

Child TRENDS FACT SHEET

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WHAT WORKS FOR HOME VISITING PROGRAMS: Lessons from Experimental Evaluations of Programs and Interventions

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OVERVIEW

With substantial national attention and funding directed to home visiting programs, it is worth asking what models have been developed and how effective they have been at producing positive impacts for children, their families and the communities they live in. Home visiting is not a single, uniform intervention but rather an approach to service delivery that often offers a combination of supports and services. A variety of home visiting programs are operating across the United States.¹ Many programs target infants and young children, but there also are home visiting programs serving older children and adolescents. In addition to targeting different populations, home visiting programs vary with respect to their overall goals or target outcomes, the level and intensity of services, the type of visitor delivering services, and the frequency and duration of the visits. Still, many programs also share common elements, such as providing parents with social support, facilitating connections to community services, and providing education about parenting and child development.² The social support and practical assistance offered by home visiting programs can engage families and build relationships of trust between home visitors and parents.

This literature review synthesizes findings from multiple random assignment experimental evaluations conducted to examine the impacts of various intervention programs with a home visiting component. The goal of this review is to identify programs that work as well as the intervention strategies that contribute to program success.

This synthesis examines findings from 66 studies that implemented random assignment intent-to-treat experimental evaluations of programs that include home visiting as a program component. We segmented this analysis by the target population served: 0- to 3-year olds, 4- to 5-year olds, 6- to 11-year olds, and 12- to 17-year olds.³ While several themes emerge, no one approach, setting, or activity is effective for children across all age groups.⁴

- For programs serving early childhood, high-intensity programs have been found to be effective for one or more child outcomes.
- Among programs serving preschool-age children, there were no consistently effective practices, but using trained non-professionals and conducting weekly home visits produced mixed results.

¹ Johnson, K. (2009). *State-based home visiting: Strengthening programs through state leadership*. New York: National Center for Children in Poverty.

² Larner, M., Halpern, R., & Harkavy, O. (1992). *Fair Start for children: Lessons learned from seven demonstration projects*. New Haven, CT: Yale University Press.

³ Many program evaluations provide a population age range, but they often do not provide specific impacts for children of various ages. In the event of a lack of subgroup analysis, programs are included in the age categories that make up the most substantial part of the population.

⁴ This synthesis and the LINKS database are foundation-funded, with grants from the Stewart Trust and the Edna McConnell Clark Foundation; it does not necessarily reflect the views or selections of either foundation or of the federal government.

- In middle childhood, providing families referrals to other services has mostly not been found to work.
- For programs serving adolescents, programs using trained non-professionals as visitors and programs with longer durations showed positive impacts.

Overall, this review finds programs with a home visiting component to yield mixed results. Out of a total of 66 programs, 32 had positive impacts on at least one outcome, 23 had mixed reviews, and 11 were not proven to work.

INTRODUCTION

In this Fact Sheet, findings from 66 random assignment experimental evaluations of home visiting programs are presented to examine the impact of various home visiting approaches on a wide range of outcomes. All of the identified programs were drawn from Child Trends' database of random assignment, intent-to-treat studies of social interventions for children and youth – LINKS (Lifecourse Interventions to Nurture Kids Successfully).⁵ Findings for the programs in this study are reported in the following categories:

- **Not Proven to Work.** Programs in this category have *non-significant* or *marginally significant* impacts on particular child or youth outcomes.
- **Mixed Findings.** Programs in this category have *varied impacts* either on particular outcomes or at different times or for varied subgroups. For example, a program that results in significant improvements in behavior problems at post-test but has no impact at a one-year follow-up would be rated as having “mixed findings”. A program that works for one subgroup of participants but not for another subgroup (on a particular outcome) would also receive a “mixed findings” rating.
- **Found to Work.** Programs in this category have *positive and significant*⁶ impacts on a particular infant, child, or youth outcome.⁷

Overall, 32 out of 66 rigorously evaluated programs were found to have a positive impact in at least one child outcome (“found to work”). Ten outcome areas were identified for this synthesis:

- Physical health and development (such as immunizations, dietary habits, or physical activity)
- Cognitive development (such as vocabulary, cognitive engagement, or school performance)
- Externalizing behavior (such as aggression, hyperactivity, or delinquency)
- Social skills (such as getting along with others, conflict resolution, or empathy)
- Mental/emotional health (such as anxiety, depression, or self-esteem)
- Reproductive health (such as sexual activity, condom and contraceptive use, or births)

⁵ <http://www.childtrends.org/links>

If programs evaluated with a random assignment, intent-to-treat evaluation have been overlooked, please submit the evaluation at <http://mercury.charlesworks.com/~admin23/LINKS/PS/index.php>.

⁶ Reported impacts are those reported by the evaluators to be significant at the $p \leq 0.05$ level. Note that this literature review does not focus on the magnitude or duration of the impact, though this information is generally included in the LINKS program summaries.

⁷ Where evaluations have assessed three or more measures of a particular construct or assessed a particular outcome three or more times, we have calculated the proportion of the potential impacts that are positive and statistically significant. For example, if 4 of 7 or 5 of 9 measures for an outcome are positive and statistically significant, this would be defined as a statistically significant impact on a particular outcome. The purpose is to avoid putting programs with multiple measures either at an advantage or at a disadvantage.

- Substance use (such as, alcohol, tobacco, or illicit drug use)
- Child maltreatment (such as, child abuse, neglect, or physical discipline)
- Parent-child relationship (such as, parent-child interaction, or bonding),
- Parenting skills (such as, monitoring, discipline, or management)

EARLY CHILDHOOD

The LINKS database contains 35 rigorously evaluated home visiting programs targeting early childhood (ages 0-3); 17 of the programs had a positive impact in at least one outcome. Almost all of the programs for infants taught parenting skills during home visits (30 out of 35 programs). Common outcomes evaluated for infant-targeted programs were cognitive development, parenting skills, and externalizing behaviors.

WHAT WORKS/PROMISING PRACTICES for Early Childhood

“High-intensity” programs. Among programs that lasted for more than one year and averaged four or more home visits per month over that time span, six out of seven programs⁸ had positive impacts on at least one outcome. In comparison, among long-term programs with monthly or fewer visits, none of the four programs had a positive impact on at least one outcome. For those long-term programs with between one and four visits per month, one out of seven programs⁹ had a positive impact on at least one outcome.

Therapists/social workers teaching parenting skills.¹⁰ Three out of five programs¹¹ that used therapists, counselors, or social workers who specifically teach parenting skills to families had a positive impact on at least one outcome. Four of these programs also provided referrals to other services in the community.

MIXED REVIEWS for Early Childhood

Nurses teaching parenting skills. Three out of eight programs¹² that used nurses as the home visitors to specifically teach parenting skills to families had a positive impact on at least one outcome.

Targeting adolescent mothers. Two out of five programs¹³ that targeted adolescent mothers and their children had positive impacts for at least one outcome. All five of these programs taught parenting skills to the mothers.

Programs starting before birth. Two out of six programs¹⁴ that began before the child’s birth had impacts on at least one child outcome. Among the two programs that had a positive impact on at least

⁸[Early Head Start](#), [Early Start](#), [Healthy Families New York](#), [High/Scope Perry Preschool](#), [Home Visiting Program for Mothers with Anxious Attachment](#), and [Nurse-Family Partnership](#).

⁹[UCLA Family Development Project](#).

¹⁰ Teaching parenting skills can include topics such as monitoring, discipline, management, appropriate feeding, appropriate sleeping, scheduling, and appropriate expectations of the child.

¹¹[Family Check Up](#), [Transactional Model of Early Home Intervention](#), and [UCLA Family Development Project](#).

¹²[Early Intervention Program for Low Birth Weight Infants](#), [Nurse-Family Partnership](#), and [Project CARE](#).

¹³ [Nurse-Family Partnership](#) and [Untitled Experimental Home Visiting Program for Adolescent Mothers](#).

¹⁴[Nurse-Family Partnership](#) and [UCLA Family Development Project](#).

one outcome, all of them taught parenting skills, provided referrals, and lasted for more than one year.

Programs providing a combination of parenting skills and referrals. Less than half of the programs that taught parenting skills and provided referrals during home visits had a positive impact on at least one outcome (6 out of 14 programs¹⁵).

Programs utilizing trained non-professionals¹⁶ as home visitors. Slightly more than half of the programs that used trained non-professionals as home visitors had a positive impact on at least one outcome (11 out of 21 programs¹⁷).

Trained non-professionals teaching parenting skills and providing referrals. Three out of seven programs¹⁸ using trained non-professionals to specifically teach parenting skills and provide referrals had a positive impact on at least one outcome. The combination of teaching parenting skills and providing referrals was more often successful when nurses and counselors were used as home visitors.

NEEDED RESEARCH for Early Childhood

Providing counseling during home visits. Two programs provided counseling during home visiting sessions. Neither of these programs found positive impacts. These programs differed in that one program lasted longer than one year and provided visits once a month, while the other program lasted for six months but provided weekly visits. These strategies may be promising for families and their young children; however, more evaluations are needed.

Costs of home visiting programs. Although information regarding the cost per child and cost-effectiveness is needed, this information is not generally available. For example, Nurse-Family Partnership has found returns¹⁹ ranging from \$2.88 to \$5.70²⁰ per dollar invested; however, more research is needed to determine cost-benefits to individuals, families and communities.

Subgroup analyses. While some studies have examined impacts for varied population subgroups, such as teen parents, the number of studies is, as yet, too small to reach conclusions. Conducting these analyses would allow us to better understand whether certain populations benefit more than others.

¹⁵[Early Head Start](#), [Homebuilders](#), [Nurse-Family Partnership](#), [Parents as Teachers](#), [Transactional Model of Early Home Intervention](#), and [UCLA Family Development Project](#).

¹⁶ A trained non-professional is considered to be any home visitor who does not have an advanced degree in a field of study pertaining to the home-visiting program, is not a nurse or counselor/therapist, and undergoes training within the program before visiting families. Length of training sessions varied among the programs in this synthesis.

¹⁷ [Attachment and Biobehavioral Catch-Up](#), [Early Head Start](#), [Early Start](#), [Healthy Families New York](#), [High/Scope Perry Preschool](#), [Home Visiting Program for Depressed Mothers and Their Infants](#), [Home Visiting Program for Mothers with Anxious Attachment](#), [Homebuilders](#), [Project CARE](#), [SCRIPT Study](#), and [Untitled Experimental Home Visiting Program for Adolescent Mothers](#).

¹⁸ [Early Head Start](#), [Homebuilders](#), and [Project CARE](#).

¹⁹ Monetary returns are based largely upon increased participant income, reduction in crime, and government savings.

²⁰ Washington State Institute for Public Policy. (2004). Benefits and Costs of Prevention and Early Intervention Programs for Youth. Olympia, WA.

Karoly, L. A., Kilburn, M. R., & Cannon, J. S. (2005). *Early childhood interventions: Proven results, future promise*. Santa Monica, CA: RAND Corporation.

Targeting adolescent mothers. Only five out of 35 programs for children aged 0-3 targeted adolescent mothers and their infants, and two²¹ had a positive impact on at least one outcome. Adolescent mothers often need help with childrearing, and exploring the impacts on young mothers is necessary. Also, studies show that children born to adolescent mothers are at a higher risk for negative health outcomes than children born to mothers over the age of 20.²²

Family planning services and referrals. To assist parents delay or avoid additional births, family planning services, information, and support warrant attention.

PRESCHOOL CHILDREN

The LINKS database contains 16 home visiting programs targeting preschoolers (ages 4 to 5); eight of the programs had a positive impact in at least one outcome.

MIXED REVIEWS for Preschoolers

Programs conducting an average of four or more visits per month. Five out of seven programs²³ that had four or more home visits per month had a positive impact on at least one outcome. Two of the six programs that conducted fewer than four visits per month had a positive impact on at least one outcome. These programs ranged from less than one to approximately three visits per month. Three programs for preschoolers did not provide information on how often visits occurred.

Programs utilizing trained nonprofessionals as home visitors. Six out of eleven programs²⁴ for preschoolers that used trained nonprofessionals as home visitors had a positive impact on at least one outcome.

Programs including school-based components. Three out of four home visiting programs²⁵ that included a school-based component had a positive impact on at least one outcome. All four of these programs evaluated impacts on cognitive development.

Programs teaching parenting skills. More than half of the programs that taught parenting skills had a positive impact on at least one outcome (seven out of twelve programs²⁶).

Programs lasting at least one year. Four out of seven programs²⁷ that were offered for at least one year had a positive impact on at least one outcome.

Programs providing referrals to other services. One of the three programs²⁸ that provided referrals to

²¹ [Nurse-Family Partnership](#) and [Untitled Experimental Home Visiting Program for Adolescent Mothers](#).

²² Hoffman, S. D., & Maynard, R. A. (2008). *Kids Having Kids* (2 ed.). Washington, DC: The Urban Institute Press.

²³ [First Step to Success](#), [High/Scope Perry Preschool](#), [Homebuilders](#), [Project Support](#), and [Psychoeducational Home Visiting](#).

²⁴ [Families First](#), [First Step to Success](#), [High/Scope Perry Preschool](#), [Homebuilders](#), [Incredible Years Series](#), and [Project Support](#).

²⁵ [Fast Track](#), [First Step to Success](#), and [High/Scope Perry Preschool](#).

²⁶ [Families First](#), [Fast Track](#), [First Step to Success](#), [Homebuilders](#), [Incredible Years Series](#), [Project Support](#), and [Psychoeducational Home Visiting](#).

²⁷ [Families First](#), [Fast Track](#), [High/Scope Perry Preschool](#), and [Psychoeducational Home Visiting](#).

²⁸ [Homebuilders](#).

participants had a positive impact on any of the evaluated outcomes.

MIDDLE CHILDHOOD

The LINKS database contains 15 home visiting programs targeting children aged six to eleven; six of the programs had a positive impact on at least one outcome.

MIXED REVIEWS for Middle Childhood

Programs teaching parenting skills. Half of the programs that taught parenting skills, such as discipline, time management, and support, during home visits had a positive impact on at least one outcome (four out of eight programs²⁹). All four of these programs that found positive impacts used trained non-professionals as home visitors.

Programs utilizing trained non-professionals as home visitors. The majority (thirteen out of fifteen) of home visiting programs for middle childhood used trained non-professionals; however, there were mixed impacts for these programs. Six out of the thirteen programs³⁰ that used trained non-professionals had positive impacts on at least one outcome.

Programs lasting at least one year. Two out of four programs³¹ that lasted for at least one year had a positive impact on at least one outcome.

WHAT HAS NOT BEEN FOUND TO WORK for Middle Childhood

Programs providing referrals to participants. Five programs provided referrals to other services during home visiting sessions, and only one of these programs³² had a positive impact on at least one outcome.

ADOLESCENTS

The LINKS database contains 21 home visiting programs targeting adolescents aged 12 to 17; 12 of the programs had a positive impact for at least one outcome.

WHAT WORKS/PROMISING PRACTICES for Adolescents

Programs utilizing trained paraprofessionals as home visitors. A majority of the programs using a trained paraprofessional as the home visitor had a positive impact on at least one outcome (ten out of fourteen programs³³).

²⁹ [Families First](#), [Homebuilders](#), [Incredible Years Series](#), and [Project Support](#).

³⁰ [Families First](#), [Guiding Good Choices](#), [Homebuilders](#), [Incredible Years Series](#), [Project Support](#), and [Woodrock Youth Development](#).

³¹ [Families First](#) and [Woodrock Youth Development](#).

³² [Homebuilders](#).

³³ [Computer-Assisted Motivational Intervention-Plus](#), [Familias Unidas](#), [Families First](#), [Guiding Good Choices](#), [Homebuilders](#), [Informed Parents and Children Together \(ImPACT\)](#), [Raising Healthy Children](#), [Three Generations Project](#), [Untitled Experimental Home Visiting Program for Adolescent Mothers](#), and [Woodrock Youth Development](#).

Long-term interventions using trained paraprofessionals. All five programs³⁴ that lasted for one year or longer had a positive impact on at least one outcome. All of these programs used a trained paraprofessional to conduct the home visits. However, the content of the visits was not identical across the programs; home visitors taught parenting skills, provided referrals, and gave families information.

MIXED REVIEWS for Adolescents

Visiting weekly. Four programs for adolescents provided a home visit at least four times a month, and two of these programs³⁵ had a positive impact on any of the evaluated outcomes.

Providing mentoring. Only two programs used a mentoring component to accompany home visits. One program had no impacts and one³⁶ had a positive impact on at least one outcome. This program also used trained paraprofessionals as home visitors and had a positive impact on adolescents' social skills.

WHAT HAS NOT BEEN FOUND TO WORK for Adolescents

Providing referrals during home visits. Only two out of nine programs³⁷ that provided referrals to other services during home visits had a positive impact in at least one outcome. Five of these programs also taught parenting skills during the home visit. Programs for infants that employed similar strategies (providing referrals and teaching parenting skills) were more often found to be effective, with nine out of fourteen programs having a positive impact on at least one outcome.

NEEDED RESEARCH for Adolescents

Providing mentoring. Although only two programs used a mentoring component to accompany the home visits, one³⁸ of these programs had a positive impact on at least one adolescent outcome. Having a home visitor as well as a mentor may be valuable for adolescents, but more research is needed on their separate and combined impacts.

³⁴ [Computer-Assisted Motivational Intervention-Plus](#), [Families First](#), [Raising Healthy Children](#), [Three Generations Project](#), and [Woodrock Youth Development](#).

³⁵ [Guiding Good Choices](#) and [Homebuilders](#).

³⁶ [Woodrock Youth Development](#).

³⁷ [Homebuilders](#) and [Three Generations Project](#).

³⁸ [Woodrock Youth Development](#).

DISCUSSION

Based on the findings of this Fact Sheet, the characteristics of an effective home visiting program can differ depending on the age group being targeted, the duration and intensity of services, and the type of home visitor providing the services. While rigorous random assignment studies have identified a number of programs with positive impacts on at least one outcome, knowledge about the specific characteristics that contribute to positive outcomes for children of varied ages is limited. In addition, while cost information is available for some programs and can range from \$1,000 to \$5,000 per family per year; further research is needed on program costs and costs versus benefits.

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Table 1: Early Childhood - Experimental Intent-to-Treat Evaluations of Social Programs with a Home-Visiting Component

| OUTCOME AREA | NOT PROVEN TO WORK | MIXED FINDINGS | FOUND TO WORK |
|---|--|--|---|
| <p>Physical Health and Development</p> | <ul style="list-style-type: none"> - Healthy Start, a child abuse program, had no impact on emergency room use, hospitalization rates, injuries requiring hospitalization, or medical care. - The Home-Based Nurse Intervention, a program for children with in-utero drug exposure, had no impact on children’s sleep or percentage of children with sleep problems. - The Home Visiting Program for Working Class Mothers and Their Infants had no impact on emergency room visits, well-care visits, immunizations, or accident rates. - Obesity-Focused Active Parenting, a program for overweight Native American mothers and their children, had no impact on healthy weight, nutrition, physical activity, or energy intake. - The Parent-Child Assistance Program, a program for substance-abusing mothers and their children, had no impact on child well-being visits, immunizations, and having a doctor according to non-experimental analyses. | <ul style="list-style-type: none"> - Child Health Supervision, a home-visiting program for new teen mothers, improved dietary habits such as milk, meat, and fruit consumption but had no impact on amount of candy consumed, acceptance of strained and/or table foods, and spitting up. - The Early Intervention Program for Adolescent Mothers, a health program for adolescent mothers, reduced the number of days infants spent hospitalized, length of hospital stay, and increased the percentage of children immunized. At the one-year follow-up there was no impact on number of emergency room visits. - Healthy Start, a child abuse program, reported impacts on child health, but the program had no impact on emergency room use, hospitalization rates, injuries requiring hospitalization, or physical development. - Healthy Steps for Young Children, a home visiting program for newborns, increased the likelihood of most age appropriate vaccinations and well-child care, except at 4 months. There was no impact on hospitalizations and emergency department use in the past year. - Home Visiting to Vulnerable Families by Nurses, a program for newborns at risk for poor health, reported an impact on delivering medication without the advice of a doctor. The program had no impact on child’s sleep position or breastfeeding, immunization, medication intake, or utilization of community services. - The Infant Health and Development Program, a program for prematurely born infants, found significant impacts for some groups on morbidity index and physical functioning. There was no impact for some groups on morbidity index, serious morbidity index, functional status, length, BMI, general health, limitations due to physical health, bodily pain, and general health perception. | <ul style="list-style-type: none"> - The Community Mothers’ Programme reported significant impacts on length of time drinking formula, animal protein intake, non-animal protein intake, whole food intake, vegetable intake, fruit intake, milk intake, and energy intake. There were mixed impacts on immunizations and hospital visits. - Early Start, a home-visitation program for at-risk families, reduced the number of hospital visits for injury or poisoning and improved dental care initiation, contact with a general practitioner, and up to date check-ups, but the program did not impact immunizations. - The Untitled Experimental Home Visiting Program for Adolescent Mothers reported significant impacts on weight, length, and development. There were mixed impacts on maternal and infant blood pressure. There was no impact on hand circumference. |

| OUTCOME AREA | NOT PROVEN TO WORK | MIXED FINDINGS | FOUND TO WORK |
|--------------------------------------|--|---|--|
| | | <p>- Nurse-Family Partnership, a nurse home-visiting program, reported, in various evaluations, significant impacts on injuries and ingestions, emergency department visits, number of healthcare encounters due to injury or ingestion, attempted breastfeeding and number of days hospitalized. In other evaluations, there were no impacts on birthweight, percentage of low birthweight infants length of gestation, Apgar score, preterm delivery, spontaneous preterm delivery, duration of breastfeeding, immunizations, infant/childhood death, scheduled health supervision visits, emergency department visits for injury or ingestion, hospital admissions, or days hospitalized.</p> <p>- Parents as Teachers, a parent education program, found mixed impacts at different times on immunization and treatment for injury. There were no impacts on physical development, emergency room treatment, health insurance status, or doctor visits for well-childcare.</p> | |
| <p>Externalizing Behavior</p> | <p>- Attachment and Biobehavioral Catch-Up, a foster-parent skills-training program, had no impact on behavior problems for infants or toddlers.</p> <p>- Child Health Supervision, a home-visiting program for new teen mothers, showed no impact on temper tantrums, discipline problems, fussiness, destructiveness, shouting, and ability to get along with playmates.</p> <p>- The Home-Based Nurse Intervention, a program for children with in-utero drug exposure, had no impact on aggression or destructive behavior.</p> <p>- The Home-Visiting Program for Depressed Mothers and Their Infants found no impact on externalizing behavior.</p> <p>- The SCRIPT Study, a video-feedback intervention, had no impact on overactive, oppositional, or aggressive behavior.</p> <p>- The Untitled Intervention for Infants with Failure-to-Thrive found no impact on behavior in the home or at school.</p> | <p>- Early Head Start reduced negativity during parent-child play and aggressive behavior, but the program had no impact on cooperation and positive affect during assessment and frustration with a puzzle task.</p> <p>- Early Start, a home-visitation program for at-risk families, had a significant impact on total behavior, but the program had no impact on externalizing behavior.</p> <p>- Family Check-Up, a home-based program for parents of at-risk toddlers, had a significant impact on destructive behavior, but the program had no impact on aggression.</p> <p>- The Home-Based Nurse Intervention, a program for children with in-utero drug exposure, reported an impact on average aggression scores and percent of infants with externalizing behavior problems. There was no impact on destruction scores, difficulty scores, total externalizing behavior score, or percent of infants with aggression or destruction problems.</p> | <p>- The Early Intervention Program for Low Birth Weight Infants, an intervention for preterm infants, improved mother's perception of infant temperament.</p> <p>- High/Scope Perry Preschool, a program for at-risk African American children, reduced arrests at age 19 and age 27 follow-ups.</p> <p>- The UCLA Family Development Project, a program for high-risk first time mothers, reduced child noncompliance.</p> <p>- The Untitled Experimental Home Visiting Program for Adolescent Mothers reported significant impacts on infant temperament.</p> |

| OUTCOME AREA | NOT PROVEN TO WORK | MIXED FINDINGS | FOUND TO WORK |
|------------------------------|---|--|--|
| | | <p>- The Home Visiting Program for Mothers with Anxious Attachment found mixed impacts at various times on angry behavior and affect.</p> <p>- The Infant Health and Development Program, a program for prematurely born infants, found significant impacts for some groups the child behavior checklist score. There was no impact for some groups on the child behavior checklist score, child behavior checklist score above cutpoint, limitations due to behavior problems.</p> <p>- Nurse-Family Partnership, a nurse home-visiting program, reported, in various evaluations, significant impacts on behavior/coping problems, total problem behavior, number of times stopped by police, number of arrests, number of convictions or probation violations, girls' convictions, girls' arrests, risk of first arrest, and Person In Need of Supervision (PINS) records. In various evaluations, there was no impact on behavior/coping problems, anger, irritable temperament, total behavior problems, dysregulated aggression, externalizing problems, conduct (grades 1-6, 4-6, and 1-3), antisocial behavior, disruptive behavior disorders, PINS status, number of times youth had run away, number of times sent to youth corrections, number of arrests, boys' arrests, boys' convictions, felony assault, minor assault, minor theft, fraud, illegal services, vandalism, public disorder, number of minor and major antisocial/delinquent acts, instances of acting out, and number of school suspensions.</p> <p>- Social Learning Parent Training, a program for children at risk of abuse or neglect, reported fewer behavior problems and lower intensity of problems; however, there were no impacts on adaptive abilities, verbal deviance, or physical deviance.</p> | |
| Cognitive Development | <p>- The Comprehensive Child Development Program, a program for low income families with newborns, had no impact on children's cognitive development.</p> | <p>- Child Health Supervision, a home-visiting program for new teen mothers, decreased thumb-sucking and increased toilet training at age 2, absorption in tasks. The program had no impact on pacifier use, response to</p> | <p>- Early Head Start improved scores on the Bayley Mental Development Index (MDI) and Peabody Picture Vocabulary Test (PPVT) and also had impacts on the percentage of infants with</p> |

| OUTCOME AREA | NOT PROVEN TO WORK | MIXED FINDINGS | FOUND TO WORK |
|--------------|--|--|---|
| | <p>- Healthy Start, a child abuse program, had no impact on mental or psychomotor development.</p> <p>- The Parent-Child Home Program, a program for low-income children, had no impact on high school graduation.</p> <p>- Parents as Teachers, a parent education program, found no impact on the child's developmental profile, mental development index, communication development, PPVT score, or cognitive development.</p> <p>- The UCLA Family Development Project, a program for high-risk first time mothers, had no impact on children's cognitive functioning.</p> | <p>toys, attention span, reactivity, and toilet training at age 3, and school achievement.</p> <p>- The Early Intervention Program for Low Birth Weight Infants, an intervention for preterm infants, improved cognitive development at 36 and 48 months, but the program had no impact at 6, 12, and 24 months.</p> <p>- The Infant Health and Development Program, a program for prematurely born infants, found impacts for some groups on the Stanford-Binet score. There were no impacts for some groups on the Stanford-Binet score, verbal IQ, performance IQ, full scale IQ, PPVT score, reading achievement, math achievement, instance of repeating a grade, and instance of being classified as a special education student.</p> <p>- Nurse-Family Partnership, a nurse home-visiting program, reported, in various evaluations, significant impacts on Stanford-Binet scores, language delay, mental development delay, mental processing, and receptive vocabulary. There were mixed impacts on GPA and achievement tests. In various evaluations, there was no impact on Stanford-Binet scores, Cattell scores, language development, Bayley MDI scores, academic engagement, incoherent stories, math achievement, reading achievement, total language, executive functioning, reading and math scores, sustained attention, academically focused behavior, special education placement, retention, and academic failures.</p> <p>- The Untitled Experimental Home Visiting Program for Adolescent Mothers reported a significant impact on the Bayley mental score, but the program had no impact on the Bayley motor score.</p> <p>- The Untitled Intervention for Infants with Failure-to-Thrive found positive impacts for motor development at two-year follow-up, but did not find impacts at post-test. There were no impacts on academic performance or mental, psychomotor, cognitive test scores.</p> | <p>MDI scores below 85 and PPVT scores below 100. Children were more attentive to objects during play. There were no impacts for Spanish-speaking children taking the Spanish version of the PPVT (TVIP) or the percentage of infants with scores below 100 on the TVIP. There was no impact on child's persistence to solve a puzzle.</p> <p>- Early Start, a home-visitation program for at-risk families, increased length of enrollment in early childhood education.</p> <p>- High/Scope Perry Preschool, a program for at-risk African American children, improved IQ scores at ages 4, 5, 6, and 7, and reading, math, language, and total achievement on the Cal Achievement test at age 14. The program also improved high school GPA and high school graduation rate.</p> <p>- Project CARE, a program for disadvantaged families with newborns, found overall impacts on the Bayley Test of Infant Development, as well at 12 and 18 months, but the program had no impact at 6 months. The program improved overall performance on the Stanford-Binet Intelligence Test, as well as at 24 and 36 months, but it had no impact at 48 months. The program had no impact on the McCarthy Scales of Mental Ability.</p> <p>- The Transactional model of Early Home Intervention, a program for low-weight infants, reported increased verbal play, motor skills, and mental skills.</p> |

| OUTCOME AREA | NOT PROVEN TO WORK | MIXED FINDINGS | FOUND TO WORK |
|--------------------------------|--|---|--|
| Social Skills | <ul style="list-style-type: none"> - The Comprehensive Child Development Program, a program for low income families with newborns, had no impact on children’s social-emotional development. - Nurse-Family Partnership, a nurse home-visiting program, reported, in various evaluations, no impact on classroom social skills, warmth/empathy, peer affiliation, or behavioral adaptation. - Parents as Teachers, a parent education program, found no impact on social development or adaptive social behavior. - The Transactional model of Early Home Intervention, a program for low-weight infants, reported no impact on social competence. | <ul style="list-style-type: none"> - Child Health Supervision, a home-visiting program for new teen mothers, showed increased self-confidence, assurance, and positive reaction to failure. The program had no impact on children’s cooperativeness, happiness, fears, ability to play alone, attention-seeking behavior, stubbornness, and jealousy. | <ul style="list-style-type: none"> - Early Head Start improved engagement of parent and sustained attention of the child during semistructured play, but the program had no impact on engagement and persistence during a puzzle task. - The UCLA Family Development Project, a program for high-risk first time mothers, improved child’s sense of separate self. |
| Mental/Emotional Health | <ul style="list-style-type: none"> - Early Head Start had no impact on emotional regulation. - The Infant Health and Development Program, a program for prematurely born infants, found no impact on self-esteem. - The Untitled Experimental Home Visiting Program for Adolescent Mothers reported no impact on state and trait anxiety. | <ul style="list-style-type: none"> - The Home-Based Nurse Intervention, a program for children with in-utero drug exposure, found impacts on withdrawn behavior and percentage of children with internalizing and anxiety/depression problems. There was no impact on anxiety/depression scores, somatization, total internalizing problems, or percent of children with somatization or withdrawn behavior problems. - The Home-Visiting Program for Depressed Mothers and Their Infants improved attachment security and socioemotional competence, but the program had no impact on internalizing behavior or dysregulation. - Nurse-Family Partnership, a nurse home-visiting program, reported, in various evaluations, a significant impact on vulnerability. There were mixed impacts on internalizing behavior. There was no impact on joy, depressive/anxiety disorders, or emotional regulation. - Parents as Teachers, a parent education program, found mixed impacts on self-help development. | <ul style="list-style-type: none"> - Attachment and Biobehavioral Catch-Up, a foster-parent skills-training program, reduced stress levels. - Early Head Start improved engagement of parent and sustained attention of the child during semistructured play, but the program had no impact on engagement and persistence during a puzzle task. - Early Start, a home-visitation program for at-risk families, improved internalizing behavior. |
| Parenting Skills | <ul style="list-style-type: none"> - The Comprehensive Child Development Program, a program for low income families with newborns, had no impact on parenting skills. - Healthy Start, a child abuse program, reported no impacts on acceptance of child behavior, using timeouts in the | <ul style="list-style-type: none"> - Child Health Supervision, a home-visiting program for new teen mothers, increased the likelihood of parents bringing their children outside, but the program had no impact on parent style of housekeeping, daily time with the baby, free time away from the baby, | <ul style="list-style-type: none"> - The Community Mothers’ Programme reported significant impacts on reading to the child, cognitive games, nursery rhymes, positive feelings, and negative feelings. There were no impacts on motor games. |

| OUTCOME AREA | NOT PROVEN TO WORK | MIXED FINDINGS | FOUND TO WORK |
|--------------|--|---|--|
| | <p>past week, number of timeouts used, use of nonviolent discipline, responsiveness, or provision of a learning environment.</p> <ul style="list-style-type: none"> - The Home Visiting Program for Working Class Mothers and Their Infants had no impact on cognitive stimulation available for the infant. - Project CARE, a program for disadvantaged families with newborns, had no impact on parenting skills. - Social Learning Parent Training, a program for children at risk of abuse or neglect, reported no impact on HOME scores, praise, or criticism. | <p>and separations longer than one month.</p> <ul style="list-style-type: none"> - Early Head Start had significant impacts on parent warmth, supportiveness during semistructured play, total home environment score, support of language and learning, parent-child play, quality of assistance during a puzzle task, percentage of parents reading to their child every day, detachment during play, and spanking. The program had no impact on supportiveness during a puzzle task challenge, setting a regular bedtime, having a bedtime routine, reading at bedtime, physical home environment, intrusiveness during play, detachment and intrusiveness during a puzzle task, negative regard during play, and harshness. - Healthy Steps for Young Children, a home visiting program for newborns, increased the likelihood of using covers on electrical outlets, but the program had no impact on response to child misbehavior, perceptions of child behavior, promotion of child development, and safety. - The Home Visitation Trial for Urban Women, a program for women at risk of losing their newborn to out-of-home placement, reported an impact on organization of the home environment for the child, but there was no impact on parental responsiveness, acceptance of the child, or parental involvement - The Home-Visiting Program for Depressed Mothers and Their Infants improved maternal sensitivity and maternal structuring. The program had no impact on maternal hostility or maternal nonintrusiveness. - The Home Visiting Program for Mothers with Anxious Attachment increased mother's empathic responsiveness and initiation; however, there was no impact on various child-rearing attitudes. - Home Visiting to Vulnerable Families by Nurses, a program for newborns at risk for poor health, improved parent and family functioning, satisfaction with parental role. There were mixed impacts on responsiveness of parent, acceptance of | <ul style="list-style-type: none"> - Early Start, a home-visitation program for at-risk families, improved positive parenting attitudes, non-punitive attitudes, and overall parenting score. - Family Check-Up, a home-based program for parents of at-risk toddlers, found a significant increase in maternal involvement. - Healthy Families New York, a program for new mothers at risk for child abuse or neglect, reported impacts on harsh parenting. - The SCRIPT Study, a video-feedback intervention, improved mother's positive discipline and attitudes towards sensitivity and sensitive discipline. There was no impact on negative discipline. - The Transactional model of Early Home Intervention, a program for low-weight infants, reported improved responsiveness, involvement, environmental organization, and avoidance of restrictive punishment. - The UCLA Family Development Project, a program for high-risk first time mothers, improved mothers' encouragement in autonomy and task involvement, use of restriction and punishment, positive affect, responsiveness to child's needs, and HOME score. The program had no impact on provision of appropriate play materials or mother's affectionate response to child's reunion. - The Untitled Experimental Home Visiting Program for Adolescent Mothers reported significant impacts on the HOME inventory. |

| OUTCOME AREA | NOT PROVEN TO WORK | MIXED FINDINGS | FOUND TO WORK |
|--------------|--------------------|--|---------------|
| | | <p>child behavior, environmental organization, involvement with child, and provision of appropriate play materials. There were no impacts on opportunities for daily stimulation, attachment, acceptability of the child, or demandingness.</p> <ul style="list-style-type: none"> - The Intervention to Increase Father Involvement, improved father’s warmth, emotional support, and dyadic synchrony, but the program did not have an impact on overall interaction quality, father involvement, parallel interaction, intrusiveness, engagement, and positive and negative affect. - Nurse-Family Partnership, a nurse home-visiting program, reported, in various evaluations, significant impacts on avoidance of punishment, parent involvement, number of hazardous exposures to the child, provision of toys and other materials to the child, and control. There were mixed impacts on total HOME score. In other evaluations, there were no impacts on stimulation of language skills, provision of toys and other materials to the child, warmth, control, number of hazardous exposures to the child, avoidance of punishment, usage of a car seat or seatbelt, exposure to poisonous substances, and involvement. - Parents as Teachers, a parent education program, reported significant impacts on parents looking at/reading books to their child, talking while reading, providing appropriate play materials, and literacy behavior. In other evaluations, there were no impacts on parenting behaviors, satisfaction, or attitudes, HOME score, acceptance of child’s behavior, literacy promotion, reading aloud to the child, telling stories to the child, looking at books with the while, talking while reading to the child, organization of the home environment, parental responsiveness, or provision of appropriate play materials. - The SCRIPT Study, a video-feedback intervention, improved mother’s positive discipline and attitudes towards sensitivity and sensitive | |

| OUTCOME AREA | NOT PROVEN TO WORK | MIXED FINDINGS | FOUND TO WORK |
|----------------------------------|---|---|--|
| Parent-Child Relationship | <ul style="list-style-type: none"> - The Early Intervention Program for Adolescent Mothers, a health program for adolescent mothers, had no impact on mother-infant interactions. - Healthy Start, a child abuse program, reported no impact on parent-child interaction. - The Home-Based Nurse Intervention, a program for children with in-utero drug exposure, found no impact on dysfunctional interaction between parent and child. - Home Visiting to Vulnerable Families by Nurses, a program for newborns at risk for poor health, reported no impact on child's reinforcement of the parent. - The Hospital and Home Support Intervention, a program for low-income new mothers, had no impact on maternal attachment. - Social Learning Parent Training, a program for children at risk of abuse or neglect, reported no impact on praise and criticism towards the child. - The Untitled Intervention for Infants with Failure-to-Thrive found no impacts on parent-child interaction. | <p>discipline. There was no impact on negative discipline.</p> <ul style="list-style-type: none"> - The Untitled Experimental Home Visiting Program for Adolescent Mothers reported significant impacts on face-to-face interaction, but there were no impacts on feeding interactions. | <ul style="list-style-type: none"> - The Home-Visiting Program for Depressed Mothers and Their Infants improved maternal sensitivity, maternal structuring, child responsiveness, and child involvement. The program had no impact on maternal hostility or maternal nonintrusiveness. - The Home Visiting Program for Mothers with Anxious Attachment reported significant impacts on child's avoidance, resistance, and dyadic behavior partnership. There was no impact on security of attachment. - Homebuilders, a program for foster children, increased likelihood of living at home. - Nurse-Family Partnership, a nurse home-visiting program, reported significant impacts on sensitive and responsive interaction. - The Transactional model of Early Home Intervention, a program for low-weight infants, reported increased verbalization, vocalization, smiling, and touching during interactions. - The UCLA Family Development Project, a program for high-risk first time mothers, improved mother's response to infant needs, positive affect, response to separation, encouragement of autonomy, intrusiveness, encouragement of task involvement, play synchrony, and child's expectation of care. There was no impact on mother's engagement with the child during a task or child's positive affect during a task with the mother. |
| Child Maltreatment | <ul style="list-style-type: none"> - The Hospital and Home Support Intervention, a program for low-income new mothers, had no impact child abuse and neglect. - Parents as Teachers, a parent education program, found no impact on the instance of an open case of child abuse or neglect. | <ul style="list-style-type: none"> - Early Start, a home-visitation program for at-risk families, reduced the rate of reports of severe physical assault, but there were no impacts on contact with child abuse or neglect agencies. - Healthy Families New York, a program for new mothers at risk for | |

| OUTCOME AREA | NOT PROVEN TO WORK | MIXED FINDINGS | FOUND TO WORK |
|---------------|--------------------|--|---------------|
| | | <p>child abuse or neglect, reported mixed impacts by year on very serious abuse, serious physical abuse, minor physical abuse, and psychological abuse. There was no impact on serious abuse, neglect, and reports of abuse/neglect.</p> <ul style="list-style-type: none"> - Healthy Start, a child abuse program, reported mixed impacts on corporal punishment, neglect, and harsh parenting. There was no impact on psychological aggression, minor physical assault, severe physical abuse, assault on self-esteem, hitting with an object, extreme physical abuse, shaking of a child, or threats of abuse. - Home Visiting to Vulnerable Families by Nurses, a program for newborns at risk for poor health, found mixed impacts regarding risk of child abuse at various times. - Nurse-Family Partnership, a nurse home-visiting program, reported a significant impact on maltreatment/neglect cases due to lack of parental supervision, reports of child abuse or neglect, reports involving the mother as a perpetrator of abuse or neglect, reports involving the child as a victim of abuse or neglect, and beliefs associated with child abuse. There were no impacts on new cases of abuse/neglect, abuse cases, neglect cases, sexual abuse cases, maltreatment cases, percentage of children removed from the home, number of abuse or neglect notations, or length of time a case is open. - Social Learning Parent Training, a program for children at risk of abuse or neglect, reported a decrease in risk of abuse, but the program had no impact on physical negative behavior towards the child. | |
| Substance Use | | <ul style="list-style-type: none"> - Nurse-Family Partnership, a nurse home-visiting program, reported significant impacts on use of cigarettes, alcohol, or marijuana in the past 30 days, number of substances used in the past 30 days, and days of substance use in the past 30 days. Other evaluations reported no impact on number of cigarettes smoked per day, number of days drinking alcohol, number of days using drugs, self report of alcohol | |

| OUTCOME AREA | NOT PROVEN TO WORK | MIXED FINDINGS | FOUND TO WORK |
|----------------------------|--------------------|--|--|
| | | impairment, binge drinking, illicit drug use, and parent report of alcohol and drug impairment. | |
| Reproductive Health | | - Nurse-Family Partnership , a nurse home-visiting program, had mixed impacts on the child's number of sexual partners among different populations. There were no impacts on birth control use, condom use, instance of ever having sexual intercourse, and instance of ever getting pregnant or making someone pregnant as an adolescent. | - High/Scope Perry Preschool , a program for at-risk African American children, reduced out-of-wedlock births at the age 27 follow-up. |

Table 2: Preschool - Experimental Intent-to-Treat Evaluations of Social Programs with a Home-Visiting Component

| OUTCOME AREA | NOT PROVEN TO WORK | MIXED FINDINGS | FOUND TO WORK |
|---|--|--|--|
| <p>Physical Health and Development</p> | | <ul style="list-style-type: none"> - Adherence Monitoring with Feedback, a program for children in urban areas with asthma, reported significant impacts on quarterly inhaled corticosteroid refills and emergency department visits. There were no impacts on asthma symptoms, hospitalization, or oral corticosteroid use. - Asthma Basic Care, a program for children in urban areas with asthma, found reductions in asthma symptom frequency and oral corticosteroid use; however, there was no impact emergency department visits, hospitalizations, or inhaled corticosteroid refills. | |
| <p>Externalizing Behavior</p> | <ul style="list-style-type: none"> - The Cognitive Behavioral Family Intervention, a program for clinically depressed parents and children with conduct problems, had no impact on disruptive behavior. - Focus On Families, a clinic- and home-based program, found no impact on delinquency. | <ul style="list-style-type: none"> - Early Risers, a program for aggressive children, found mixed impacts on aggressive behavior and had no impact on externalizing behavior (parent- and teacher-rated), aggression within a friendship, aggression toward others, and aggressive-disruptive behavior. - The Fast Track Prevention Project showed significant impacts on aggressive retaliation and behavior change. There were mixed impacts on acceptance of authority, and there was no impact on hostile attributions, externalizing behavior, daily problems, aggressive behavior, and acts of aggression. - The Incredible Years Series, a program for children at risk for or exhibiting behavior problems, reported impacts on observed physical aggression, but there was no impact on parent-rated child physical aggression. - Social Learning Parent Training, a program for children at risk of abuse or neglect, reported fewer behavior problems and lower intensity of problems; however, there were no impacts on adaptive abilities, verbal deviance, or physical deviance. | <ul style="list-style-type: none"> - Families First, a program for children with severe behavior problems, showed a significant reduction in behavior problems. - First Step to Success, a program for kindergarten students exhibiting antisocial behaviors, reduced aggression and maladaptive behavior. - High/Scope Perry Preschool, a program for at-risk African American children, reduced arrests at age 19 and age 27 follow-ups. - Project Support, a program for families transitioning out of shelters for battered women, reported significant increase in rate of improvement in externalizing problems. |

| OUTCOME AREA | NOT PROVEN TO WORK | MIXED FINDINGS | FOUND TO WORK |
|------------------------------|---|---|--|
| Cognitive Development | <p>- Focus On Families, a clinic- and home-based program, found no impacts on school attachment and grades.</p> | <p>- Early Risers, a program for aggressive children, found mixed impacts on academic achievement, but the program had no impact on school adjustment.</p> <p>- The Fast Track Prevention Project improved academic skills and reading scores at the one-year follow-up; however, there was no impact on academic problems at the four-year follow-up.</p> <p>- The Home Instruction Program for Preschool Youngsters (HIPPY), found mixed impacts on delayed entry into school, attendance, academic self image, classroom adaptation, and standardized reading.</p> | <p>- The Early Training Project, a summer preschool program, had mixed, but mostly significant impacts on Stanford-Binet test scores and mental age. There were mixed impacts on word knowledge.</p> <p>- The Fast Track Prevention Project showed a significant impact on language arts grades, special education services and Spache Word Attack scores. There was no impact on letter-word identification.</p> <p>- First Step to Success, a program for kindergarten students exhibiting antisocial behaviors, improved academic engaged time.</p> <p>- High/Scope Perry Preschool, a program for at-risk African American children, improved IQ scores at ages 4, 5, 6, and 7, and reading, math, language, and total achievement on the Cal Achievement test at age 14. The program also improved high school GPA and high school graduation rate.</p> |
| Social Skills | <p>- Focus On Families, a clinic- and home-based program, found no impact on negative peers.</p> | <p>- Early Risers, a program for aggressive children, had significant impacts on social skills, friends' aggressive-disruptive behavior, companionship, leadership, social etiquette, and help and guidance. There was no impact on teacher- and parent-rated social competence, friendship, reciprocal friendship, friends' rejected-isolated behavior, friends' leadership, friends' social etiquette, validation and caring, positive and negative peer nomination, social impact, and number of times chosen as a best friend.</p> <p>- The Fast Track Prevention Project found significant impacts on social problem solving, time in positive peer interaction, and peer social preference. There was no impact on peer nominated prosocial behavior or parent- and teacher-rate social competence.</p> | |

| OUTCOME AREA | NOT PROVEN TO WORK | MIXED FINDINGS | FOUND TO WORK |
|---------------------------------|--|---|---|
| | | | |
| Mental/ Emotional Health | <ul style="list-style-type: none"> - Early Risers, a program for aggressive children, had no impact on teacher- or parent-rated internalizing problems and reject-isolated behavior. - First Step to Success, a program for kindergarten students exhibiting antisocial behaviors, had no impact on withdrawn behavior. - The Psychoeducational Home Visiting Program had no impact on positive or negative self-representation. - Project Support, a program for families transitioning out of shelters for battered women, reported no impact on internalizing problems. | | <ul style="list-style-type: none"> - The Fast Track Prevention Project showed significant impact on emotion recognition and emotion coping. |
| Parenting Skills | <ul style="list-style-type: none"> - Early Risers, a program for aggressive children, had no impact on negative parenting style, parenting stress, or effective discipline. | <ul style="list-style-type: none"> - Families First, a program for children with severe behavior problems, improved parent effectiveness; however, the impacts were not present at the three-month follow-up. - The Fast Track Prevention Project showed mixed impacts on warmth and appropriate discipline. There was no impact on harsh discipline and encouragement of learning. - Focus On Families, a clinic- and home-based program, found mixed impacts on household rules. - The Home Instruction Program for | <ul style="list-style-type: none"> - The Incredible Years Series, a program for children at risk for or exhibiting behavior problems, reported improvements in responsive parenting, harsh parenting and stimulation for learning. - Project Support, a program for families transitioning out of shelters for battered women, reported significant increases in child management skills. |

| OUTCOME AREA | NOT PROVEN TO WORK | MIXED FINDINGS | FOUND TO WORK |
|---|---|---|--|
| | | <p>Preschool Youngsters (HIPPIE), found mixed impacts on performance expectations and no impacts on literacy and play materials in the home and attainment expectations.</p> | |
| <p>Parent-Child Relationship</p> | <p>- Social Learning Parent Training, a program for children at risk of abuse or neglect, reported no impact on praise and criticism towards the child.</p> <p>- The Incredible Years Series, a program for children at risk for or exhibiting behavior problems, reported no impact on child physical aggression during parent-child interactions.</p> | <p>- Families First, a program for children with severe behavior problems, improved positive parent-child relationship; however, the impacts were not present at the three-month follow-up.</p> <p>- The Fast Track Prevention Project showed no impact on warmth/affection and noncompliance/aggression during interactions.</p> | <p>- Homebuilders, a program for foster children, increased likelihood of living at home.</p> <p>- The Psychoeducational Home Visiting Program found significant impacts on expectation of mother-child relationship and maladaptive maternal representations.</p> |
| <p>Child Maltreatment</p> | | <p>- Social Learning Parent Training, a program for children at risk of abuse or neglect, reported a decrease in risk of abuse, but the program had no impact on physical negative behavior towards the child.</p> | <p>- The Fast Track Prevention Project showed a significant impact on attitudes toward physical punishment.</p> |
| <p>Substance Use</p> | <p>- Focus On Families, a clinic- and home-based program, found no impact on cigarette, alcohol, or marijuana use.</p> | | |
| <p>Reproductive Health</p> | | | <p>- High/Scope Perry Preschool, a program for at-risk African American children, reduced out-of-wedlock births at the age 27 follow-up.</p> |

Table 3: Middle Childhood - Experimental Intent-to-Treat Evaluations of Social Programs with a Home-Visiting Component

| OUTCOME AREA | NOT PROVEN TO WORK | MIXED FINDINGS | FOUND TO WORK |
|---|--|--|---------------|
| <p>Physical Health and Development</p> | <p>- The Cambridge-Somerville Youth Study had no impact on age at death and type of death.</p> | <p>- Adherence Monitoring with Feedback, a program for children in urban areas with asthma, found reductions in emergency department visits and oral corticosteroid use. There was an increase in inhaled corticosteroid refills. However, there was no impact on asthma symptom frequency and hospitalizations.</p> <p>- Asthma Basic Care, a program for children in urban areas with asthma, found reductions in asthma symptom frequency and oral corticosteroid use; however, there was no impact on rate of reduction in emergency department visits, hospitalizations, or inhaled corticosteroid refills.</p> <p>- The Dietary Intervention Study in Children, a family-oriented diet program, found significant impacts in total fat, saturated fat, cholesterol, monounsaturated fat, polyunsaturated fat at one follow-up, protein, carbohydrates, energy, LDL cholesterol, total cholesterol, HDL cholesterol at one follow-up, ferritin at</p> | |

| OUTCOME AREA | NOT PROVEN TO WORK | MIXED FINDINGS | FOUND TO WORK |
|--------------------------------------|--|--|---|
| | | <p>one follow-up, and retinol at one follow-up. There were no impacts on polyunsaturated fat at one follow-up, HDL cholesterol at one follow-up, triglycerides, LDL:HDL ratio, height, weight, BMI, ferritin at one follow-up, retinol at one follow-up, red blood cells, zinc, albumin, vitamin A, vitamin C, vitamin B, calcium, iron, and sexual maturation.</p> | |
| <p>Externalizing Behavior</p> | <ul style="list-style-type: none"> - The Cambridge-Somerville Youth Study had no impact on juvenile or adult arrest rates, number of serious crimes committed, age when the first crime was committed, age when the first serious crime was committed, or age after no serious crime was committed. - The Cognitive Behavioral Family Intervention, a program for clinically depressed parents and children with conduct problems, had no impact on disruptive behavior. - Focus On Families, a clinic- and home-based program, found no impact on behavior problems or delinquency. - The Woodrock Youth Development Project, a program for at-risk youth, had no impact on aggression. | <ul style="list-style-type: none"> - Early Risers, a program for aggressive children, found mixed impacts on aggressive behavior and had no impact on externalizing behavior (parent- and teacher-rated), aggression within a friendship, aggression toward others, and aggressive-disruptive behavior. - The Incredible Years Series, a program for children at risk for or exhibiting behavior problems, reported impacts on observed physical aggression, but there was no impact on parent-rated child physical aggression. - The Mentor-implemented Violence Prevention Intervention for Assault-injured Youth Program reported a reduction in criminal misdemeanor behaviors but had no impact on weapon carrying attitudes about violence or retaliation, number of fights, number of fight injuries, aggression, or the child behavior checklist score. | <ul style="list-style-type: none"> - Families First, a program for children with severe behavior problems, showed a significant reduction in behavior problems. - Project Support, a program for families transitioning out of shelters for battered women, reported significant increase in rate of improvement in externalizing problems. |
| <p>Cognitive Development</p> | | <ul style="list-style-type: none"> - Early Risers, a program for aggressive children, found mixed impacts on academic achievement, but the program had no impact on school adjustment. | <ul style="list-style-type: none"> - The Woodrock Youth Development Project, a program for at-risk youth, increased school attendance. |
| <p>Social Skills</p> | <ul style="list-style-type: none"> - Focus On Families, a clinic- and home-based program, found no impact on prosocial involvement. | <ul style="list-style-type: none"> - Early Risers, a program for aggressive children, had significant impacts on social skills, friends' aggressive-disruptive behavior, companionship, leadership, social etiquette, and help and guidance. There was no impact on teacher- and parent-rated social competence, friendship, reciprocal friendship, friends' rejected-isolated behavior, friends' leadership, friends' social etiquette, validation and caring, positive and negative peer nomination, | <ul style="list-style-type: none"> - The Woodrock Youth Development Project, a program for at-risk youth, reported increases in interracial relations. |

| OUTCOME AREA | NOT PROVEN TO WORK | MIXED FINDINGS | FOUND TO WORK |
|----------------------------------|--|--|---|
| | | <p>social impact, and number of times chosen as a best friend.</p> <ul style="list-style-type: none"> - The Mentor-implemented Violence Prevention Intervention for Assault-injured Youth Program increased conflict avoidance self-efficacy, but the program had no impact on social competence. | |
| Mental/Emotional Health | <ul style="list-style-type: none"> - The Cambridge-Somerville Youth Study increased the likelihood of receiving a more serious diagnosis in a mental hospital. - Clinician-Based Cognitive Psychoeducational Intervention for Families, a program for children with parents experiencing depression, had no impact on internalizing symptoms. - Early Risers, a program for aggressive children, had no impact on teacher- or parent-rated internalizing problems and reject-isolated behavior. - Project Support, a program for families transitioning out of shelters for battered women, reported no impact on internalizing problems. - The Woodrock Youth Development Project, a program for at-risk youth, had no impact self-esteem. | <ul style="list-style-type: none"> - The Dietary Intervention Study in Children, a family-oriented diet program, found significant impacts on child's depression on one measure, but there were no impacts on other measures of psychosocial health. | <ul style="list-style-type: none"> - Guiding Good Choices reduced depressive symptoms. |
| Parenting Skills | <ul style="list-style-type: none"> - Early Risers, a program for aggressive children, had no impact on negative parenting style, parenting stress, or effective discipline. | <ul style="list-style-type: none"> - Families First, a program for children with severe behavior problems, improved parent effectiveness; however, the impacts were not present at the three-month follow-up. - Focus On Families, a clinic- and home-based program, found mixed impacts on parent involvement. - Guiding Good Choices found mixed impacts on communication, negative interaction, and relationship quality at different times and among fathers and mothers. | <ul style="list-style-type: none"> - The Incredible Years Series, a program for children at risk for or exhibiting behavior problems, reported improvements in responsive parenting, harsh parenting and stimulation for learning. - Project Support, a program for families transitioning out of shelters for battered women, reported significant increases in child management skills. |
| Parent-Child Relationship | <ul style="list-style-type: none"> - The Incredible Years Series, a program for children at risk for or exhibiting behavior problems, reported no impact on child physical aggression during parent-child interactions. | <ul style="list-style-type: none"> - Families First, a program for children with severe behavior problems, improved positive parent-child relationship; however, the impacts were not present at the three-month follow-up. | <ul style="list-style-type: none"> - Homebuilders, a program for foster children, increased likelihood of living at home. |
| Substance Use | <ul style="list-style-type: none"> - Focus On Families, a clinic- and home-based program, found no impact on substance use. | | <ul style="list-style-type: none"> - Guiding Good Choices reduced an increase in alcohol use. - The Woodrock Youth Development Project, a program for at-risk youth, reduced past |

| OUTCOME AREA | NOT PROVEN TO WORK | MIXED FINDINGS | FOUND TO WORK |
|--------------|--------------------|----------------|------------------------------|
| | | | month and lifetime drug use. |

Table 4: Adolescents - Experimental Intent-to-Treat Evaluations of Social Programs with a Home-Visiting Component

| OUTCOME AREA | NOT PROVEN TO WORK | MIXED FINDINGS | FOUND TO WORK |
|--|--|--|--|
| Physical Health and Development | <ul style="list-style-type: none"> - The Cambridge-Somerville Youth Study had no impact on age at death and type of death. - The Three Generations Project, a program for adolescent mothers, reported no impact on having a regular care doctor. | | <ul style="list-style-type: none"> - The Untitled Experimental Home Visiting Program for Adolescent Mothers reported significant impacts on weight, length, and development. There were mixed impacts on maternal and infant blood pressure. There was no impact on hand circumference. |
| Externalizing Behavior | <ul style="list-style-type: none"> - The Cambridge-Somerville Youth Study had no impact on juvenile or adult arrest rates, number of serious crimes committed, age when the first crime was committed, age when the first serious crime was committed, or age after no serious crime was committed. - Focus On Families, a clinic- and home-based program, found no impact on behavior problems or delinquency. - The Woodrock Youth Development Project, a program for at-risk youth, had no impact on aggression. | <ul style="list-style-type: none"> - The Mentor-implemented Violence Prevention Intervention for Assault-injured Youth Program reported a reduction in criminal misdemeanor behaviors but had no impact on weapon carrying attitudes about violence or retaliation, number of fights, number of fight injuries, aggression, or the child behavior checklist score. - Raising Healthy Children reported mixed impacts on antisocial behavior. - The South Oxnard Challenge Project, a program for adolescents that have received probation, had no impact on arrest rates, petition, incarceration, or assignment to community service; however, the program had a significant increase in hours of community service completed. | <ul style="list-style-type: none"> - Familias Unidas, a parent involvement program for Latinos, had positive impacts on behavior problems. - Families First, a program for children with severe behavior problems, showed a significant reduction in behavior problems. - Informed Parents and Children Together (ImPACT), a home-based video intervention, reported a reduction in the likelihood of using a bat or stick as a weapon. - Multidimensional Treatment Foster Care, a program for adolescents with severe criminal behaviors, reported significant impacts on runaways, days in lockup, criminal referral rates, general delinquency, index offenses, and felony assaults. There were mixed impacts on daily problems, and there were no impacts on the behavior symptom index. - Multisystemic Therapy, a program for serious juvenile offenders, reported significant impacts on behavior problems, arrests, seriousness of crimes, and violent crimes. - The Untitled Experimental Home Visiting Program for Adolescent Mothers reported significant impacts on infant temperament. |
| Cognitive Development | | <ul style="list-style-type: none"> - The Untitled Experimental Home Visiting Program for Adolescent Mothers reported a significant impact on the Bayley mental score, but the program had no impact on the Bayley | <ul style="list-style-type: none"> - Raising Healthy Children improved academic performance and commitment to school. - The Three Generations Project, a program for adolescent mothers, |

| OUTCOME AREA | NOT PROVEN TO WORK | MIXED FINDINGS | FOUND TO WORK |
|---------------------------------|--|--|---|
| | | motor score. | increased likelihood of remaining in school or graduating. - The Woodrock Youth Development Project , a program for at-risk youth, increased school attendance. |
| Social Skills | <ul style="list-style-type: none"> - Focus On Families, a clinic- and home-based program, found no impact on prosocial involvement. - Multisystemic Therapy, a program for serious juvenile offenders, reported no impact on peer bonding, peer maturity, or peer aggression. | <ul style="list-style-type: none"> - The Mentor-implemented Violence Prevention Intervention for Assault-injured Youth Program increased conflict avoidance self-efficacy, but the program had no impact on social competence. - Raising Healthy Children reported mixed impacts on social competence. | <ul style="list-style-type: none"> - The Woodrock Youth Development Project, a program for at-risk youth, reported increases in interracial relations. |
| Mental/ Emotional Health | <ul style="list-style-type: none"> - The Cambridge-Somerville Youth Study increased the likelihood of receiving a more serious diagnosis in a mental hospital. - Clinician-Based Cognitive Psychoeducational Intervention for Families, a program for children with parents experiencing depression, had no impact on internalizing symptoms. - Multisystemic Therapy, a program for serious juvenile offenders, reported no impact on psychiatric symptomology. - The Nurturing Program for Teenage Parents and Their Families, a program for recent adolescent mothers, had no impact on stress levels or mental health. - The Three Generations Project, a program for adolescent mothers, had no impact on depressive symptoms. - The Untitled Experimental Home Visiting Program for Adolescent Mothers reported no impact on state and trait anxiety. - The Woodrock Youth Development Project, a program for at-risk youth, had no impact self-esteem. | | <ul style="list-style-type: none"> - Guiding Good Choices reduced depressive symptoms. |
| Parenting Skills | | <ul style="list-style-type: none"> - Families First, a program for children with severe behavior problems, improved parent effectiveness; however, the impacts were not present at the three-month follow-up. - Focus On Families, a clinic- and home-based program, found mixed impacts on parent involvement. - Guiding Good Choices found mixed impacts on communication and relationship quality in different studies | <ul style="list-style-type: none"> - Informed Parents and Children Together (ImPACT), a home-based video intervention, increased parental monitoring. - The Three Generations Project, a program for adolescent mothers, reported significant impacts on total parenting, appropriate expectations, and empathy. There were no impacts on role reversal. - The Untitled Experimental Home Visiting Program for |

| OUTCOME AREA | NOT PROVEN TO WORK | MIXED FINDINGS | FOUND TO WORK |
|----------------------------------|---|--|---|
| | | <p>and among fathers and mothers.</p> <ul style="list-style-type: none"> - The Nurturing Program for Teenage Parents and Their Families, a program for recent adolescent mothers, reported significant impacts on parenting behaviors and inappropriate expectations, but there were no impacts on lack of empathy and role reversal. | <p>Adolescent Mothers reported significant impacts on the HOME inventory.</p> |
| Parent-Child Relationship | <ul style="list-style-type: none"> - Creating Lasting Connections, a program for adolescents at risk of substance abuse, had no impact on adolescent's bonding with their mothers. | <ul style="list-style-type: none"> - Families First, a program for children with severe behavior problems, improved positive parent-child relationship; however, the impacts were not present at the three-month follow-up. - Multidimensional Treatment Foster Care, a program for adolescents with severe criminal behaviors, reported mixed impacts on home/outside of home placement. - The Nurturing Program for Teenage Parents and Their Families, a program for recent adolescent mothers, reduced parent-child dysfunction, but the program had no impact on parental distress or total parenting stress. - The Untitled Experimental Home Visiting Program for Adolescent Mothers reported significant impacts on face-to-face interaction, but there were no impacts on feeding interactions. | <ul style="list-style-type: none"> - Familias Unidas, a parent involvement program for Latinos, had positive impacts on parental investment in their child. - Homebuilders, a program for foster children, increased likelihood of living at home. - Multisystemic Therapy, a program for serious juvenile offenders, reported significant impacts on supportiveness and conflict-hostility for both mothers and fathers. There was no impact on verbal activity for mothers and fathers. - The Three Generations Project, a program for adolescent mothers, increased appropriate expectations and empathy toward the child. |
| Child Maltreatment | <ul style="list-style-type: none"> - The Nurturing Program for Teenage Parents and Their Families, a program for recent adolescent mothers, had no impact on physical punishment. - The Three Generations Project, a program for adolescent mothers, reported no impact on physical punishment. | | |
| Substance Use | <ul style="list-style-type: none"> - Focus On Families, a clinic- and home-based program, found no impact on substance use. - Recapturing the Vision, a school-based abstinence program, had no impact on cigarette, alcohol, or marijuana use. - The South Oxnard Challenge Project, a program for adolescents that have received probation, found that program participants were more likely to have tested positive for drug use. | <ul style="list-style-type: none"> - Raising Healthy Children reduced frequency of marijuana and alcohol use but did not impact growth rates for marijuana or alcohol use. There was no impact on cigarette use. | <ul style="list-style-type: none"> - The Adolescent Community Reinforcement Approach, a behavioral program for adolescents with substance use disorders, found significant impacts on general relapse prevention and mixed impacts on abstinence from marijuana. There were no impacts on abstinence from alcohol or other drugs. - Guiding Good Choices reduced an increase in alcohol use. |

| OUTCOME AREA | NOT PROVEN TO WORK | MIXED FINDINGS | FOUND TO WORK |
|----------------------------|--|--|--|
| | | | <ul style="list-style-type: none"> - Informed Parents and Children Together (ImPACT), a home-based video intervention, reduced cigarette and marijuana use. - The Woodrock Youth Development Project, a program for at-risk youth, reduced past month and lifetime drug use. - Multisystemic Therapy, a program for serious juvenile offenders, reduced both soft and hard drug use. |
| Reproductive Health | <ul style="list-style-type: none"> - Recapturing the Vision, a school-based abstinence program, had no impact on abstinence, intent to remain abstinent, number of sexual partners, onset of sex, condom use, contraceptive use, pregnancy, STDs, or knowledge of STDs. | <ul style="list-style-type: none"> - The Three Generations Project, a program for adolescent mothers, reported mixed impacts on repeat births. The program found no impacts on condom use, hormonal contraception use, or repeat pregnancy. | <ul style="list-style-type: none"> - Informed Parents and Children Together (ImPACT), a home-based video intervention, increased likelihood of demonstrating correct condom use and decreased likelihood of becoming pregnant, getting someone else pregnant, talked to adults about HIV/AIDS, talked to partners about past condom use. - Computer-Assisted Motivational Intervention - Plus, a home-based computer program for pregnant adolescents and reduced the likelihood of rapid repeat births. |

Table 5 - List of Evaluated Programs by Age of Child

Early Childhood

- [Attachment and Biobehavioral Catch-Up](#)
- [Child Health Supervision](#)
- [Community Mothers' Programme](#)
- [Comprehensive Child Development Program](#)
- [Early Head Start](#)
- [Early Intervention Program for Adolescent Mothers](#)
- [Early Intervention Program for Low Birth Weight Infants](#)
- [Early Start](#)
- [Family Check Up](#)
- [Healthy Families New York](#)
- [Healthy Start](#)
- [Healthy Steps for Young Children](#)
- [High/Scope Perry Preschool](#)
- [Home Based Nurse Intervention](#)
- [Home Visitation Trial for Urban Women](#)
- [Home Visiting to Vulnerable Families by Nurses](#)
- [Home Visiting Program for Depressed Mothers and Their Infants](#)
- [Home Visiting Program for Mothers with Anxious Attachment](#)
- [Home Visiting Program for Working Class Mothers and Their Infants](#)
- [Homebuilders](#)
- [Hospital and Home Support Interventions](#)
- [Infant Health and Development Program](#)
- [Intervention to Increase Father Involvement](#)
- [Nurse-Family Partnership](#)
- [Obesity-Focused Active Parenting](#)
- [Parent-Child Assistance Program](#)
- [Parent-Child Home Program](#)
- [Parents as Teachers](#)
- [Project CARE](#)
- [SCRIPT Study](#)
- [Social Learning Parent Training](#)
- [Transactional Model of Early Home Intervention](#)
- [UCLA Family Development Project](#)
- [Untitled Experimental Home Visiting Program for Adolescent Mothers](#)
- [Untitled Intervention for Infants with Failure to Thrive](#)

Preschool

- [Adherence Monitoring with Feedback](#)
- [Asthma Basic Care](#)
- [Cognitive Behavioral Family Intervention](#)

- [Early Risers](#)
- [Early Training Project](#)
- [Families First](#)
- [Fast Track](#)
- [First Step to Success](#)
- [Focus on Families](#)
- [High/Scope Perry Preschool](#)
- [Home Instruction Program for Preschool Youngsters \(HIPPY\)](#)
- [Homebuilders](#)
- [Incredible Years Series](#)
- [Project Support](#)
- [Psychoeducational Home Visiting](#)
- [Social Learning Parent Training](#)

Middle Childhood

- [Adherence Monitoring with Feedback](#)
- [Asthma Basic Care](#)
- [Cambridge-Somerville Youth Study](#)
- [Clinician-Based Cognitive Psychoeducational Intervention for Families](#)
- [Cognitive Behavioral Family Intervention](#)
- [Dietary Intervention Study in Children](#)
- [Early Risers](#)
- [Families First](#)
- [Focus on Families](#)
- [Guiding Good Choices](#)
- [Homebuilders](#)
- [Incredible Years Series](#)
- [Mentor-Implemented Violence Prevention Intervention for Assault Injured Youth](#)
- [Project Support](#)
- [Woodrock Youth Development](#)

Adolescents

- [Adolescent Community Reinforcement Approach](#)
- [Cambridge-Somerville Youth Study](#)
- [Clinician-Based Cognitive Psychoeducational Intervention for Families](#)
- [Computer-Assisted Motivational Intervention-Plus](#)
- [Creating Lasting Connections](#)
- [Familias Unidas](#)
- [Families First](#)
- [Focus on Families](#)
- [Guiding Good Choices](#)
- [Homebuilders](#)
- [Informed Parents and Children Together](#)
- [Mentor-Implemented Violence Prevention Intervention for Assault Injured Youth](#)

- [Multidimensional Treatment Foster Care](#)
- [Multisystemic Therapy](#)
- [Nurturing Program for Teenage Parents and Their Families](#)
- [Raising Healthy Children](#)
- [ReCapturing the Vision](#)
- [South Oxnard Challenge Project](#)
- [Three Generations Project](#)
- [Untitled Experimental Home Visiting Program for Adolescent Mothers](#)
- [Woodrock Youth Development](#)