

Table 1: Summary of Key Findings

Study Author	Bradley and Gilkey (USA)
Study Design and Number of Participants per Group	Quasi-experimental, longitudinal: E: (n=516) C: (n=516)
Evaluation Sites	21 programs Arkansas
Data Sources	<ul style="list-style-type: none"> • School records • Teacher ratings
Outcome Measures	<ul style="list-style-type: none"> • School attendance • Disciplinary actions • Classroom grades • Standardized achievement test scores • Student behaviors
Key Findings	Positive effects shown by reduced levels of suspension, reduction of special services, higher grades, higher achievement scores, and better classroom behavior

Study Author	BarHava et al. (New Zealand)
Study Design and Number of Participants per Group	Quasi-experimental: E: (n=77) C: (n=704) Quasi-experimental: E: (n=29) C: (n=29) Quasi- experimental E: (n=27) C: (n=38)
Evaluation Sites	4 urban programs 1 rural program
Data Sources	<ul style="list-style-type: none"> • Reading Diagnostic Survey • Metropolitan Readiness Test • Behavioral Academic Self Esteem Scale (BASE)
Outcome Measures	<ul style="list-style-type: none"> • Children's reading ability • School readiness • School behavior Esteem Scale (BASE)
Key Findings	Consistently better performance for experimental group on all of the measures used, with statistical significance achieved on three of the six sub-tests of the Reading Diagnostic Survey and the BASE scale.

Table 1: Summary of Key Findings

Study Author	Gumpel (Israel)
Study Design and Number of Participants per Group	Randomized trail: E: (n=79) C: (n=83)
Evaluation Sites	Countrywide
Data Sources	<ul style="list-style-type: none"> • Readiness Inventory
Outcome Measures	<ul style="list-style-type: none"> • School readiness
Key Findings	Scores on RI were significantly higher for boys

Study Author	Kfir and Elroy (Israel)
Study Design and Number of Participants per Group	Qualitative (n=46)
Evaluation Sites	46 preschools throughout the country
Data Sources	<ul style="list-style-type: none"> • Teacher surveys • Teacher interviews
Outcome Measures	<ul style="list-style-type: none"> • Teacher's knowledge of program and impressions of its effectiveness
Key Findings	Preschool teachers familiar with the program held positive impressions

Table 1: Summary of Key Findings

Study Author	Baker et al. (USA)
Study Design and Number of Participants per Group	<p>Randomized trial: Cohort 1 E: (n=52) C: (n=38)</p> <p>Randomized trial: Cohort 2 E: (n=70) C: (n=87)</p> <p>Quasi-experimental: Cohort 1 E: (n=58) C: (n=55)</p> <p>Cohort 2 E: (n=63) C: (n=50)</p> <p>Qualitative case study</p>
Evaluation Sites	<p>New York Arkansas New York Arkansas Michigan New York</p>
Data Sources	<ul style="list-style-type: none"> • Cooperative Preschool Inventory • National Evaluation Information System • Metropolitan Readiness Test • Metropolitan Achievement Test • Child Classroom Adaptation Index • Stanford Early Achievement Test • In-depth case study • Interviews with program staff
Outcome Measures	<ul style="list-style-type: none"> • Cognitive skills • Classroom adaptation • Standardized reading • Promotion to first grade • Administrative and programmatic challenges
Key Findings	<ul style="list-style-type: none"> • Measures of cognitive skills, classroom adaptations, and reading scores were significantly higher for HIPPY group. • HIPPY children showed a positive trend for being better adapted to the classroom. • More HIPPY children promoted to first grade. • Comparison group outperformed experimental group on school readiness and standardized achievement. • Varying patterns of attrition • Varying levels of parent involvement • Strategies used to engage families

Table 1: Summary of Key Findings

Study Author	Le Mare and Audet (Canada)
Study Design and Number of Participants per Group	Quasi-experimental: E: (n=14) C1: (n=13) C2: (n=14)
Evaluation Sites	Vancouver
Data Sources	<ul style="list-style-type: none"> • Bracken Basic Concept Scale • Stanford-Binet Intelligence Scale • School Liking Interview • Preschool Adjustment Questionnaire • Penn Interactive Peer Play Scale and Preschool Play Behavior Scale
Outcome Measures	<ul style="list-style-type: none"> • Children's conceptual knowledge • Cognitive development • Comfort with going to and being in school • Adjustment to school • Assessment of children's play
Key Findings	<ul style="list-style-type: none"> • Experimental group outperformed both comparison groups • Experimental group outperformed both comparison groups • Experimental group (children) were happier at school • Experimental group (children) were better adjusted • Experimental group had highest scores

Study Author	Roundtree (USA)
Study Design and Number of Participants per Group	Qualitative (n=3 mother-child dyads)
Evaluation Sites	New York
Data Sources	<ul style="list-style-type: none"> • Videotaped observations
Outcome Measures	<ul style="list-style-type: none"> • Scaffolding behaviors
Key Findings	All mothers were found to use scaffolding strategies. One mother's strategies improved after HIPPY treatment.

Table 1: Summary of Key Findings

Study Author	BarHava et al. (New Zealand)
Study Design and Number of Participants per Group	Quasi-experimental E1: (n=44) E2: (n=52) C: (n=38)
Evaluation Sites	<ul style="list-style-type: none"> • 4 urban programs • 1 rural program
Data Sources	<ul style="list-style-type: none"> • Questionnaire • Rosenberg Self Esteem Scale
Outcome Measures	<ul style="list-style-type: none"> • Educational involvement • Attitudes toward education • Self-esteem
Key Findings	<ul style="list-style-type: none"> • Positive effects for the HIPPY groups were found for educational involvement. • No effects were found for attitude or self-esteem. • Ethnic group membership is a determining variable.

Study Author	Westheimer (on McLean) (South Africa)
Study Design and Number of Participants per Group	Qualitative (n=40, approx.)
Evaluation Sites	Vosloorus Botshabelo
Data Sources	<ul style="list-style-type: none"> • Semi-structured interviews
Outcome Measures	<ul style="list-style-type: none"> • Parents' concerns
Key Findings	Major themes raised included: <ul style="list-style-type: none"> • Naughty vs. good children • Women's distinct roles in child rearing • Parents adjusting to a changing world • Quality of time spent with children • Programmatic implications are discussed

Westheimer, Miriam, editor. *Parents Making a Difference: International Research on the Home Instruction for Parents of Preschool Youngsters (HIPPY) Program*. Jerusalem: The Hebrew University Magnes Press, 2003.

Table 1: Summary of Key Findings

Study Author	Britt (USA)
Study Design and Number of Participants per Group	Qualitative case study
Evaluation Sites	Detroit
Data Sources	<ul style="list-style-type: none"> • Interviews • Field observations • Paraprofessional assessments • Unobtrusive field data
Outcome Measures	Meaning of “reaching out” and “making a difference”
Key Findings	<ul style="list-style-type: none"> • Services to families are context dependent • More vulnerable families need greater support

Study Author	Schuberth (Germany)
Study Design and Number of Participants per Group	Qualitative case study (n=3)
Evaluation Sites	Nuremberg
Data Sources	<ul style="list-style-type: none"> • Semi-structured interviews
Outcome Measures	<ul style="list-style-type: none"> • Attitudes, opinions and experiences
Key Findings	Professional versus paraprofessional roles are explored and an overall positive evaluation of the program is presented from the perspectives of a professional, a paraprofessional and a mother.

Study Author	Britto and Brooks-Gunn (USA)
Study Design and Number of Participants per Group	Non-experimental (n=17) (n=13)
Evaluation Sites	New York
Data Sources	<ul style="list-style-type: none"> • HIPPY Parent Interview • Kindergarten Teacher Survey
Outcome Measures	<ul style="list-style-type: none"> • Home-school partnerships • School Readiness
Key Findings	<ul style="list-style-type: none"> • HIPPY parents have high rates of participation in school • HIPPY children performing at same or higher level than classmates

Table 1: Summary of Key Findings

Study Author	Deuel et al. (USA)
Study Design and Number of Participants per Group	Qualitative
Evaluation Sites	6 sites in Florida
Data Sources	<ul style="list-style-type: none"> • Paraprofessional Survey • Employability Skills Instrument • Paraprofessional Focus Group Protocol • Coordinator Interview Protocol
Outcome Measures	<ul style="list-style-type: none"> • Variability in organization structure and delivery systems • Appropriate measures for future investigations • Test data collection instruments • Assess feasibility of procedures for statewide evaluation effort
Key Findings	<ul style="list-style-type: none"> • Recommendations for future evaluations • Programmatic implications

Study Author	Jacobson (USA)
Study Design and Number of Participants per Group	Non-experimental (n=89) (n=26) Non-experimental (n=353) (n=94) Non-experimental (n=45) (n=27)
Evaluation Sites	<ul style="list-style-type: none"> • 3 sites in Texas • 5 sites in Texas • 4 sites in Texas
Data Sources	<ul style="list-style-type: none"> • Parent interviews • Teacher survey • Getting Ready for School • Parent as a Teach Staff self assessments
Outcome Measures	<ul style="list-style-type: none"> • Parents involved in educational activities • Children's adaptability to school
Key Findings	Positive finding for HIPPY groups that met feasibility of stated objectives

Westheimer, Miriam, editor. *Parents Making a Difference: International Research on the Home Instruction for Parents of Preschool Youngsters (HIPPY) Program*. Jerusalem: The Hebrew University Magnes Press, 2003.

Table 1: Summary of Key Findings

Study Author	Dean et al. (Australia)
Study Design and Number of Participants per Group	Qualitative (n=21)
Evaluation Sites	Fitzroy
Data Sources	<ul style="list-style-type: none"> • Semi-structured interviews • Participant observation
Outcome Measures	<ul style="list-style-type: none"> • Issues in implementation • Parent-child relationship
Key Findings	<ul style="list-style-type: none"> • Can be successfully implemented in this multi-cultural setting • Concerns with language issues • Parents' perception of improved parent-child interactions