



Home-based Activities Building Language Acquisition

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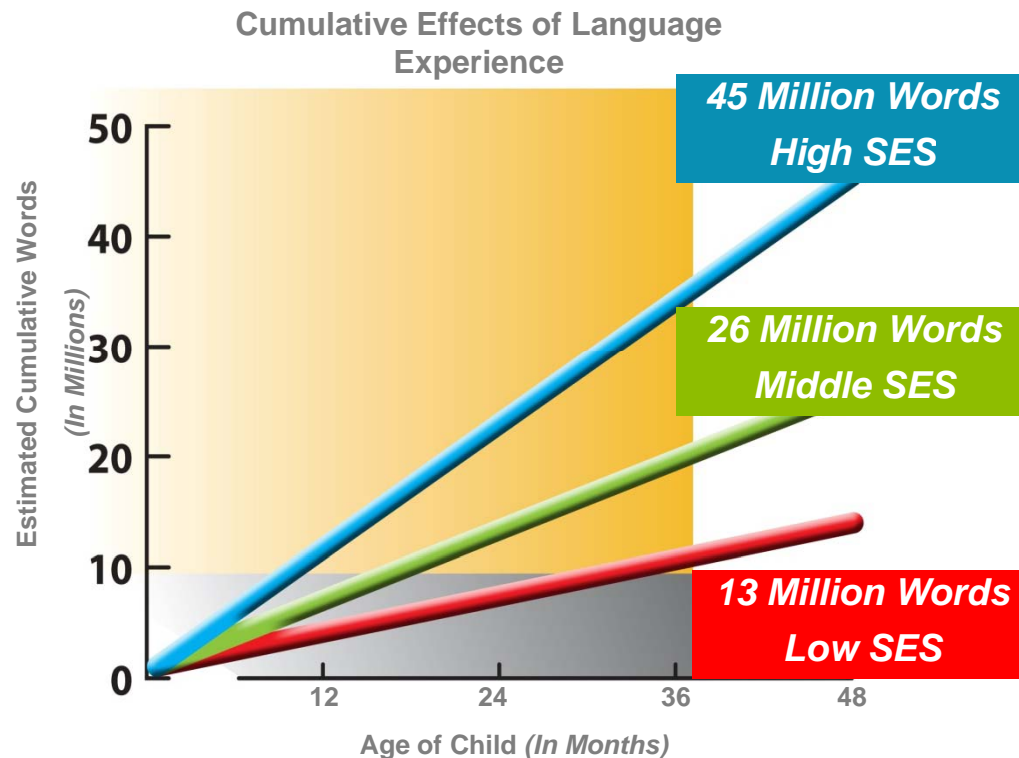
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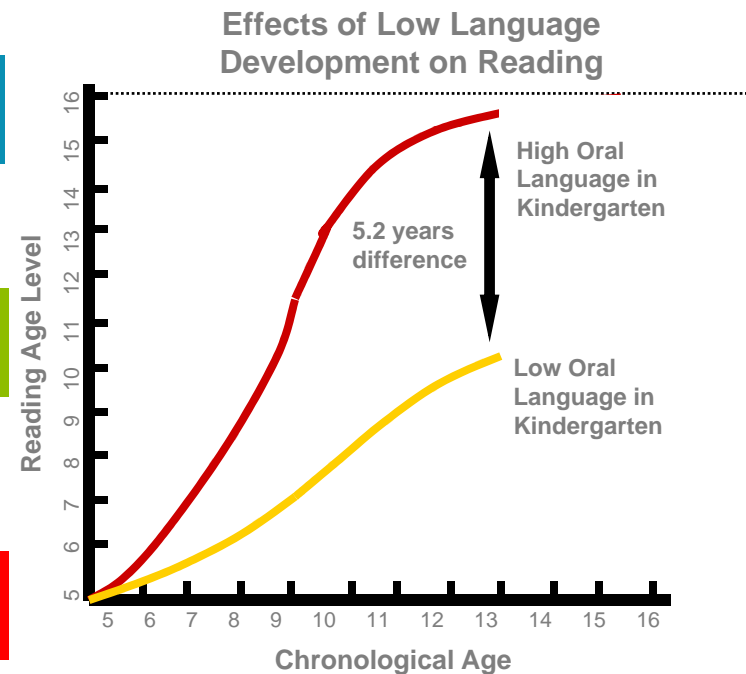
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Applying Science to Real Problems



SOURCE: Meaningful Differences in the Everyday Experience of Young American Children by Betty Hart & Todd R. Risley. Paul H. Brookes Publishing Co. (1995)



SOURCE: Loban (1967); Hirsch (1996)



Improving the early pipeline is possible

- **Requires time and effort**
 - One-shot programs are not enough
 - Parents need coaching and not just instructions
- **Can challenge cultural values about education**
 - Parents need to see themselves as teachers
 - Parents need to provide home literacy activities
 - Parents need to engage in play and see it as educational
- **Starting toddlers on the path to success**
 - Can involve the home language
 - A strong home language translates into strong ELL

References: Reese & Gallimore, 2000, Dickinson et al, 2004, Mann et al, 2007



HABLA: 'Speak!' for School success

- A replication site of the
"Parent-Child Home Program" :
 - two years of twice-weekly home visits for a total of 46 weeks
 - Parents realize their role as children's first and most important teachers
 - Easily learned, fun methods
 - Books and toys that stay in the home



The HABLA Philosophy:

- *IN SPANISH*
 - Culturally Appropriate Home Visitors
- *A Curriculum*
 - Math and science as well as language
 - Lots of manipulables
 - Sequence of developmentally appropriate materials
- *Coach positive, authoritative parenting style*



HABLA Home Visitors

- Native Speakers of Spanish
 - Community paraprofessionals
 - UCI students
 - AmeriCorps members
- Trained prior to visits and during service, and supervised by Site Coordinators:
 - Maricela Sandoval Lorena Garcia, and David Calderon and Rocio Santana



The children and families

- Two-year olds in disadvantaged families
 - Educationally (average parent education is 9 yrs)
 - Financially (average household income is under 20K)
- Parents must participate, by being present and involved in every session
 - Visit 1: parent observes use of book/toy
 - Visit 2: uses book/toy with child and receives further coaching



Parents speaking and reading with their children, children who enter school ready to learn



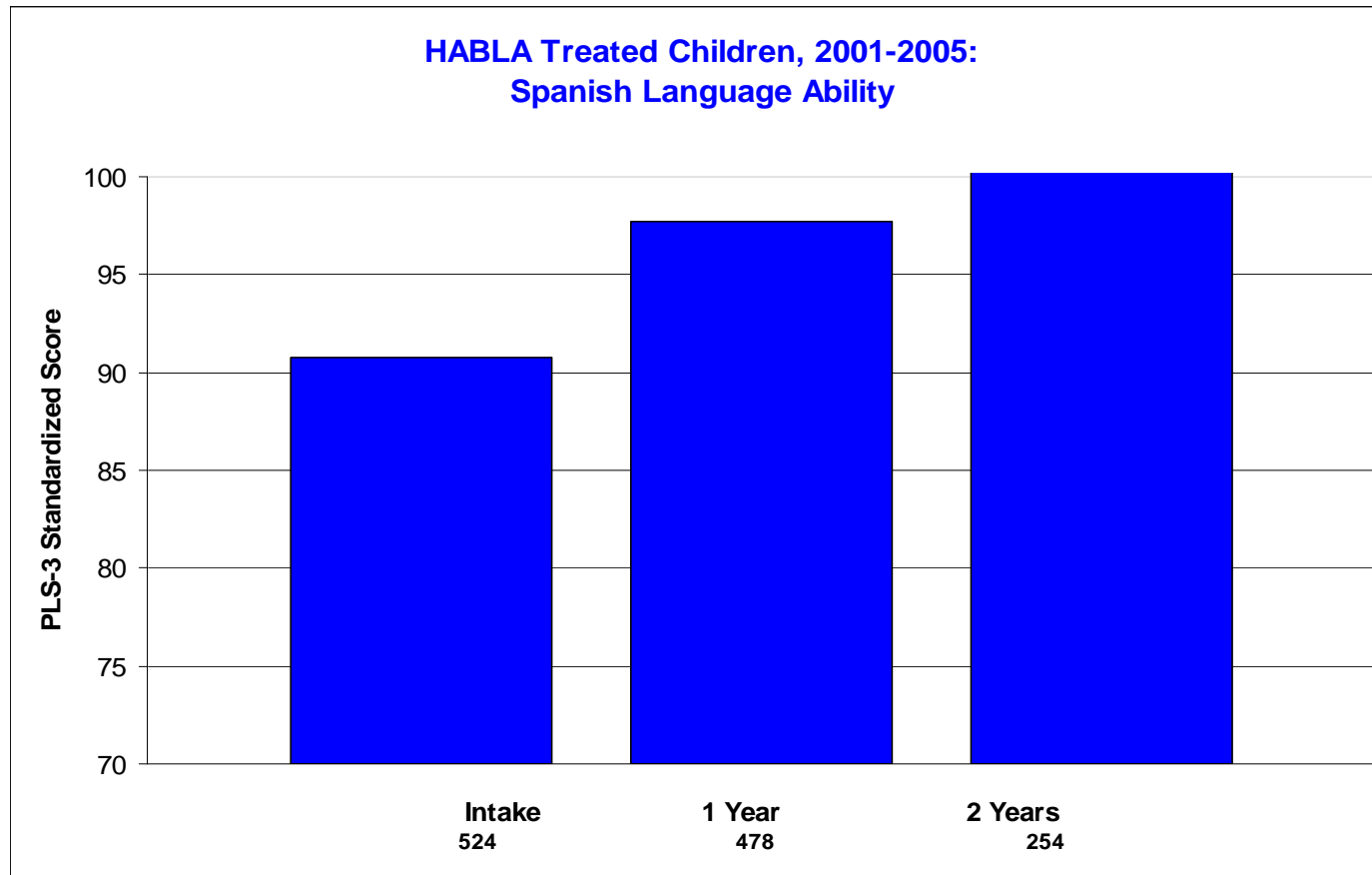


Home Visits





Positive Gains in PLS-3 Each year of treatment

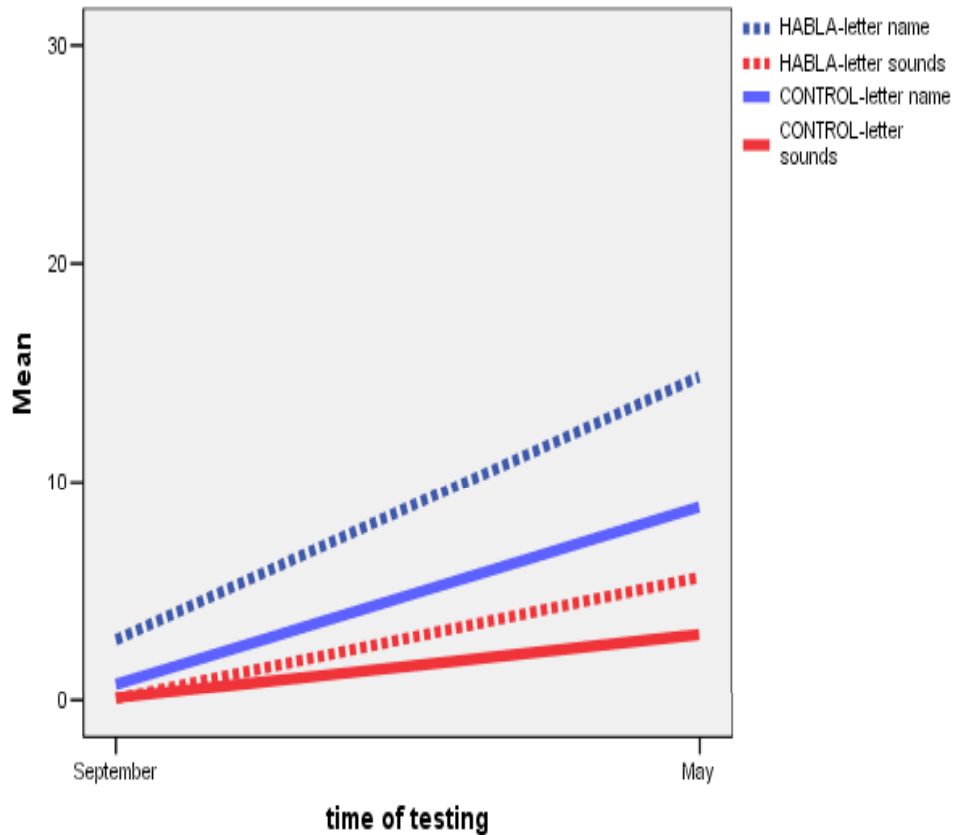




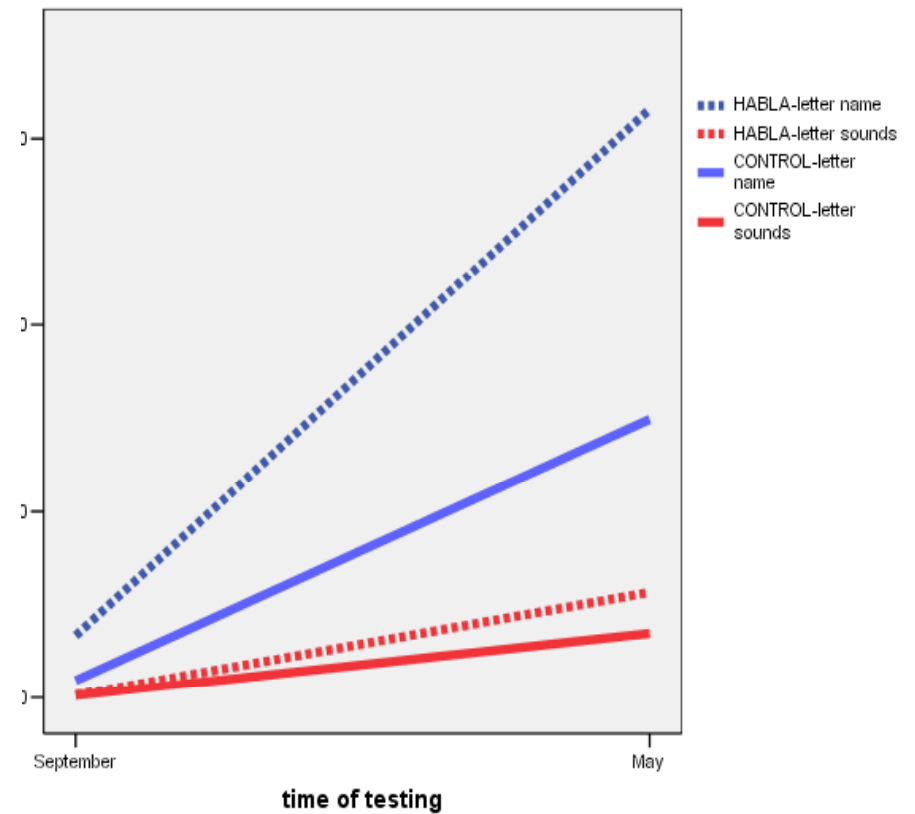
Advantage in Preschool: Letter Knowledge

HABLA

Spanish



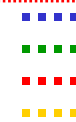
English



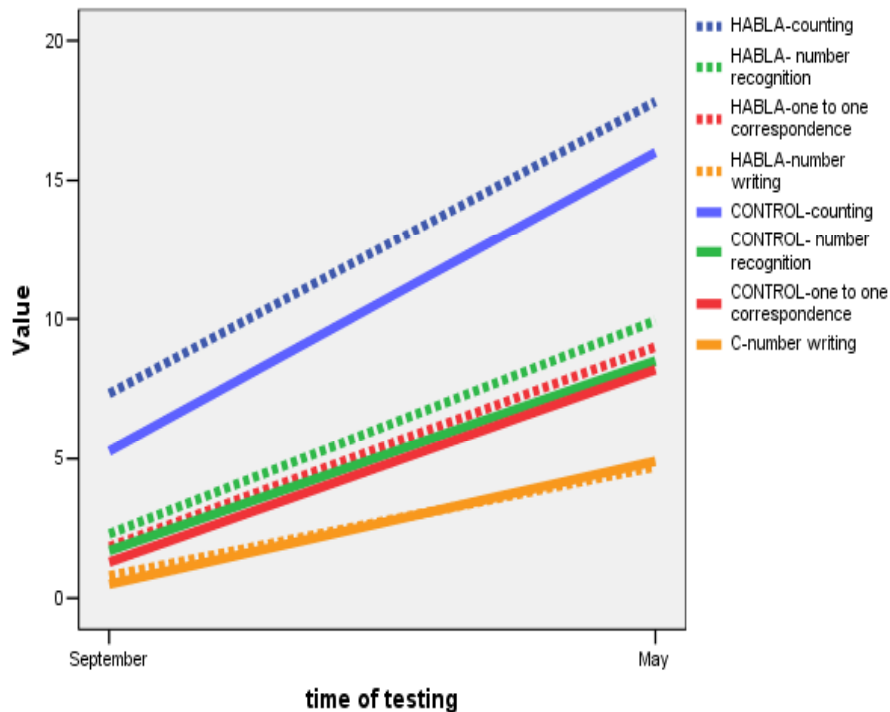


Advantage in Preschool: Mathematics

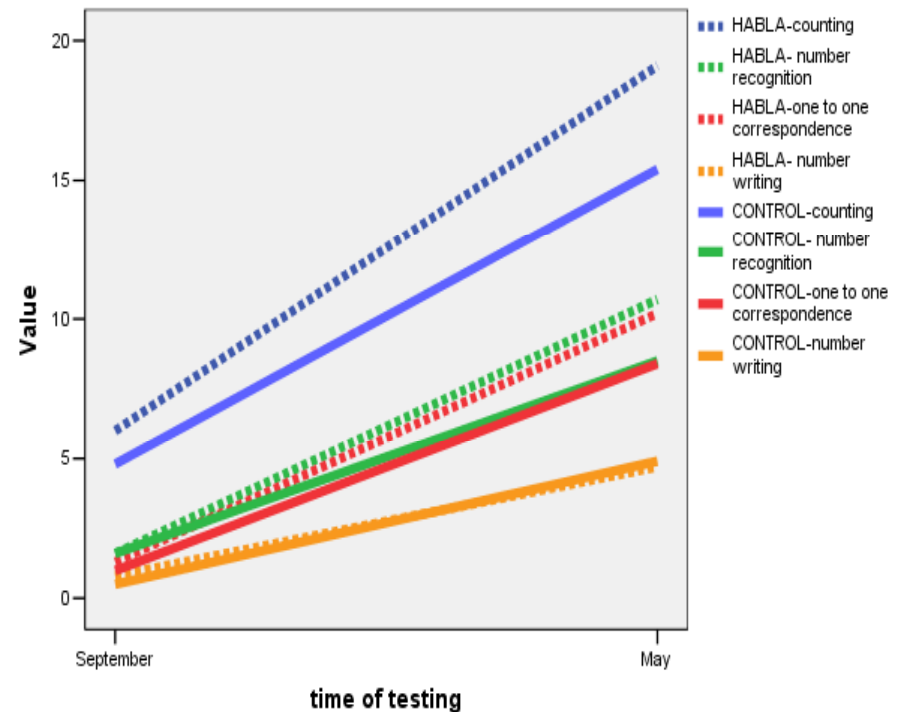
HABLA



Spanish



English



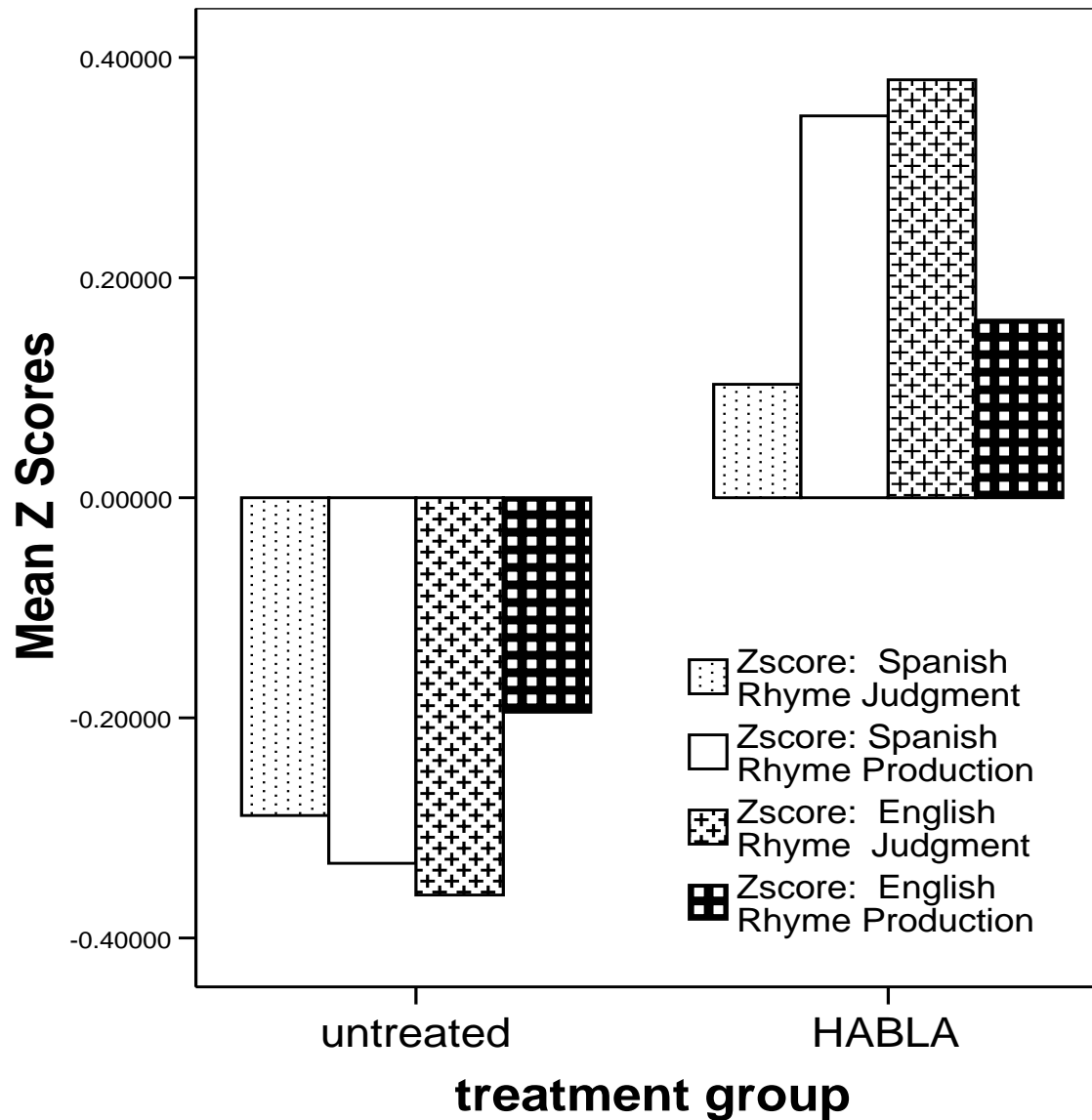


PLS Scores are still higher in kindergarten, in both languages

Group	Spanish Expressive	Spanish Receptive	English Expressive	English Receptive
HABLA	108.1 (12.60)	91.9 (10.25)	97.9 (12.91)	96.0 (13.70)
Control	100.15 (14.77)	91.4 (10.26)	90.0 (11.78)	94.6 (11.83)

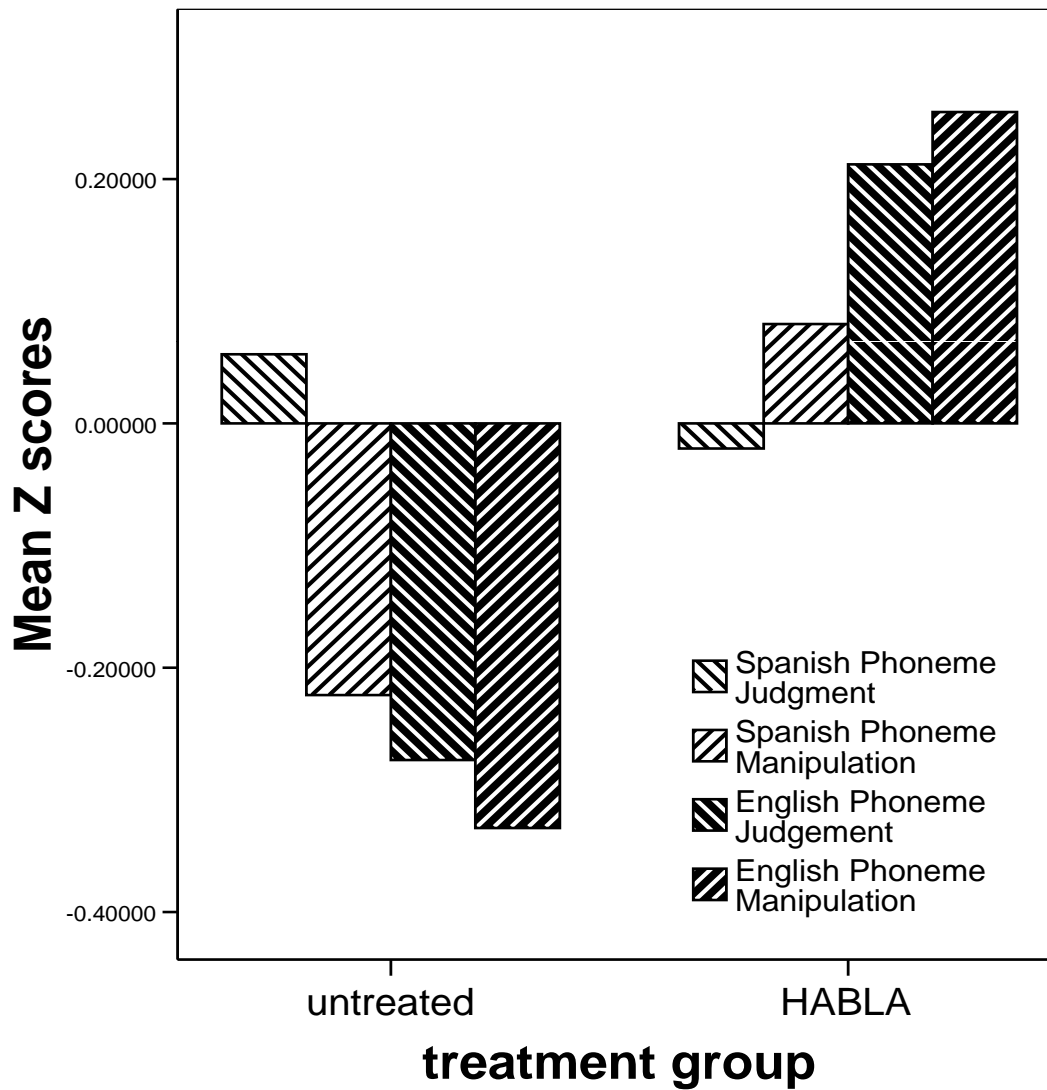


Superior Rhyme Awareness





Superior Phoneme Awareness





Lessons Learned

- **Successes**
 - Families
 - Workforce
 - Partners
 - Program Development
- **Challenges**
 - Sites
 - Families
 - Workforce
 - Administration



Successes: Clients

■ Children

- Gain each year of service
- Keep gains in preschool and kindergarten
- Show gains in English

■ Families

- Are open to us
- Spread the word
- Become responsible partners



Successes: Home Visitors

- **Students at UCI (12 per year)**
 - Field service internship
 - Career opportunities
 - Increases their likelihood of completing college
- **AmeriCorps members (16 per year)**
 - Compatible program structure
 - HABLA motivates AC's to stay in program
 - Motivates continuing education
 - AC draws mothers into the work place
 - AC's become a potential workforce for expansion
- **Paraprofessionals (5 at present)**
 - Part-time workforce
 - Graduated students and AC members



An HABLA mom who is now a home visitor....





Successes: Site Coordinators

- **Dedicated, Innovative ,Flexible and Independent**
- **Recruiters and Supervisors**
- **Diverse, complementary skills**
 - **Early childhood education**
 - **Speech and language**
 - **Administrative and internet**
 - **Translation**



Successes: Partners

■ Sites and Organizations

- Project Access
- FRC's, El Sol
- Mitchell Child Development Center & Regional Center of Orange County
- ELN
- Healthy Smiles, Help Me Grow
- Clinics

■ Spin off programs

- HABLA English, HABLA EL Sol, HABLA Sibling



Successes: Program Development

- A curriculum
 - parent guide sheets
 - monthly HABLA newsletters
 - Monthly HEALTH inserts
- Cost Effective service
 - Early prevention costs less than remediation in K-12
 - Discounts from merchants



Challenges: Sites

- Building trust in new sites
 - Takes 1-3 years
 - depends on history of community
- Community perception of sites
 - Family Resource Centers doing triage vs. educational services
 - Families who seek us out do better than those referred by social services



Challenges: Parents

- A highly mobile, stressed population
 - Families move on short notice
 - Eviction
 - Immigration fears
 - Parental Emotional health
 - Depression, anger, fear
 - may trickle down to children



Challenges: Families

- Parents holding multiple jobs
 - Scheduling visits
 - ✓ But this can encourage fathers to be more involved
- Children in home care vs. preschool
 - Fatigue
 - Television as a babysitter
- Focusing on one child among many
 - Distractions
 - Intrusions



Challenges: Workforce

- Paraprofessionals
 - 8-10 families maximum case load
 - What if they need to earn more?
- Staying on top of the paperwork
 - For HABLA's database
 - For AmeriCorps and OCERS



Challenges: Administrative

- ✓ **Budget and Reporting**
 - ✓ Administration, contracts, audits
 - ✓ Client reporting and IRB rules
- ✓ **Working with AmeriCorps**
 - ✓ Changing start dates
 - ✓ Health and Background checks



Expansion and Scalability



Sites for Recruitment

- Areas close to Project Access Sites
 - e.g. Minnie St., Park Visa surrounds
- New family literacy initiatives
 - Community resources for parents and children
- Children of Migrant Workers
 - Presentation to state commission
- After School Programs for K-12



A Pipeline for Staff

- AmeriCorps and Student Home Visitors
 - A source of future paraprofessionals
 - A source of Vista members
- Seasoned Home Visitors:
 - A source of site coordinators
 - In Service Professional Development



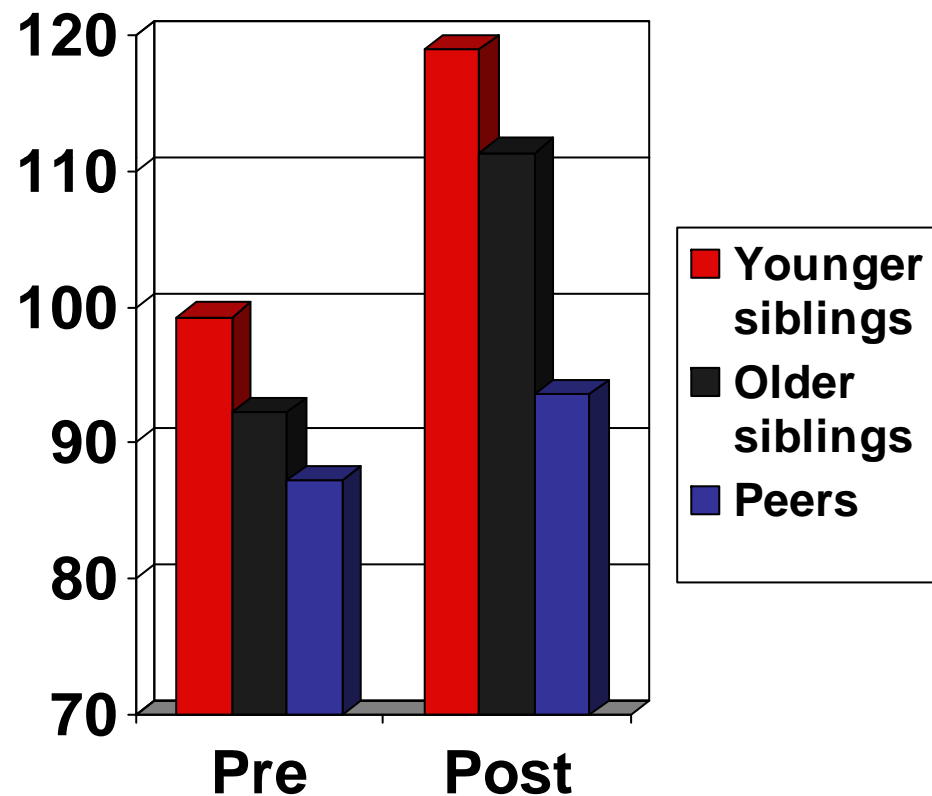
Replicability

- Factors that make HABLA work:
 - The program itself
 - The families who elect to enroll
- New Evaluations:
 - Effects on younger siblings
 - Random assignment study by Brookings-Westat



Younger Siblings of HABLA graduates

- Effect of group is significant ($P < .032$)
 - HABLA siblings surpassed all other children before treatment and after 23 week treatment
- Treatment effect is significant for all groups ($P < .000$)
 - Siblings only received one visit per week but gained as much





The Random Assignment Evaluation: 2009-2013

- 500 2-3 year olds to be recruited in 2009
 - 250 receive HABLA (expansion)
 - 250 receive information about other services
 - All to be externally followed and evaluated yearly
 - Starting at entry into study
 - Continuing until the children are in first grade
- External evaluation to include:
 - Oral language (expressive and receptive)
 - Letter knowledge
 - Mathematical skills
 - Vocabulary
 - Print concepts, phonological awareness, reading





How parent language influences development

59% of variance in children's IQ relates to

- Diversity of words spoken by parents
- Affirmative tone
- Symbolic language (nouns, adjectives, adverbs, past tense verbs)
- Guidance style favoring questions over imperatives
- Responsivity to child's questions and requests

(Hart & Risley, 1995 study of 3 yr olds)