

Table 2: HIPPY Program: Theory, Research, Policy, and Practice

<b>Content Area</b>	<b>Theory</b>	<b>Research: HIPPY- specific</b>	<b>Policy Issues</b>	<b>Practice: Existing HIPPY model</b>	<b>Practice: Possible new programmattic directions</b>
Early childhood development	Bredekamp	Baker et al.	Early learning	Enjoyment of learning with parents, successful experiences,	More open-ended activities and creative games
Early literacy	Kagan	BarHava et al. (Chapter 5)	Early brain development	development of school readiness skills	More group activities with children
School readiness	Pflaum	Bradley and Gilkey	School readiness	Early exposure to books, language-related activities, school-like learning experiences	Consider some work directly with children
	Ramey and Ramey	Britto and Brooks-Gunn	Early literacy		More interactive activities, balance between phonics and whole language approaches
	Snow	Dean			
		Gumpel			
		Jacobson			
		Kfir and Elroy			
		Le Mare and Audet			
Parent-child interactions	Brooks-Gunn	Dean	Parents as their children's first teachers	Parents are the teachers	As variations develop, maintain focus on parent-child connection
Family literacy	Vygotsky	Jacobson	Family literacy	Positive interactions around learning	
		Roundtree			
Parent leadership and education	Powell	Baker et al.	Parent involvement	Parents can become paraprofessionals	Consider growth and development of parents as adult learners and adapt service delivery method
Adult learning	Delgado-Gaitan	BarHava et al. (Chapter 10)	Parent empowerment	Paraprofessionals can develop skills and training and move along their own career paths.	
	Cochran	Jacobson	Family support		
		Westheimer (On McLean)	Adult education		
			Family Literacy		
Home-school (community) connections	Bronfenbrenner	Britt	Community schools	Parents learn the language, ways, and expectations of school	More work on transition to school
Community	Zigler	Britto and Brooks-Gunn	Home-school partnerships		More connections
	Aber				

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.

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development  Range of supports for families living in poverty	Halpern  Duncan	Kfir and Elroy	Transition to school  Integrated services  Collaborative community partnerships	Parents view themselves as educators of their children  Parents learn about other available supports and services  As a structured and clearly definable program, it can fit easily within other more comprehensive supports and services for families	made with school community  More connections with other community services and programs  Build more networks within the community  When possible connect with others providing needed services; otherwise provide those services within the program's scope of work
Paraprofessional growth and development	Musick and Stott  Halpern	Deuel  Schuberth	Job training  Welfare reform  Adult education	Program provides jobs and on-the-job training in area of interest  Develops new transferable skills	Advancement along a career path  Turn training into recognized credits for career advancement
Home visiting as method of service delivery	Olds  Gumby  Wasik  Weiss	Baker (US)	Home visitations  Service delivery methods	To deliver to hard-to-reach families must go where they are  Value of home as place of learning	Find alternative routes to meeting one-on-one with parents
Cultural relevance/multi-cultural approaches	Ogbu	BarHava et al. (Chapter 10)  Dean et al.  Le Mare and Audet	Multi-cultural education  Cultural appropriateness	Newly designed curriculum in US is multi-cultural  Use of paraprofessionals from the local community	Adapt books and materials for various cultures  Include more cultural awareness activities