



HIPPYUSA[®]
Home Instruction for Parents of Preschool Youngsters

Research Supporting HIPPY

- Builds Resiliency in children and families

Resilient children, according to Masten (2014), show healthy development in spite of adversity. Fostering resilience in young children requires strengthening the family, the community, as well as children's own personal resources. While research evaluating HIPPY has not specifically measured resilience as a child outcome, the substantial body of literature on home visiting as an early intervention approach (e.g., Peacock, Konrad, Watson, Nickel, & Muhajarine, 2013; Shonkoff & Meisels, 2000) suggests that the mechanisms of impact for all home visiting programs do just that. HIPPY provides education, support and tools to parents that strengthen the parent-child relationship and increase parental efficacy (Baker, Piotrkowski, & Brooks-Gunn, 1999). Once they enter school, HIPPY children show an increased engagement in learning (Baker, Piotrkowski, & Brooks-Gunn, 1999; Bradley & Gilkey, 2002). Measured separately but considered together, these parent and child outcomes of HIPPY contribute to the strengthening of resiliency in children and families.

- Positively impacts school readiness

School readiness represents a constellation of child skills and characteristics, and is considered a key outcome of early childhood education and intervention services. Children tend to transition well to school when they have parents that are responsive and provide them with stimulating experiences (Early, 2009). The HIPPY curriculum and use of role play to educate parents give them the tools they need to do both. Additionally, HIPPY children show increased reading vocabulary, word recognition skills, and concepts of print (Barhava-Monteith, Harré, & Field, 1999) as well as improved expressive language skills (Necoechea, 2007).

- Reduces stress in families

While research evaluating HIPPY has not yet measured the program's effect on perceived stress experienced by families, it has identified important characteristics of successful family functioning associated with HIPPY. Once in kindergarten, HIPPY children show greater school attendance (Johnson, Martinez-Cantu, Jacobson, & Weir, 2012) and higher teacher ratings for adaptation to the classroom (Baker et al., 1999).

- Builds and strengthens parent/child relationships

The primary mechanism of impact in the HIPPY model is the parent-child relationship. Through a high-dosage, skills-based intervention, home visitors deliver hour-long weekly education to parents focused on helping parents interact effectively with their children. The HIPPY curriculum provides parents with information about development and scripts for engaging children in learning activities, thereby increasing the relationship-building experiences that parents provide their children (Baker et al., 1999).

- Reduces child abuse or has elements related to child abuse prevention

Research suggests that parents with a better understanding of their children and child development are less likely to perpetrate abuse (<https://www.cdc.gov/violenceprevention/childmaltreatment/riskprotectivefactors.html>). HIPPY is centered on increasing the amount of supportive, learning experiences that parents and children enjoy together. HIPPY home visitors provide intensive education to parents in child development and responsive parenting, thereby increasing parental efficacy and skills (Baker et al., 1999).

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