunity to demonstrate how parent education programs can increase the use of health services and improve personal health practices among primary health decision makers within growing families. Personal visits provide health literacy awareness tailored to everyday living conditions of the family, and the ongoing, trusting relationship between parent educator and parent can play a critical role in changing behaviors and environments.

With close to 3,000 Parents as Teachers affiliates across the country and an extensive training and technical assistance system, Parents as Teachers is well positioned to rapidly disseminate promising strategies for promoting health literacy information and to contribute significantly to a national response to low health literacy. ❖

<sup>1</sup> *The Life Skills Progression* (Wollesen and Pfeifer, 2005) is a Parents as Teachers recommended family-centered assessment tool.

## TRANSLATE THE SCIENCE OF EARLY CHILDHOOD DEVELOPMENT INTO DAILY LITERACY ACTIVITIES WITH THE KNOWLEDGE PATH EARLY LITERACY KIT!

### Includes:

- Research-based educator resources
- Sample plans for group meetings and parent sessions
- Parent handouts
- Activities to support the parenting component in family literacy



Special Training available upon request. Visit the Parents as Teachers eStore at [www.ParentsAsTeachers.org](http://www.ParentsAsTeachers.org) (Item ELK04, \$250)

Knowledge Studio  
Powered by Parents as Teachers

# Reliable resources for ASD now listed on the Parents as Teachers Web site

**IN 2009, PARENTS AS TEACHERS RECEIVED A GRANT FROM THE** U.S. Department of Education, Office of Innovation and Improvement, to create a training and resource to support early childhood professionals with information, and strategies to support children with an autism spectrum disorders (ASD) and their families.

Reports in recent years have informed the public that there is an increasing prevalence in the number of young children identified as having an autism spectrum disorder. The research following early intervention strategies for children with ASD has shown that children who are engaged in meaningful activities do better with language and social skills. Families of children with special needs, such as ASD, may need specific information and family supports in order to help their children realize their full potential and aid in the family's functioning.

Thus, Parents as Teachers is committed to facilitating and promoting early identification of young children with autism spectrum disorders, and to help provide appropriate ongoing support to families of a child with an ASD.

The first grant activity was to create a short list of the many resources that early childhood professionals could quickly reference to become more informed on autism, early warning signs, family supports and evidence-based practices used for early intervention with children.

**This list of resources for reliable information is now posted on the Parents as Teachers Web site on the home page under 'Publications' tab.**

A spring launch of several pilot trainings across Missouri is being scheduled. The training will focus on recognizing the early warning signs for autism, screening and referral, strategies to support families, and how to adapt for the special needs of the child. A resource guide for early childhood professionals is also being created.

Thank you to all of those who gave their input through surveys and conference calls regarding the content and format of the training. It is our hope to put this into an online format in the late fall. ❖



This special division of Parents as Teachers offers topic-specific training and curricula in a variety of areas. These a la carte options take into account your learning style, time and budget that allows you to add expertise to your learning portfolio.

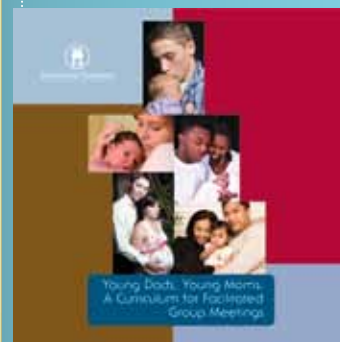
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- Supervision

Visit [www.ParentsAsTeachers.org/training](http://www.ParentsAsTeachers.org/training) for more information and to schedule training.

## YOUNG DADS, YOUNG MOMS: A CURRICULUM FOR FACILITATED GROUP MEETINGS

**Helping young dads and moms become  
secure, engaged parents**



This comprehensive curriculum features Strengthening Families™ protective factors woven throughout. Resources and detailed group meeting plans and activities make it easy to engage young people. Dads receive special focus. Includes parent handouts in English on CD.

Visit the eStore at [www.ParentsAsTeachers.org](http://www.ParentsAsTeachers.org).  
Item #YDYM, \$265





**Join the movement to prevent teen pregnancy**

Parents as Teachers along with The National Campaign to Prevent Teen and Unplanned Pregnancy are sponsoring National Day on May 4, 2011. On National Day, teens nationwide are asked to visit [www.stayteen.org](http://www.stayteen.org) to take an online challenge that highlights key issues about teen pregnancy through a series of real-life scenarios. [www.TheNationalCampaign.org/national](http://www.TheNationalCampaign.org/national)



**Text4Baby**

Parents as Teachers is a proud outreach partner for this new, FREE mobile information service designed for pregnant women and new moms to receive health information for themselves and their babies. To sign up, moms just need to text BABY (or BEBE for Spanish) to 511411 or visit [www.text4baby.org](http://www.text4baby.org). Text4baby is made possible by the National Healthy Mothers, Healthy Babies Coalition.



**Before buying on Amazon.com...**

Next time you're ready to buy online, visit [www.ParentsAsTeachers.org](http://www.ParentsAsTeachers.org) first and click on the **Amazon.com link** on the home page. All purchases made through the link will help support the Parents as Teachers Conference Scholarship Fund, which provides financial assistance for Parents as Teachers certified parent educators to attend conference for the very first time!



**Parents as Teachers™**

**CONFERENCE 2011: EARLY CHILDHOOD'S ROLE IN THE EDUCATION CONTINUUM**

**November 6-8, 2011**

Hilton St. Louis at the Ballpark, St. Louis, Missouri  
[www.ParentsAsTeachers.org/Conference](http://www.ParentsAsTeachers.org/Conference)

**REGISTRATION OPENS MAY 2011**

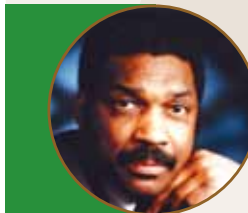
**EARLY REGISTRATION FEES:** \$350 by September 1

**REGULAR REGISTRATION FEES:** \$380 after September 1

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**KEYNOTE SPEAKERS**



**Bill Strickland**, *President and CEO of Manchester Bidwell Corporation*, whose social programs have created a model for arts, education, training, and most importantly, hope—and have reshaped the business of social change in America.



**Susan B. Neumann**, *Professor of Educational Studies* specializing in early literacy development and Former U.S. Assistant Secretary, Secondary and Elementary Education

**NEW! ENTER THE "WHY I DESERVE A FREE CONFERENCE REGISTRATION!" VIDEO CONTEST**

Produce a one-minute video explaining why you deserve a free conference registration and post it on YouTube ([www.YouTube.com](http://www.YouTube.com)) using #PAT11 in the title. Then email your video's YouTube link to [PATconference@gmail.com](mailto:PATconference@gmail.com) along with your contact information. The video with the most views by June 1 will win a free registration.

# From Russia, with love

*This issue's StoryFront is from Christine Ladas, a recently retired parent educator in the Spartanburg School District in Clifdale, SC, a rural community in the northern part of the state.*

**OUR PARENTS AS TEACHERS PROGRAM IS BASED IN A SMALL** town in an agricultural community. A lot of businesses have shut down so there is more mobility now as people search for jobs. Some of the growth in our program has come from an increasing number of immigrant families, and we have had good success with adapting the Parents as Teachers' curriculum to help them—and we have learned a lot in the process.

In particular, I worked with several Russian families in which the parents spoke no English. It was really hard at first because you have to overcome not just the language difference but cultural differences. Once they understood that you aren't trying to interfere with their lives, just help their children, these families are very nice and very hospitable. And even though the parents couldn't understand the language, they wanted their children to succeed.

One of my Russian families had ten children, and the father would stay home from work on the day of our home visits to translate or an older child would serve as a translator. I had to adapt the program a lot to bring the activities to a level where we could understand each other and make progress. We did a lot with hand-eye coordination and tactical activities. We used DVDs and I'd leave videos with them so they could sing songs in English while I wasn't there, just to give them exposure to the language.

I bought a Ukrainian dictionary to translate the basics the best that I could. If I wanted to invite them to a group meeting, I would use a web-based program that translates English into Ukrainian or Russian. I would give them the invitation in Russian as well as English because the older children could read English. So there was a lot of interpretation that was going on and really the whole family benefitted from the exposure to the program.

For example, I tried to instill the importance of reading to the family. They had never been to a library before so we took them and they all got library cards—not just the younger children, but the whole family. We would pick out books that children could read at the lower grade levels and that they would enjoy.

We would hold group meetings out in the community, at fire stations, the library or a dental clinic, for example. And those meetings helped our Russian families meet other families and learn about their new hometown. Having the younger children in Parents as Teachers helped the whole family learn and understand the importance of education and connect with the community. ❖

*To share your story online and be a voice for Parents as Teachers, visit [www.ParentsAsTeachers.org](http://www.ParentsAsTeachers.org).*

## LOOKING FOR PROFESSIONAL DEVELOPMENT HOURS FOR THIS PROGRAM YEAR?

Look to the Knowledge Studio for these distance learning options:

**EXPLORE THE PATH TO LITERACY**  
Provides educators with comprehensive information on how young children (birth to kindergarten) develop early literacy skills in areas of listening, speaking, reading, writing and understanding. *Explore the Path to Literacy* integrates research and theory with practical day-to-day activities to help involve parents in the early literacy development of their children.  
*4 hours professional development credit*

**HIGH FIVE FOR KIDS: IMPROVING EATING AND FITNESS HABITS IN PRESCHOOLERS**  
Designed for any professional working with preschool age children and their families to promote health and fitness. Covers dietary and fitness information and provides participants with lesson plans, resources and parent handouts to share information with families.  
*1 hour professional development credit*



For details about these and other professional development opportunities, visit the Knowledge Studio at [www.ParentsAsTeachers.org/training](http://www.ParentsAsTeachers.org/training).

# Parents as Teachers: preparing children for school by strengthening the family unit

## WE KNOW WE CAN DELIVER CHILDREN TO SCHOOLS

developmentally on track. We know we can help close both the readiness and achievement gaps. Dr. Edward Zigler's recent study of 7,000 Missouri kindergartners showed quite clearly that Parents as Teachers brings low income children to the same level as non-poverty children, moving all of them ahead at both kindergarten and 3rd grade and reducing the need for IEPs.

## Our priorities haven't changed, but the approach we use to engage families in the early learning process has.

This refined approach lifts up the importance of healthy child development within the context of family well-being, leading to successful schools and healthy communities.

We heard very clearly that families are evolving and that to meet their needs Parents as Teachers needed to evolve.

We heard from legislators of the importance to give priority service to high needs families.

And we heard from foundations that support our work that to remain sustainable, we must clearly demonstrate our evidence and research base, and establish and maintain model fidelity.



By Pat Simpson,  
Marketing Communications Director

**Parents as Teachers hasn't *changed* so much as it has *evolved*.** Child development may not be changing but families are, and the way we translate and present information to families has become increasingly complex. Parents as Teachers has shifted from using an instructional approach to a more process-oriented approach to parenting with a focus on family well-being. This requires new learning.

Children develop within the context of families, so the Parents as Teachers approach focuses on family well-being. The process of working with parents from that perspective is different. Our model has always been universally applicable, but now we are helping parent educators learn how to *approach* all families and think differently about Parents as Teachers. Parents as Teachers is still preparing children for school. But we're doing so by strengthening the family unit.

Our approach to personal visits, the cornerstone of Parents as Teachers, has moved from a focus on child development to a focus on development-centered parenting and family well-being. Parent educators now learn how to facilitate, reflect and partner with families to achieve outcomes for their children. Even the structure of the visit itself has changed to reflect that.

Screening, one of the most popular components of Parents as Teachers services, has been expanded to include a family needs assessment in addition to child screening. This will help parent educators better understand the family system in which the child is developing.

**Parents as Teachers hasn't lost its education focus.** In fact, with this deeper approach we are better preparing children for school and creating a stronger family system in which they will live throughout their school years. All of this positions Parents as Teachers as the gateway to the education continuum, preparing children for school and delivering them to schools ready to learn and their parents ready to support that learning. ❖

For brand promotion and awareness questions, contact [Pat.Simpson@ParentsAsTeachers.org](mailto:Pat.Simpson@ParentsAsTeachers.org).

## LEARN TO HELP FAMILIES PREVENT CHILDHOOD OBESITY

### with Nutrition & Fitness of Young Children CD

Let us help you address problems of obesity and decreasing levels of physical fitness with this unique curriculum on nutritional requirements, feeding behaviors and fitness issue for children birth to age 3. This insightful guide presents strategies and techniques that are effective with families. Learn how to:

- Address common eating behaviors
- approach parents with confidence in the information you are presenting
- help families understand ways to develop fitness in infants and children
- encourage the establishment of good habits for healthy weight and life-long fitness
- use this information in group meeting settings



Visit the eStore at  
[www.ParentsAsTeachers.org](http://www.ParentsAsTeachers.org).  
Item #NFYCDP, \$45

Knowledge Studio  
Powered by Parents as Teachers

# Simple milestone checklist is first step in addressing autism concerns

Get printable Parent Page handouts online. See below for information.

*Although recent studies indicate that autism is increasing at an alarming rate, the good news is that most children experience great improvements with an early diagnosis. Autism can now be reliably diagnosed as early as 18 months, and it is usually parents who are the first to voice concerns about a possible developmental delay. So trust your instincts about your child. If you have concerns, talk to your parent educator about getting a simple, free developmental screening for your child.*

Autism spectrum disorders (ASDs) are a group of developmental disabilities that impact language and social skills and often involve challenging behaviors. People with ASDs perceive and process the world differently and symptoms can range from mild to complex.

The Centers for Disease Control and Prevention has created this family-friendly checklist for parents to use to help understand their child's development.

Because every child develops at his or her own pace, your child may reach these milestones slightly before or after other children the same age. Use this as a guide, and if you have any concerns, talk with your child's doctor or nurse.

## By the end of 7 months, many children are able to:

- turn head when name is called
- smile back at another person
- respond to sound with sounds
- enjoy social play (such as peek-a-boo)

## By the end of 1 year (12 months), many children are able to:

- use simple gestures (waving "bye-bye")
- make sounds such as "ma" and "da"
- imitate actions in their play (clap when you clap)
- respond when told "no"

## By the end of 1½ years (18 months), many children are able to:

- do simple pretend play ("talk" on a toy phone)
- point to interesting objects
- look at object when you point at it and tell them to "look!"
- use several single words unprompted



## By the end of 2 years (24 months), many children are able to:

- use 2- to 4-word phrases
- follow simple instructions
- become more interested in other children
- point to object or picture when named

## By the end of 3 years (36 months), many children are able to:

- show affection for playmates
- use 4- to 5-word sentences
- imitate adults and playmates (run when other children run)
- play make-believe with dolls, animals, and people ("feed" a teddy bear)

## By the end of 4 years (48 months), many children are able to:

- use 5- to 6-word sentences
- follow 3-step commands ("Get dressed. Comb your hair, and wash your face.")
- cooperate with other children

## Questions to ask your child's doctor or nurse:

- What can I do to keep track of my child's development?
- What should I do if I'm worried about my child's progress?
- Where can I go to get more information?
- Can you refer me to a specialist for more information?

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*Parent educators can access a complete archive of printable Parent Page handouts in English and Spanish on the Extranet under "Marketing Communications > PAT News" tabs. The Extranet can be accessed through the Web portal at [www.ParentsAsTeachers.org](http://www.ParentsAsTeachers.org).*



2228 Ball Drive  
St. Louis, Missouri 63146

[www.ParentsAsTeachers.org](http://www.ParentsAsTeachers.org)  
[info@ParentsAsTeachers.org](mailto:info@ParentsAsTeachers.org)

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## Coming soon!

Two webinars designed especially for supervisors of affiliates

Check [www.ParentsAsTeachers.org](http://www.ParentsAsTeachers.org) for upcoming dates and registration

### **A Glimpse into Parents as Teachers Foundational Training**

This webinar is designed for affiliate supervisors to view *prior* to attending the 2-day Model Implementation Training. This webinar will feature:

- an overview of the Foundational Training
- an introduction to new terminology and concepts discussed throughout the Foundational Training
- a Foundational Curriculum overview

### **New staff. Existing staff. How to Effectively Blend Two Approaches during Transition.**

This webinar is designed for affiliate supervisors who have staff working out of the *Born to Learn* Curriculum and the new Foundational Curriculum. This webinar will give you:

- a detailed explanation of the differences in the two approaches
- a Foundational Curriculum overview
- strategies for supervision
- ways to use staff meetings to maximize model fidelity

## Find Us Everywhere.

To make it easier to get the information you want from Parents as Teachers you can find us on Twitter, Facebook, You Tube, RSS feeds, and our newsletter and blog.

