



**Home Intervention Program for Parents
of Pre-School Youngsters (HIPPY*):
An efficacy study (June 2009)**

(*Home Instruction for Parents of Preschool Youngsters)

by

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The Centre for Literacy of Quebec, on behalf of the
HIPPY-Montréal Partners

Preface

This study was originally commissioned by The Centre for Literacy of Quebec in fulfillment of the terms of HIPPY-Montreal's generous four-year start-up grant from the Fondation Lucie et André Chagnon. The Centre and its partners, the Salvation Army and Elizabeth House, felt that given the unique design and complexity of the HIPPY program, a qualitative study would generate more usable findings than would a solely quantitative one. The Fondation Lucie et André Chagnon had requested that any evaluation of the HIPPY-Montréal program include a quantitative component; so, in addition to their intensive observations of and interviews with HIPPY staff and families implementing the program, the researchers also administered Peabody tests to participating children. This final report on the efficacy of the program includes the results of the testing along with the findings from two years of study.

We believe that this report provides the first detailed study of what actually occurs in a HIPPY program — and not just any program, but HIPPY Canada's first bilingual program, which also happened to be, during the final two years of the Chagnon grant, the largest HIPPY site in Canada.

This report identifies and analyzes the many strengths of the HIPPY model. It specifically validates the enormous contribution of the HIPPY-Montréal program to HIPPY families, their children, their schools, the home visitors and their communities. At the same time, it also raises some pertinent questions about the HIPPY curriculum and about the process by which parents choose a language for delivery of the program. These questions deserve further consideration not only by our program but also by HIPPY programs across Canada and the world.

We thank the researchers who designed and carried out the study and all of the HIPPY workers and families who participated in the study.

The Centre for Literacy of Quebec

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1. Purpose

The purpose of this document is to report on the two-and-half-year study conducted with the home visitors (HVs), all of whom were women, and the parents and children who were in the three year-old HIPPY Program (Montreal) from January 2007 through June 2009. Data collection and organization was completed in December 2008. The intensive analysis and report writing took place between January and June 2009. It should be noted that this project was slated to begin in late October 2006. However, due to staff changes in the program, and the slowness of the consent process, the start was delayed until January 2007. At this time consent to participate in the research was obtained from the “home visitors” (the women in the program who teach the parents how to teach their own children using the HIPPY materials). Consent from the parents to participate with their children was a much longer and continuous process. The report describes the research process which includes the gathering of the data through observations, interviews, a document collection, and parent questionnaire. As well, Peabody testing was administered to the children at the beginning and end of the study by Ms. Joan Horn, a psychologist who works at the Montreal Children’s hospital.

The study was designed as a formative efficacy study or a “goal free” study (Ritchie & Lewis, 2003) to examine the actual rather than intended effects and to provide information that would give feedback about the positive dimensions of the program and offer suggestions to help to improve the HIPPY Montreal Program. A qualitative research approach was taken for the following reasons.

Because qualitative research seeks to capture emergent concepts, and is not overly predetermined in coverage, the potential for original or creative thoughts or suggestions is high. It also allows ideas to be generated through, and then placed in, the ‘real’ contexts from which they arise. It therefore has the potential to:

- Develop new concepts or understandings of social phenomena.
- Develop hypotheses about the nature of the social world and how it operates.
- Generate new solutions to social problems.
- Identify strategies to overcome newly defined phenomena or problems.
- Determine actions that are needed to make programs, policies, or services more effective. (Ritchie, 2003, pp. 30-31)

2. Background

It has long been recognized universally that parents, or other adults in the lives of children, provide the necessary modeling, interaction, and support to help them become very proficient oral language users by approximately age four. Sociolinguistic work in the 1970s illustrated how the “pedagogy” used by parents in this language learning, at least in the Western world, is comprised of both indirect and direct instruction that guide young children in their language development (Heath, 1983). The indirect instruction provides the modeling and

scaffolding in language development, while the direct instruction focuses on the accuracy of meaning making (Lindfors, 1987). The fact that parents do this quite naturally and successfully, and within the informal activities of everyday life, has helped educators see the potential of adapting this early language pedagogy to schooling. Research has also indicated that children from mainstream society are frequently, and often unconsciously, coached intellectually and socially for schooling at the same time they are developing their language. As a result, their transition into schooling is relatively seamless. For other children, for a variety of reasons, the ways and expectations of school may be foreign to their early experiences, thus creating situations that are inequitable and/or negative for them (Delpit, 1988; Delpit & Dowdy, 2003). For this reason, early intervention programs have been developed in an attempt to level the playing field for children who are capable learners, but not attuned to schooling expectations. These programs additionally benefit children who have physical or cognitive challenges and need extra help to get ready for schooling (Snow, Burns & Griffin, 1998). The rationale for these programs comes from the research on brain science and prevention. The literature indicates that early intervention is most appropriate because the child's brain is still malleable, and problems caught early are more easily remedied.

Intervention programs tend to take four general forms. There are models such as Headstart that provide students with a pre-school setting, a teacher(s), and a specific program to ensure the children acquire the social behaviour, early skills and concepts that will get them off to a good beginning at school (Lee & Burkham, 2002). Another kind of intervention is when experts go into homes and work directly with the children. Alternatively, there are programs that provide parent education on health, social and/or cognitive development and then monitor what transpires by sending experts into the homes to document what is being done (Holzer et al., 2006). Finally, there is the approach where parents are instructed about how to implement a particular program in their homes with their own children (Parrish, 1976). HIPPY falls into the latter category. The staff members (home visitors) are often comprised of parents who have been in the program previously with their own children. They work with a facilitator to go over the weekly materials using modeling, coaching and role-playing, and then make home visits to work on these materials with the parents. Each parent in turn, sets aside time with his or her child to teach the particular lesson. Additionally, the parents attend monthly meetings to generate a sense of community and support among the group. In a sense, this mirrors what is known as a professional learning community. Professional learning communities have been shown to be one of the most effective ways of conducting self-directed learning and problem-solving, and providing support and networking among the participants (Butler-Kisber et al., 2007; Dufour, 2004).

Thus preschool programs are considered by educators, scholars and decision-makers as a promising avenue for fostering school readiness. These concerns have been addressed in initiatives by state and other organizations and enrollments in pre-Kindergarten (pre-K) programs locally and internationally. Evidence on the effectiveness of centre-based preschool programs is based on several evaluation programs that assess the range of child development outcomes (i.e., psychological, emotional, sociolinguistic and cognitive (National Forum on Early Childhood Program Evaluation, 2008).

Fostering intellectual and social child development—particularly from birth to five years—is fundamental for a prosperous and sustainable society. The basic principles of neuroscience indicate that early preventive intervention will be more efficient and produce more favorable outcomes than remediation later in life. A balanced approach to emotional, social,

cognitive, and language development will best prepare all children for success in school and later in the workplace and community. Supportive relationships and positive learning experiences begin at home, but also can be provided through a range of services with proven effectiveness factors. Babies' brains require stable, caring, interactive relationships with adults — any way or any place they can be provided will benefit healthy brain development.

A report from the Center on the Developing Child at Harvard University entitled, *A Science-Based Framework for Early Childhood Policy* (2007), integrates new research findings in neuroscience with extensive evaluations of early childhood programs, and provides a highly credible, comprehensive guide for evidence-based policymaking. Based on a rigorous peer-review process, the report provides a concise overview of the scientific principles of early childhood and early brain development, along with an inventory of specific effectiveness factors associated with a variety of programs that enhance outcomes for vulnerable children. The report concludes that ensuring positive experiences for children in the earliest years is likely to produce better outcomes than providing remediation programs at a later age.

In the United States, Harvard University published a science brief, *National Forum on Early Childhood Program Evaluation* (2008) on Pre-K programs' development of children's pre-literacy and mathematics learning. The study examined five states (Michigan, New Jersey, Oklahoma, South Carolina, and West Virginia) to determine whether state pre-K programs significantly promote the pre-literacy and mathematics skills of children at kindergarten entry. Children's acquisition of vocabulary, pre-mathematical and print awareness skills and knowledge was assessed by a trained tester, using well-validated, standardized tests for young children.

The results of the research indicated that state pre-K programs do promote school readiness, as defined by pre-literacy and mathematics skills. In each participating state, kindergarten children who completed the pre-K program demonstrated significantly higher achievement on at least one measure of school readiness compared to children who were just starting pre-K. Print awareness (knowledge of the alphabet and letter sounds) showed the most consistent and strongest impacts. Significant impacts on vocabulary and pre-mathematical learning were found in only three states and only in New Jersey were all three measures of school readiness significantly improved by attending pre-K.

States have high aspirations for the investments they are making in pre-K education. The findings from this study indicate that these hopes are largely justified, although the evidence does not yet explain why some programs are more successful than others. This confirms prior evidence that relatively high quality, state-wide pre-K programs have the potential to foster important growth in pre-literacy and mathematical learning skills prior to entering kindergarten. In this study several aspects that are considered to be predictors of program effectiveness were not addressed. These predictors of young children's achievement, namely, teacher quality, time spent on age-appropriate instruction and quality of content materials, were not examined. Nor did this study assess the differing impacts for children who varied in their family, economic, or cultural backgrounds. Therefore, specific attributes of pre-K programs that account for specific gains require further research.

Parents generally want to be part of their children's academic achievement, but may not always know the most appropriate or effective way to contribute. Luong (2008) examined the important role that parents and caregivers can play in helping their at-risk children improve their reading skills. Teachers encourage at-risk students to read consistently at home and supportive parents often ensure that their children get the proper amount of reading completed nightly.

Parents may even sit with their children and listen to them read, making helpful corrections whenever needed. Parents can, however, be coached to be more effective during this reading time to help their children improve their reading skills. Luong's research observed the effects of consistent and directed home support, using teacher-scripted directions in helping at-risk second graders to gain reading fluency. It examined the relationship between teacher-directed family and home support and academic achievement. This study demonstrated that parents can be successful in using direct-instruction from the teacher to help their children become better readers and incidentally create a positive emotional outcome for both parents and children.

Another study by Barhava-Monteith, Harré and Field (1999) evaluated the early intervention HIPPY Program in New Zealand aiming to enhance young children's development. The Home Instruction Program for Preschool and Year One Youngsters (HIPPY) is unique in that it is specifically aimed at increasing the school success of children from low SES backgrounds. The program has been in New Zealand since 1992 and is presently operating in 12 disadvantaged rural and urban areas.

Three studies were carried out to investigate the impact of participation in the Home Instruction Program for Preschool and Year One Youngsters (HIPPY) in New Zealand. In study one, children were examined on reading ability; in study two, they were examined on school readiness (Metropolitan Readiness tests), and in study three, they were examined on school behavior (Behavioral Academic Self Esteem, Scale BASE). HIPPY children's performance on all measures was consistently higher than that of their peers, whether they were compared to control group children, or other school peers. The results of the present study are very similar to those found in evaluations of HIPPY that have taken place elsewhere. Previous studies also found that HIPPY children obtained significantly higher mean scores than their peers on measures of reading and mathematics and received better teacher ratings.

It is suggested that participation in HIPPY may have benefited children in a threefold manner. First, children's intellectual skills may have been enhanced through working on the HIPPY materials over the two-year period. Second, as a consequence of participation, these children may have been more motivated to participate in educational activities and invest effort in their schoolwork. Finally, as it is primary caregivers that deliver the program, it could be the case that caregivers became more aware of their child's educational needs. It is possible that HIPPY directly enhanced children's intellectual skills through the program materials. These were specifically designed to facilitate the development of memory, problem solving, classification, and expressive language ability. Through successfully completing the activities it is also possible that HIPPY children gain a sense of competence, which subsequently enhances their motivation to invest effort in educational activities. In conclusion, the results of this study suggest that HIPPY plays a valuable role in enabling children from disadvantaged backgrounds to succeed in school. The study, however, did not show how. Programs such as this may help break the cycle of poverty in disadvantaged communities.

Baker, Piotrkowski, and Brooks-Gunn (1999) present the findings from a series of interconnected research studies of HIPPY, which included a two-site, two-cohort evaluation in New York and Arkansas, a one-site case study, and a three-site qualitative study. The empirical data from three related studies of HIPPY in New York, Arkansas, and Michigan are used to discuss two important issues: (1) program effectiveness and (2) variation in parent involvement in the program.

Findings from Cohort I in New York indicated that children who had participated in the HIPPY program scored higher on important measures of school success than children in the

control group, over and above the effects of a high-quality preschool program. There was some confirmation of the positive effects of HIPPY from the findings from Cohort I in Arkansas. Considering only Cohort I, results in both sites suggested that the HIPPY children had a more successful entry into elementary school, with better skills and better performance, and with higher assessments from their teachers. These findings are promising because children who perform well as they begin their school careers tend to continue to do so, while children who have poor starts tend to continue to do poorly in school.

Nevertheless, conclusions regarding HIPPY's effectiveness must be tempered, as these findings were not replicated in Cohort II in either site, and indeed, in Arkansas, control group children outperformed HIPPY children on two measures. Analyses revealed no differences between cohorts or in the program delivery that would explain the failure to replicate the results. These mixed results demonstrate the need for other studies, and why caution is warranted before generalizing positive or negative results. HIPPY aims to establish long-term relationships with hard to-reach families. It is the type of program in which sustaining family involvement is likely to be challenging. By design, such family involvement is imperative for HIPPY's success. Parents must be available for home visits, attend group meetings, and make time every day for the parent-child learning sessions. Indeed, because parents are the sole providers of the HIPPY program for their children, the impact of the program for children is mediated by the involvement of their parents. When parents are only minimally involved, even when remaining officially enrolled, the implementation of HIPPY is seriously compromised.

Moreover, this research indicates that parents vary widely in their level of participation in home visiting programs. There is a high attrition rate due to reasons such as pregnant mothers starting the two-year home-based Maternal Infant Health Outreach Worker Project, adolescent parents, and teen mothers with low levels of enthusiasm, commitment, and effort. Few parents, and therefore few children, received the program at the fully-intended dosage. In many cases parents received fewer home visits, participated in fewer group meetings, and probably spent less each day with their children than was intended in the model. These differences are important when considering the results of the studies intended to assess program effectiveness, and they clearly suggest that research regarding the HIPPY program needs to carefully document each parent's level of involvement to accurately assess and understand program effects.

A report from *Promising Practice Profiles* (2006) on the HIPPY program in Burnie, Tasmania, one of the more disadvantaged regions in Australia, indicates the need for such a program for children in a socio-economically disadvantaged community. The study noted increased self-esteem and self-confidence of parents, improved early learning outcomes of children, and improved community engagement of families from its program in 2007. Within Australia, evaluation of HIPPY programs conducted during the period 1998 to 2007 has shown a number of outcomes that follow from the experience of HIPPY participants. Dean et al. (2007), in a review of Australian HIPPY research, point to the following findings from multiple evaluation studies conducted in a variety of contexts. They suggest that "relationships form the core of HIPPY". This means that the relationships and networks formed as a result of engaging in HIPPY support increasing attachment of participants within their community. They also report increasing parent-child attachment as a result of participation in the program. Australian longitudinal studies show that HIPPY has a significant impact on school readiness for disadvantaged children. It also produced significantly improved socio-emotional development outcomes. However, there is some research that suggests that home-based programs such as HIPPY would be more effective if an institutional affiliation were to be added to the program.

This project is a positive example of a place-based, early intervention and prevention approach to child protection and development. It offers a successful model of practice for “hard-to-reach” families, providing both in-home and community based activities to foster parents’ skills to support child development.

According to the research, HIPPY programs have revealed positive impacts on different components such as school readiness, sociolinguistic, mathematical skills, parental involvement and empowerment, and family support (Westheimer, 2003). Yet further research is needed to examine different aspects influencing the implementation and, to show how this occurs. Factors such as parents’ enrollment (the number of other children in the home, the family structure, and the financial resources of the family), level of participation in out-of-home activities, documenting the extent and intensity of HIPPY program delivery (information about how faithfully parents worked with their children on their daily lessons), and documentation of each parent's involvement in the in-home and out-of home components of the program need to be examined in order to more fully evaluate the degree of efficacy of the program.

The majority of studies cited used a strong quasi-experimental approach basing their findings on results from standardized test scores along with interviews and/or questionnaires. However, although the literature indicates the need to assess the effectiveness of pre-kindergarten programs on the social, emotional and behavioural skills of children, to date there have been no studies in which researchers have had access to the intimate details of the interactions between trained home visitors and parents of pre-school children, nor between parents and the children themselves. A number of studies acknowledged the fact that teacher quality, time spent on instruction and quality of materials were not addressed and recommended that further studies examine these attributes of pre-K programs. These studies suggest the need for a rich description of the instructional interactions would do much to uncover the inner workings of the HIPPY program.

At a different level, the evaluation design of Early Childhood Programs (National Forum on Early Childhood Program Evaluation, Center on the Developing Child at Harvard University, 2007) suggesting that the design of a study should produce trustworthy evidence, show that program services were actually received, and demonstrate the impact of the program.

The studies reviewed here suggest that conducting close observation in parents’ homes can provide a more realistic depiction of the actual implementation of the HIPPY program and lead to recommendations that will increase its efficiency as a pre-school literacy program.

Thus it can be seen that a number of studies have examined HIPPY programs operating in different contexts (Westheimer, 2003), and have focused on different aspects of the program. Overall findings show that involvement in HIPPY benefits children in terms of their social and cognitive readiness, and their adaptability when they go to school. It also produces increased involvement of HIPPY parents in school, and helps parents feel empowered. Few studies get at the different contextual complexities and examine the roles of all the participants involved in the program, while simultaneously looking at the progress of the children over time. This study did just that. We believe this work will contribute to a more holistic understanding of HIPPY and its efficacy within Montreal’s multicultural context. Also, we believe it provides a greater depth and breadth of understanding of how a HIPPY program is implemented from the perspective of both the children and parents. This report examines the research process and the efficacy of the program, and draws conclusions that will be important to future HIPPY educators and funding agencies.

3. Program overview

HIPPY was developed by educator Avima Lombard at the Hebrew University (Jerusalem) in 1969, and is now operating internationally in at least a dozen countries around the world. While Lombard was living in California and getting her PhD at UCLA, she became involved in research on Head Start, at the Head Start Research and Evaluation Centre at UCLA. She realized during this work, that there were children out there who were in dire need of help in getting ready for school, She firmly believed that the best way to do this was to involve the family directly, and to go to them, not to ask them to give their children to paraprofessionals or teachers, and then to stay out of the way. She knew that parents had to be successful if they were going to spend time teaching their children and that paraprofessionals could be very capable in teaching parents, but that they, too, needed the necessary professional development and support to do this. When she returned to Israel, she put these notions into the design and materials of what became the HIPPY Program (HIPPIY Canada, 2004a, p. 11-13). While there has been an evolution in some of the HIPPY materials as new knowledge about children's development and the need for contextual relevance have emerged, by and large the materials and mode of delivery of HIPPY programs follows the original format that is replicated at all sites. HIPPY is dedicated to the following goals:

1. Empowering parents to view themselves as primary educators of their children.
2. Increasing chances of early school experiences among children from educationally and economically disadvantaged backgrounds.
3. Stimulating the cognitive development of the child.
4. Teaching parents and children the joy of learning.
5. Stimulating educational interaction between parents and their children.
6. Creating an education milieu in the home that encourages literacy.
7. Fostering parental involvement in school and community.
8. Breaking through the social isolation of parents.
9. Helping paraprofessionals develop skills and work experience needed to compete successfully for other jobs in local labour markets.
10. Providing parents with the opportunity of becoming paraprofessionals in their own community.
11. Establishing collaborative partnerships with other human service organizations in order to ensure optimal service delivery for participating families. (HIPPIY Canada, 2004b, p. 15)

HIPPY is predicated on a large sociolinguistic literature (Cazden, 1992) that indicates parents are the earliest and most important teachers of their children. The aim of HIPPY is to "provide parents with the support, information and tools they need to effectively assume their critical 'first teacher' role" (Westheimer, 2003, p.19). As mentioned earlier, HIPPY uses a team of trained "home visitors" (themselves parents) to work with other parents with very specific, pre-school materials focusing on language, problem solving, and discrimination skills in order to equip the children both intellectually and socially for the learning they will encounter in early schooling. The HIPPY process begins with a weekly workshop for the home visitors facilitated by the HIPPY coordinator. These sessions help the home visitors become familiar with the instructions and materials that they will teach the parents to use with their children. It also

provides time for questions and sharing so that the home visitors can anticipate problems that may arise with a particular lesson. It should be noted, and it will be explained in more detail in the methodology section below, that to ensure anonymity abbreviated codes are used. As well, excerpts from the data as below are referenced by the type of data and the date, for example FN stands for field notes from observational data and the date indicates when this occurred. HV refers to the home visitor.

HV7 raises a point about one of the activities that was similar last week. It was the activity on buoyancy (page 19, Week 27). The activity involves a boiled egg in salt water. The activity was not clear and she asks how she can make it clearer. HV6 agrees that she noticed confusion as well. HV5 says that the HVs should provide the scientific explanation...HV3 says the activity is about observation. They do not come to consensus about the activity but the atmosphere is informal collegial and very pleasant. The HVs share anecdotes about their families and seek advice from each other. As each HV finishes collecting the materials for their families and their own teaching kits, they leave. As I leave, two HVs are still working. (FN: April 25, 2008)

The home visitors practice the lessons and role play exercises with each other and then go into the homes to demonstrate to parents how to use these materials with their children. Subsequently the parents conduct the tasks with their children. Other key components in the program are a number of parent meetings generally held on Saturdays and celebrations held several times over the year.

During the first year of this study, parents gathered in groups in a community-centre setting according to their children's age and went over materials with a home visitor acting as a facilitator for each group. The children in the program often accompanied the parents and played together under supervision in a separate room. Siblings were always welcome and remained with their parents or joined the playgroup as desired. The playgroup was served food part way through the morning, and the parents were regularly invited to a buffet that was set up in the meeting room by the home visitors prior to the gathering. Much of the food was both prepared as well as arranged by the home visitors. Periodically, celebrations were held to denote a particular season or to the mark the year's end.

HV4 enters the Cotes des Neiges Community Hall followed shortly by HV1 and HV2. Three tables are covered with boxes containing food, platters, and decorations. The HVs work quietly setting up an area at one end of the room for a theatre and at the other end for food (HV2 seems to be taking charge of decorations, HV3 is doing food—placing chopped fruit on platters). (FN: May 5, 2007)

In the second year of the project, a modification was made for economic reasons and these general meetings were held only to mark special occasions. While parents indicated that they enjoyed these gatherings for the interactions with the HVs, the social networking, and the food, the cost in terms of time and for the premises was too high for what was an unpredictable attendance rate.

More specifically in Montreal the program is offered in both French and English and the choice of instruction is left up to the parents. At the outset of the project (January-June 2007) there were 25, three-year olds in the program, 11 families preferred not to participate in the

research ostensibly for reasons of time and other commitments. In the first year, this project focused on six home visitors, who worked with 16, three-year olds of very diverse backgrounds and languages. In the second year, the focus also was on six home visitors and a group of 11 children. This was due to natural program attrition of the parents who originally were willing to participate. At the half-way mark (January 2008) when we began visiting the homes to see the parents work with their children, our number of participants dwindled to seven. New, bilingual notices were sent out to the parents confirming and explaining our intended shift to focus on their work with the children. Two parents indicated they were not interested, another was never available when a researcher was, and one other received the “training” from the home visitor, but the spouse worked with the child making it impossible to track what happened between work with the HV and work with the child. While we were disappointed about this attrition, we felt it was extremely important to actually see parents working with the children, particularly because this has not happened in other studies. As will be shown later, this proved to be true.

4. General demographics of the HIPPY Montreal program

There was a range of cultural and linguistic diversity represented by the 16 participants who began the program for three-year old children in 2007. Nine different languages were spoken at home: Spanish, Arabic, Wolog, Manipuri, Russian, Lingala, Chinese, Tamil, and French. French was the first language of only one child, and none spoke English as a first language. However, at the time, six parents chose to instruct their children in English even though they were not that familiar with the language. Four of the seven children who remained part of the study spoke Tamil while the remainder spoke Wolog, Lingala, Spanish, and French. Three of the Tamil children followed the program in English; parents of the others opted for French instruction. The home visitors often spoke three or more languages, with French being their second language and English often their third. As well, the home visitors were relatively new to Quebec and a number of them had teaching or related experiences when they lived in their original country. This linguistic diversity and these newly acquired experiences enabled home visitors to support immigrant parents who were still familiarizing themselves with the culture and language in Quebec by speaking to them in their language in order to clarify aspects of the program. The fact that many home visitors were recent immigrants who had been learning French and English themselves led to animated discussions about the pronunciation and meaning of words from the weekly lessons.

The language of instruction was complicated by the fact that most of the children attended French daycare, but children whose parents had chosen English instruction were challenged to learn two new languages at the same time. The relative fluency among the parents in the language of instruction chosen for the HIPPY program by the parents, had an impact on implementation of the program which is described in more detail later. Some parents had been living in Montreal for seven or eight years and had remained isolated within their cultural communities. They were able to function within their local communities without having to speak either French or English and so found the Hippy program challenging. A few parents had taken French lessons to improve their language skills and were very proud of their accomplishments. The children who attended French daycare, and whose parents chose French for HIPPY instruction, and whose parents had fluency in French, appeared to have less difficulty following the Hippy program. This suggests a need to examine further the implications of language in the HIPPY Montreal program to which we will return.

Table 1: Three-year old program participants January-June 2007

Child:	1st language:	Language of HIPPY Instruction:	Home Visitor:
1	Wolog	French	3
2	Spanish	French	2
3	Tamil	English	2
4	Tamil	English	10
5	French	French	8
6	Tamil	French	4
7	Tamil	English	1
8	Spanish	French	2
9	Spanish	French	2
10	Arabic	French	3
11	Manipuri	English	1
12	Russian	French	8
13	Lingala	French	4
14	Chinese	English	1
15	Arabic	English	1
16	Arabic	French	1

5. Hippy learning materials

This section gives an overview of the HIPPY learning materials to further contextualize the study. As well, it provides a brief analysis of the HIPPY concepts based on the pre-school expertise of one of the researchers. It is just a “spot” analysis, but it does suggest that there may be some advantages to reviewing the concept and skills in the program to make sure they are as clear as possible and related as closely as possible to the everyday worlds of the children.

5.1. The coordinators handbook

The Coordinators Handbook, (October 2004, HIPPY Canada) is designed as a reference and resource manual for HIPPY Coordinators. It provides an overview of the roles and responsibilities of the HIPPY Coordinator. The handbook also articulates the HIPPY Model, the HIPPY curriculum, and the interface between program staff, the parent and the community. A section on child development includes brief description of cognitive, social, emotional and physical development for three, four and five year olds. Also, it provides an implementation plan that covers recruitment of families as well as recruitment of Home Visitors. Other helpful materials include templates of worksheets and sample flyers that can easily be adapted.

5.2. The coordinators pre-service training manual

The Coordinators Pre-Service Training Manual (October 2004, HIPPY Canada) opens with a personal message from Dr. Aviva Lombard, the founder of HIPPY in 1969. She writes about the origins of HIPPY and gives her blessing to the evolution of the program in response to “new information about how children and adults learn and interact. What is critical, however, and what should never change, is the focus HIPPY places on parents, on the family, and on the home”. Aside from the same templates, worksheets and guidelines that can be found in the handbook, this manual includes several articles that are useful for new HIPPY coordinators. Dr. Miriam Westhiemer, (Westhiemer, 1997) describes the HIPPY program from a theoretical and

practical perspective with a focus on HIPPY's programmatic response to school readiness. In another article, Hanna Wasik (1993) writes about the staffing issues for home visiting programs. The Coordinators Pre-Service Manual serves as a useful complement to the reference handbook by providing research-based reading material for this role.

5.3. The home visitors training manual

HIPPY Canada provides a *Home Visitor Training Manual*, (October 2006, HIPPY Canada). It outlines the roles and responsibilities of the HV and reviews the HIPPY Model. In September 2007, the Program Coordinator (V.) adapted the materials for HIPPY Montreal to use in a week-long pre-service session for six newly hired HVs and three returning HVs. The themes for the training included the HIPPY Model, Our Curriculum, Child Development, Home Visits, and HIPPY Canada.

5.4. The Teaching Materials for Home Instruction

The HIPPY teaching materials for each of the three age groups consist of 30 weekly activity packets, a set of 16 plastic shapes and about nine storybooks. The materials are stored at the HIPPY Montreal office where HVs meet weekly to review the weekly lessons. Each Home Visitor receives a set of teaching materials to use for preparation and assembly of the teaching props that they will need for the week. These include "cut outs", rocks, cups, scissors, spoons and other such items that may be required for a specific activity. Each family also receives a kit of school supplies at the beginning of each year. The kit includes basic supplies such as scissors, glue, and crayons. The sixteen plastic shapes are distributed once at the end of the age three or beginning of the age four program if the child is new to HIPPY.

5.5. Weekly activity packet

The English activity packets are purchased from Connolly 3 Publishers. The same materials were originally translated by HIPPY Canada into French and HIPPY Montreal continually reviews and revises them for use in Quebec. The packets for the French program are reproduced at HIPPY Montreal.

In order to better understand the curricular foundation of the HIPPY Montreal program, this study looked at the structure and content of the weekly activity packets. These are set up to facilitate the learning of new concepts, along with semi-structured manipulation and open-ended creative manipulation of these concepts. Each weekly packet provides step-by-step instruction to guide the parent/child activities. These instructions are written in the form of a teaching script for ordinary and often socially disadvantaged parents, who generally have little confidence in their ability to teach.

Each packet has a cover page of "Skill Boxes" describing the specific skills that are being developed that week (see Appendix 4). Each box describes the specific skills that are to be developed during a given parent/child episode; each day's work covers one activity and generally takes fifteen to 20 minutes. In 2005, HIPPY Canada introduced the five science enrichment activities for the four-year olds. These activities, developed by HIPPY Canada are related to the concepts in the storybooks. These scripts and the required props such as rubber bands, combs, etc. are presented by the HV every four to six weeks. The enrichment activities

help the parent and child explore phenomena such as melting, magnification, vibration and changing states of matter.

5.6. The storybooks

The basic concepts targeted in the weekly activity packets are reinforced in the nine storybooks selected for each age group. Currently the storybooks for age three are trade books, and those for ages four and five are published by in English by Connelly. HIPPY Montreal did the French translation and print their own books in French. In 2009, HIPPY Canada announced that next year each age group will be working with six new story books deemed to be more appealing and more relevant to the Canadian context. The new books will be furnished by Groundwood Publishing in Toronto. The French versions will be available at the same time. The weekly activity packets in both languages will be adapted to reflect the new book selection and these will be available as pdf. files for reproduction. (Personal Communication with HIPPY Coordinator, June 2009)

5.7. The portfolio

At the beginning of each home visit, the HV asks the parent to select one of the worksheets done by the child during the week. The HV often uses this opportunity to gauge how the parent/child work is progressing and to offer the required support and encouragement. The work sample is placed in the child's portfolio which is maintained by the HV. At the end of the year, the portfolio is presented to the family along with a certificate of completion and a nice personal message from the HV. The parent and the child are always very proud of the portfolio and often show it to the HV at the beginning of the next HIPPY year.

6. Basic skills in the HIPPY curriculum

The following are the basic skills that are incorporated into the HIPPY Program and all help to develop the pre-literacy and pre-numeracy skills for early schooling.

1. Visual Discrimination
2. Eye-Hand Coordination
3. Spatial perceptions and Pre-mathematical Concepts
4. Tactile Discrimination
5. Logical Thinking and Problem Solving
6. Memory
7. Auditory Discrimination
8. Language Development and Verbal Expression
9. Self Concept
10. Creativity
11. Gross Motor Skills

7. Analysis of concepts

Time did not permit an analysis of all the HIPPY materials so it was decided that a “spot” analysis would be helpful to give a sense of the program. A member of the research team who has an expertise in pre-school and early childhood development reviewed the concepts in the program for four-year olds.

This researcher noted when a concept was first introduced, and how often and how consistently it appeared during the 30 weeks. Some concepts appeared throughout the 30 weeks while others appeared for only a few weeks. It was unclear as to whether this was an indication that some concepts were more important than others, or why it was organized in this fashion. Many of the concepts were easy to identify while others were more embedded within a particular type of activity and not as easily identifiable. For example beginning in Week 3 and consistently appearing every few weeks was a set of activities referred to as *connect the dots*. Some of the activities in this section required the child to connect dots to follow a pattern, but in general the majority of these activities were pre-writing activities where the child had to connect the dots to make a letter of the alphabet.

8. Review of the concepts

Big and small a concept that began in Week 1 and continued to Week 7. The activities for this concept were sometimes confusing because of the terminology used. In a number of the activities, and in particular Week 2 activities, the terms big and small were used when it seemed that the terms short and long would have been more appropriate.

The terms big and small were also used in relation to feelings and emotions in week 5 and how a child’s feelings can be either big or small. The researcher questioned whether these are the typical terms that should be linked to feeling emotionally about something.

Book knowledge is a concept that appeared consistently over the 30 weeks of activities and was linked to the listening of a new book. It was interesting to note that book knowledge was not linked to the creation of either the Alphabet or Number books that were created by the child.

Letter knowledge activities began in Week 1 and continued till week 30. Letters were introduced, one letter per week, for a three-week period. Then the letters were reviewed three at a time. What was interesting to note was that letters were not continuously reviewed, the review never went back to the beginning of the alphabet, and there was no cumulative review even though the last letter was introduced in Week 27.

Also of interest was that in this set of activities the sequence of letter knowledge was not linked to connect the dot/ letter activities. For example, in Week 10 the child is being asked to make stick letters of LTXFI, and yet the letter knowledge is only on the letter J.

Matrix is a concept that was introduced in Week 5 and appeared a total of seven times in the 30 weeks. The term matrix is not a common term and not a term used often in everyday conversation and speech. It is not clear why the term “chart” or “table” was not used as these would be terms more familiar to the children as the activities were linked to the child’s understanding of rows and columns. Moreover, in Week 14, day three, in an activity for same and different, the terms rows and columns were used and the term matrix never appears.

On and under is a concept that was introduced in Week 4 and had activities in Weeks 4, 5 and 6. This is a good spatial concept, but the activities seemed to be more about following

directions. It was noted that it seemed odd that it would appear for three weeks and then not appear again.

Same and different began in Week 1 and continued to Week 15 and then appeared to be replaced with the concept of *same*. It would seem that the combination of activities of same and different which require the child to have knowledge and understanding of both concepts in order to complete the activities would be more complex than just having an understanding of the concept of same. The concept of *same* appeared in Weeks 23, 25, and 27, but the activities related more to recognizing and identifying sets of pictures and sets and might have better been included as a separate concept.

Shapes and colors was a concept that appeared consistently over the 30 weeks. For the first several weeks the basic shapes were introduced (circles, squares, triangles and rectangles). Then in Week 10 the shape of a star was added. It is curious why the diamond shape was not included and how it is determined which shapes are included.

Language structure in several of these activities was confusing for example the activity stated “these are all yellow shapes” rather than saying “all these shapes are yellow”

The *sorting* concept began in Week 9 and appeared every few weeks until Week 28. The activities for this concept often incorporated some of the other concepts such as shapes, colors and size. In Week 10 a very interesting technique which had the child verbalize after they completed the sorting activity to say “I sorted them” was used. This approach to verbal reinforcement seems to be a very good technique to encourage metacognitive thinking and might be used equally well in other lessons.

Story comprehension and sequencing stories began in Week 1 and continued until Week 29. These set of activities generally required the child to sequence pictures to tell a story. Included in these activities were the activities related to the Rebus stories which began in Week 9. These tend to be more pre-reading skills and it might help parents to identify them as such.

Tall and short activities for this concept were related to comparing sizes. However, it was not clear why this concept was not linked to that of big and small mentioned earlier. The concept of big and small went from Week 1 till Week 7 and then the tall and short concept began in Week 7. Perhaps this concept might have been better introduced as the concept of size.

Up and down is linked to spatial perception and several of the first activities involved the child moving their body. It seemed that this concept was linked to the activities “down the path.” Again a question of terminology, it might be more appropriate to use the term “along the path.”

The *next to* concept was linked to *on and under*, and spatial perception and it appeared twice in the 30 weeks of activities.

In summary it must be emphasized that this spot analysis was just that. It was not within the scope of the study to do an in-depth analysis of the whole program. This discussion is just meant to point out that there may be some reasons to do a more thorough analysis of the HIPPY Program materials in terms of concept and skills and their progression within the program.

9. Research focus

The purpose of this project was to study the HIPPY Montreal Program, originally initiated in 2005, by focusing on a cohort of 16 three-year old children who entered HIPPY in fall 2006, as well as on their home visitors and parents. As mentioned, due to attrition and instances of parent unwillingness to participate, the cohort dwindled to 11 and for our final focus to seven. The

study examined three phases. From January through December 2007 the focus was on how the HVs worked together with the coordinator, and with the parents at the parent gatherings and during the sessions in the homes. In the second phase, from January through June 2008, the focus was on researcher home visits to observe parents teaching their children. The final phase of the project from October 2008 through June 2009 focused on focus group interviews, document and data analysis, and the writing of the report. The purpose of the study was to examine what happened, how, and why, when three-year olds, who in the subsequent year were four-year olds, and their parents, were involved in the program. The overarching question guiding this study was: What impact, if any, does the HIPPY program have on the development of children? To answer this question we focused more specifically on the following questions:

1. What role do home visitors play in the program?
2. What is the role of HIPPY materials and pedagogy in the program?
3. What role do the parents play in the program?
4. How do specific contextual features relate to the implementation of the program?

10. Methodology

In order to get at the complexities of the everyday implementation of the HIPPY Program in Montreal, a predominantly qualitative approach was used. We believe that, as a result, this study provides a comprehensive understanding of how HIPPY operates in a multicultural context such as Montreal; how the contextual features of the program and the roles of the various participants contribute to the program; and what happens to these three-year-old children as they progress through the program, and why. The results of this work have generated a series of recommendations that should provide impetus for discussions and for future work with educators, parents, community workers, and funding agencies. As well we believe the findings of this study will make a contribution about the potential of intervention programs for young children to both the existing literature on HIPPY, and to the educational literature more generally.

The work relied on observations in all facets of the program, focus group and individual interviews, and the gathering of relevant documents and artifacts. In response to a request from the Chagnon Foundation short questionnaires on reading interests, behaviours, and practices in the home; on the way parents interact with their children; and on the behaviour of the children were conducted. The questionnaires were developed by Étude longitudinale du développement du Québec (ELDEQ) situated in the Quebec Government, and validated by Santé Québec in 2004. It was not possible, however, for these to be administered by the researchers outside of the homes because there was no consistent opportunity to reach all the parents at group meetings. As a result these questionnaires were administered by the HVs orally to parents in June of 2007 and 2008. The exercise did not turn out to be a fruitful one. In analyzing the results we discovered large inconsistencies in how the information had been gathered, and encountered grave difficulties in trying to make sense of the data. In retrospect, they should have been administered by a psychologist, but this had not been included in the original plan. Instead we used the results of a survey of parents conducted by HIPPY Montreal evaluating the 2007-2008 year to augment our other data. In addition, the Peabody Receptive Test was administered by psychologist Joan Horn. This testing took place in a separate room with parents present during the Saturday gatherings in spring 2007 when the children were age three, and then again to those same

children at age four (some of the children were already five) in spring and summer 2008. While it was originally intended to prepare the HVs to do this testing and have a psychologist interpret the results, it became apparent early on that it would be more efficient for an expert to administer the tests as well. These test data were also supplemented by requesting access to background information collected as part of the HIPPY program.

The study adhered to the ethical guidelines provided by the Tri-Council Policy Statement on ethical conduct for research involving humans. All participants were fully informed about the nature of the study, and underwent the usual initial consent process, and received ongoing reminders and information about their rights to anonymity, confidentiality, and to withdraw at any time during the study (see Appendix 3). As mentioned above, when the focus was directed to the parents teaching the children, the consent process was repeated. Also, our intention had been to interview parents in focus groups towards the end of the study. This was not possible due to language constraints among parents, and very limited schedules. Instead, the researchers conducted informal interviews based on an agreed upon protocol (see Appendix 7) during the series of home visits that took place January through June 2008. These discussions were incorporated into the weekly field notes.

In Phase 1 (January 2007-December 2007) extensive observational data were collected during “training” activities with the HVs, group meetings with parents, and during times when home visitors were working with the parents. The home visitors also shared with us some of their home visit summaries to round out these data. In addition, focus group interviews made up of open-ended questions were held in phase one and two with the home visitors as were two individual interviews with the coordinator (see Appendix 7). A final interview was held with the Director of the Centre for Literacy in order to probe some of the historical and financial aspects of HIPPY Montreal, and to help validate what was emerging in the observational data. We had anticipated that by January 2008 when we began our researcher home visits that a sufficient level of trust about the study would have developed among the participants, and that parents would be willing to open up their homes and have researchers observe them in their work with their children. Although to some extent this was so, and seven families willingly accepted us in their homes, it was not so for all eleven families as explained above. While time was cited as a factor, there may have been other constraints that were not willingly discussed. The HIPPY Evaluation Parent Questionnaire administered in June 2008, and the Peabody Tests that were administered twice to the children helped to provide an overview of children’s development that could be juxtaposed with the other forms of data.

Field notes, reflective memos, (Maxwell, 1996), which are memos written by researchers during of the data gathering and beyond to document questions and conceptual ideas as they were occurring, interview transcripts, researcher meeting summaries, and other textual data were transcribed and entered into Atlas.ti, a computer program that enables easy retrieval, sorting and categorizing of textual data. Atlas.ti has all the features of most software programs that deal with qualitative data. In addition, it is a powerful tool for searching for text, and for exploring relationships among categories (Muhr, 1997). The primary analytic approach for these data was constant comparison inquiry (Butler-Kisber, in press; Charmaz, 2006; Maykut & Morehouse, 1994). This produces categories of information that are expanded and collapsed during the analysis to form large themes that cut across the data, and provide conceptual insights into what is occurring. It provides a breadth of analysis and a means of teasing out similarities across cases.

Narrative analyses that focus on more contiguous and contextual features contained in the data (Reissman, 1993) were used to delve more closely into different aspects of the data, and to

give depth to the experiences of individuals in the study. To do this the key, recurring events in HIPPY Montreal were identified. These included HV meetings, HVs working with parents, parents working with children, and the special, large gatherings. Next each of these recurring events were then examined to elicit the general pattern of activity that occurred within the event in order to identify a “plot line” or structure that was the same across similar events (Labov & Weletsky 1997) . Then using this structure, a series of vignettes was created. A vignette is a contextualized and “focused description of a series of events taken to be representative, typical, or emblematic” in which there is “a narrative, story-like structure that preserves chronological flow and that normally is limited to a brief time span, to one or a few key actors, to a bounded space, or all three” (Miles & Huberman, 1994, p. 81). Vignettes are a way of aggregating data while remaining grounded in what transpired by integrating and articulating nuances of the data so that the resulting vignette resonates with the experiences of different people involved. Vignettes provide a “vivid portrayal of the conduct of an event of everyday life, in which the sights and sounds of what was being said and done are described in the natural sequence of their occurrence in real time” (Erickson, 1986, pp. 149-150). Once a vignette was created, it was circulated to two other researchers for feedback on the representativeness of an event and suggestions for additions and/or changes.

Ongoing, documented, reflective team meetings with the researchers involved in the study enabled us to probe our insights and build our understandings about what was transpiring. The variety of expertise and varying perspectives of the research team made for very productive discussions and provided helpful insights about the work as it unfolded.

The survey data based on the responses from the parent questionnaires were used to get a snapshot of parent perceptions about their children and the program, and the pre- and post-Peabody tests administered to the children participating throughout the study, helped to show each child’s development over time. Coupled with the qualitative analysis, these data have provided a holistic picture of what happens in the program over the phases, and suggest what kind of progress can be attributed to the children, and why.

In any study, above and beyond the required ethics review, there are ongoing ethical issues to which attention must be directed. The research team was continuously sensitive to the need to protect anonymity and confidentiality of all participants, and to devise ways of preserving these obligations in the writing of the report while remaining faithful to the results that are carefully grounded in the data. The research team was aware of how privileged we were to have access to all aspects of the HIPPY Montreal program, and in particular to the parents working with their children. Colleagues questioned our “intrusion” into the homes while parents were working with their children and we were extremely conscious of the delicate situation in which we were operating. After careful deliberation, it was decided that the best way to uphold anonymity and confidentiality was to make our excerpts from the data, used to illuminate, contextualize and ground our work, as anonymous as possible. There was no easy way with small numbers that we could eliminate ways of identifying participants. Accordingly, we decided to implement the following precautions:

- In all excerpts of data, the children, parents, and home visitors are referred to in general terms.
- Home visitors are referred to as “HV” with no specific differentiation about which HV, except in sessions with the whole group of HVs and here they have been given a

designation of 1, 2, 3, etc., with no particular logic to that designation. Rather the numbers signify that there were a number of home visitors involved.

- Parents are referred to as parents with no specificity except for the use of the pronoun “she” because all of our parents were mothers working with their children.
- In all excerpts children are referred to as C. While we have retained some usage of the pronouns “his/him,” and “she/her,” we believe there has been sufficient obfuscation so as to remove the possibility of identifying a child except possibly by the parent in question, or possibly by an HV who was involved.
- Also we have referred to all researchers in general terms as “the researcher” again to ensure confidentiality that might be breached unintentionally if the name of the researcher were to be cited in the report.

As mentioned earlier all excerpts refer back to the data from which they are taken by indicating in brackets the type of data: FN=field notes; RM=reflective memos written by the researcher; and IN=interview. Each excerpt is also dated to give the readers a sense of the time it occurred and the breadth from which the work is drawn.

In qualitative research validity is equated to credibility which is achieved by trustworthiness and persuasiveness (Denzin & Lincoln, 2005). Credibility is enhanced when the research process is made transparent, there are multiple forms of data, there is an extended length of time in the field, there is an extensive sampling of events by (in this case by multiple researchers) and there is convergence (triangulation) of findings resulting from the different kinds of data and the different types of research activity. Furthermore, it is good and ethical practice to go back to the participants and get feedback about the findings to further validate and contribute to the robustness of the work. In our focus group interviews during the study we did ask participants to explain dimensions that were emerging and to counter things that did not resonate with them. We were not able because of time constraints, the demands of scheduling, and the complexities involved in attempting to get responses from parents, to go back to all the participant stakeholders to further verify our results as the report was being completed. We were in touch with the HIPPPY Montreal Coordinator to get clarification on certain dimensions and integrated her responses into the report. We also got a response from the Director of the Literacy Centre, whom we had interviewed in December 2008, and we made some modest changes. We believe that as a result of all of these factors, that the report is a credible and persuasive analysis and interpretation of the efficacy of the HIPPPY Montreal Program.

11. Results

In this section the discussion turns to our findings that emerged from this study of the HIPPPY Montreal program.

11.1. The role of the HIPPPY Program Coordinator

While our original research questions did not focus on the HIPPPY coordinator, not surprisingly, it became apparent during the research that the coordinator plays an integral and important part in the HIPPPY program. The coordinator, from here on referred to as V. has been carrying out the responsibilities of coordinator for three years (it should be noted that we are using the initial to help maintain some confidentiality, but it is clear that it is very difficult to

preserve the confidentiality of the coordinator. She is aware of this and supports the route we have taken). It makes sense to begin with her role as it provides the underpinnings of what transpires as the program moves from the preparatory to implementation stage each week. While the HIPPY Program includes step-by-step instructions and very specific materials to be used with the home visitors, parents, and children, the role of the coordinator as she interfaces with the various groups in the program is less specific and more about how she interprets what is needed for facilitating the program goals. While adhering to the structure and routines that the program defines, her experiences and perspectives help to drive the nuances of the program within this particular context. There is no doubt her qualifications (she holds a Graduate Diploma in Community Economic Development) and her experiences of being a single mother, of carrying out the program with her five-year old during her first year as coordinator during the first year of HIPPY Montreal, and the fact that she is a fairly recent arrival to Quebec who speaks English, French, and Spanish, have helped her to interpret her functions in a sensitive and understanding way.

There are three main themes that emerged from the data that articulate the scope of the role of the coordinator. These are *pedagogical facilitator*, *program manager*, and *communicator* (see Figure 1). These roles are not discrete or hierarchical, but for the purposes of discussion are useful to separate. When merged these roles suggest that V. is an orchestrator.

As *pedagogical facilitator*, V. prepares the HVs for their role by fostering a common vision for the program, building a team and evaluating the HVs efficiency in performing their job. She both prepares and supports the home visitors in teaching the material to the parents so that the program can be delivered as successfully as possible, while adhering to the content and program structure of HIPPY.

Obviously, a pivotal part of her role as pedagogical facilitator is in preparing the home visitors for their work with the parents. It is incumbent upon her to support and motivate the home visitors by making sure they have the resources and materials needed, by supporting emotional, social and language needs that the HVs have, encouraging confidence, participation, and pedagogy from her personal experiences, and dealing with problems as they arise. The following excerpts from the data give a sense of what goes into preparing and supporting the HVs.

10:05: The home visitors are sitting around two tables that have been put together and each home visitor has her papers in front of her on the table. V. is sitting at the end of one table and is speaking to the group about how children make choices about using their left or right hand. She shares a personal story about her children and how they had done a series of activities with the right hand and then when they changed the activities they used the left foot. (FN: Oct. 16, 2007)

There is openness to discussing points rather than blindly accepting what V. tells them to do. They might pose questions regarding a particular activity and the conversation often leads to individuals giving examples from personal situations to illustrate a point. As well, V. offers suggestions at times, but leaves the door open for the HVs to determine their own way of doing things when she responds, "I don't know, how would you do it?" (RM: Oct. 12, 2007)

V. offers the HVs the opportunity to give input and express their views on all points that are brought up. Before closing the conversation and moving onto another topic, she asks the group if anyone has any questions or comments (Her commitment to involving the HVs has the effect of giving them a sense of ownership over the development of this particular HIPPY Program and they have an invested interest in assuring the continued success of the program. (FN & RM: May 07, 2007)

As *program manager*, V. oversees and organizes events and materials for both the HV weekly meetings and for the special events for parents that take place during the year. In the first year of the study there was an assistant coordinator, but for personality reasons this did not prove to be a successful arrangement and a decision was made to eliminate that position, and instead, to prepare two senior HVs to assist the coordinator. One senior HV takes responsibility for the parent meetings and the preparation of material for half of the HVs. The other takes responsibility for any volunteers and the preparation of materials for the other half of the HVs.

The coordinator must ensure that the HVs follow the prescribed procedures for lessons so that they will be well prepared and able to provide clear instructions by correcting HVs if they make an error and by modeling literacy skills such as “book knowledge” (for example, left to right and top to bottom directionality, page turning, etcetera). V. decides when and where events should begin and end and is responsible for the four major celebrations that take place for parents, children and other family members during the year including the welcome, the halfway, spring and graduation celebrations. (As noted earlier, there were many more parent gatherings during the first year of the study during which time V. had to oversee the content and material for activities and/or celebrations, the organization of food, decorations/entertainment, and the supervision of the children that took place in an adjacent room. These events were curtailed for the reasons mentioned above.)

In her role as program manager in the second year, V. prepared the senior HVs for their work to assist her. V. was prepared for her coordinating role by the HIPPY Canada national coordinator. Then she built a stable team in her first year as coordinator. This allowed her to adapt and refine the team the second year and utilize the senior HVs in the current roles. Her careful scaffolding helped this to occur.

V. explained that parents would each receive a coloured piece of Bristol board cut in the shape of a hand and that they should write what they hoped to gain from the HIPPY Program throughout the year as well as what they hoped their child would gain. She explained that at the end of the year they would look at the hands again to see if their expectations were met. One HV (who became a senior HV in year two) passed out a coloured hand shape to each parent and asked them to attach it to the banner under the name of the HV to whom they have been assigned. She provided further explanations to each parent as she gave the materials to them (FN: October 18, 2007).

Researcher 2 described how she stayed with the HV team for five days in an attempt to develop a real sense of the role the home visitors play. She said that senior HV1 and HV2 are working as assistants to V. and are doing a very good job. (Researcher meeting, December 2007)

The coordinator in her manager role also worked with and supervised the duties of the program assistant, who in a separate office/work room, answered the phone, organized the storing of materials, kept records, and carried out general office duties. A member of the Montreal HIPPY Program since its inception, she provided a constant presence as the program was turned over to V. in its second year, as well as through the move from the original HIPPY premises provided by the Salvation Army to the current premises that HIPPY has occupied since January 2007 in a church basement. In this past year, with budget cuts to the program, the program assistant opted to leave when her usual hours could not be guaranteed. A new assistant with fewer hours took over (Personal communication with HIPPY Montreal Coordinator, June 2009).

V. also interfaced with parents and HVs outside the planned activities and events. They required V.'s knowledge of the general and specific aspects of the program, and of the outside community, and her ability to problem solve as issues arise. A great deal hinged on her ability to work consistently, fairly, and promptly on all types of events and interactions as they unfold.

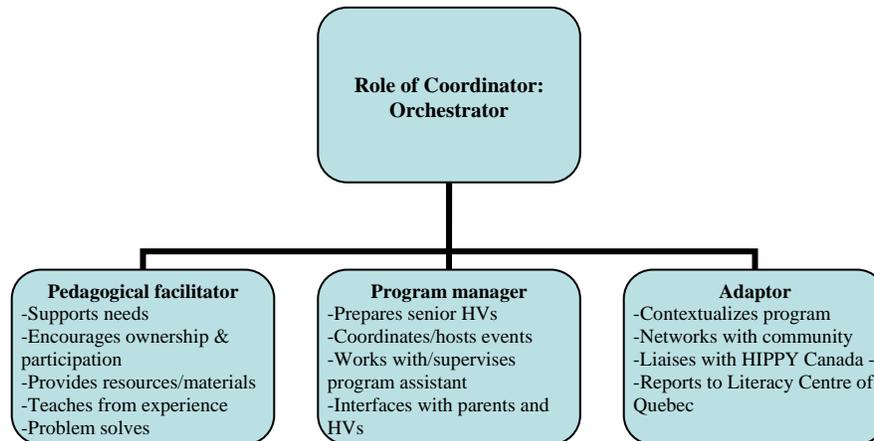
Finally, V.'s third role is that of *adaptor*. This role is a particularly crucial one for HIPPY Montreal given its multicultural, multilingual context. V. had to adapt the program in culturally sensitive and linguistic ways without compromising the basic principles. Evidence of this was apparent in how after working with translated (English to French) materials for a year, she initiated the move to re-do the translation so that the instructions and certain terminology were more accurate and consistent with the Quebec linguistic context. This was extremely important given that HIPPY parents in Montreal choose either French or English for the language of instruction for the delivery of the HIPPY Program when often the parents themselves functioned in yet another language.

V. plays an important role in overseeing the program—she spots mistakes in the translation of the texts, raises and directs discussion of issues, informs members of new directions for the program, has a clear understanding of the parameters of the program, that is, what scope of the program is and she is able to communicate ideas about the changes recommended. (RM: April 23, 2007)

The cultural and linguistic diversity of the community also requires that she adapt the approaches and materials she uses for attracting and recruiting a clientele for the program, for how she communicates and liaises with HIPPY Canada and the local HIPPY Program, for how she seeks out community resources and contacts that will support HIPPY Montreal families as needed, and how she provides feedback and suggestions when she reports to the Literacy Centre of Quebec which oversees the HIPPY Montreal Program. It is in this role that V. demonstrated the vision that drives her work, one that seeks to support multicultural families, in particular newly arrived families, by integrating them into community networks, providing them with helpful contacts and resources, preparing their children for the onset of formal education, equipping HVs with skills that will be valuable after their work in HIPPY, maintaining contact with HIPPY Canada, and making sure that HIPPY Montreal remains a viable program. She has described in concrete terms her vision for the future which is what she calls an “urban model,” one that retains a central HIPPY site, but that has satellite sites that can respond sensitively, contextually and relevantly to local HIPPY families. This vision has partially come to fruition for next year when the original HIPPY Montreal will become smaller for budgetary reasons (there will be a reduction of six home visitors and will operate in only one of the two districts in

Montreal) but will open a satellite program on the south shore of Montreal with two home visitors that will be overseen by V. (Personal communication with Coordinator, June 2009).

Figure 1: The role of the HIPPY Montreal coordinator



In summary, the coordinator role is an extremely important one and very complex. It requires a great deal of orchestration. V.'s job is to identify the necessary elements to develop, structure, and implement the program. She must organize the events, hire, prepare, supervise and support HVs that are a good fit with the program. She has to recognize the skills, experience, personality and flexibility needed by HVs to deal with each unique situation, and she must recruit HVs with a facility in languages other than English and French. She must actively and creatively solve problems that challenge the implementation of the program. Furthermore, she must establish the networks in the community that will help HIPPY families find the resources that they require while remaining accountable to the Literacy Centre of Quebec to whom she reports and to HIPPY Canada as an affiliate member.

11.2. The role of the home visitors

The HVs are the face of the HIPPY Montreal program. They are the *implementers* of the program. They are above all responsible for how well the parents are able to follow through and teach their own children. They do this with a sustained energy and a level of commitment that is difficult to imagine.

In comparing and contrasting and then collapsing the unitized data, four dimensions of their implementer role emerged. The first of these was *preparing to teach*. This occurred when the HVs gathered at the HIPPY site for a day every week and organized the materials that they were to use in the weekly lesson with their parents. They carefully put together the required materials, and went through the lessons making notes about concepts or particular dimensions that merit highlighting. They cut, colour and arranged everything while interacting with other HVs and paying attention to the exchanges that went on around them. They role played certain activities so they could hear the instructions out loud and see the progression involved in a particular activity. Before they even came to these meetings they spent time, sometimes many

hours at home, organizing themselves for the meeting and writing up the reports they were required to submit.

There is a discussion about how to make the hole in the circles that will allow the wheel to be formed (to make a pin wheel). HV4 asks how to fold the square. HV1 shows her, and there is a discussion about how to do it, and then whether to attach the wheel to a stick or a pencil. Concern is expressed about whether the wheel will turn if a pencil is used. HV8 asks how to attach the wheel to the stick so that it can turn and then suggests that thread might do it. They all agree to try things at home. (FN: April 30, 2007).

Another important part of what went on during preparing to teach was the attention focused on the language needs of both the HVs and the parents because this has a significant effect on the parents' abilities to read, understand, and follow program instructions, and to understand the concepts targeted for instruction. The HVs were acutely aware of this because many of them were operating in their second or third language and were well attuned to the language demands of immigrants, having come recently to Quebec themselves. They realized the significance that language had on their lives and those of their own children. Therefore, they used this preparation time to better understand terms and instructions in the HIPPY materials.

In preparing to teach, the HVs also shared ideas and personal experiences in order to help one another in their work. They discussed questions posed by parents and problem situations that presented themselves in their visits with the parents and children. They were relaxed and joked with one another during the meetings which were pleasant, and supportive in nature.

The discussion ensued about left and right hand usage. One of the home visitors shared an experience about how one of her parents was interested in this topic because her child was using both her left and right hand. V. gave a suggestion of some resources for dealing with this. (FN: October 16, 2007)

The atmosphere is informal, collegial and very pleasant. The HVs share anecdotes about their HIPPY families and seek advice from each other. As each HV is finished collecting the materials for their families as well as their own teaching kits they leave. As I leave HV1 and HV2 are still working. (FN: April 25, 2008)

During these meetings they also planned and organized special events (instructional and social) for parents and children to help them teach their children, to generate information about social services available in the community, and to celebrate the literacy achievements of their children. The HVs planned how they would go about inviting and encouraging the parents to attend, and how they could help some of them to get to the events. These plans flowed in and around the times they were preparing the materials.

V. begins to discuss the end of the year event with the HVs. She asks them to decide where they thought the best location for the event would be. After a lengthy discussion, they decide to have it at the HIPPY site on June 7th. V. then asks that they come back the following Friday with suggestions for the event. (FN: April 18, 2008).

HV2 is encouraging her parent to attend the next meeting, the special meeting to celebrate spring. She says, "Please come!" Then she suggests that the parent attend for two hours in the morning so that her children can then get to their swimming lessons in the afternoon. (FN: April 24, 2007)

Preparing to teach is a critical dimension of the HV role. It was largely, though not exclusively, done in communal days together at the HIPPIY Montreal site, and is reminiscent of what transpires in a quilting guild. There was attention on the individual tasks at hand in an atmosphere of camaraderie, playfulness, humour and support. The work was serious and important. The group was focused, engaged, collaborative, and comfortable.

Another major dimension of each HV's role is *instructing parents*. This was observed to take place in certain parent gatherings in the first year, but the major part of this instruction took place on an individual basis with a parent in the parent's home when the HV spent approximately one hour walking the parent through the particular lesson. Sometimes at the kitchen table, sometimes on a couch or two chairs, the HVs consistently used a repertoire of instructional strategies that helped the parent understand the concepts and skills that then were taught by the parents to their children. They began by giving the general instructions about the particular lesson, explained how to organize and use the materials and name the skills and concepts that were targeted for the lesson. They explained the purpose of the skills/concepts and model and/or explained these to the parents by using body movements or articles from the lesson, pointing, naming, using actions or signing, coaching, and reading or referring to the illustrated picture book that was part of the session.

HV3 suggests that the parent should go over each image and look at the details of the image to see the similarities and differences. (As part of this exercise there is the comparison of vertical and horizontal lines and this relates to the table with columns and rows.) HV3 took out the wooden stick and showed the parent how to ask the child to place the wooden stick on the horizontal line, and then to ask the child to place it on the vertical line ... HVs went on to place the blue material on the floor in the shape of a circle and demonstrated how the child should be able to walk around the circle. (FN: November 27, 2007)

HV2 did the activity easily with the parent asking her to give her all the yellow shapes and then the blue. Then she explained to the parent that the last activity is to point to objects in the room that are blue and yellow. Then the child has to draw a yellow object and state its name which the parent then writes under the drawing. HV2 told the parent that she should write her child's name under the drawing as well to increase the motivation for writing other words by seeing the letters of his name. (FN: April 26, 2007)

The data revealed that often the HVs demonstrated difficulty with the designated language of instruction for their particular family. This was not surprising given that they were frequently operating in a third language. It was evident in both the HV group meetings and during home visits how conscientious they were about trying to use the correct terminology and pronunciation. They would work on this among themselves at the weekly HV meetings, and sometimes would ask the researcher to help out during home visits. There is no doubt that it was

difficult to internalize and then remember weekly what was new vocabulary for some of them. This particular aspect of the program merits further scrutiny.

The other aspect that is part of instructing parents was dealing with distractions. There were a number of distractions that interfered with the HVs role when instructing parents. The major source of distraction was the behaviour of children, whether it was the child who was part of the program, or a sibling. Researchers documented on many occasions how the children demanded the parent's attention by whining, jumping/climbing on the furniture, fighting with a sibling, or asking for food. Also, they were observed rummaging in the HV's belongings. Frequently, the television was on with the volume quite loud making it difficult for both the HV and the parent to concentrate.

C. seeks his mother's attention and HV10 tells him that his mother is doing an exercise that he will do later. C. at this point is very restless. His parent tells him not to touch HV10's personal items. He plays with HV's sweater. HV10 moves her other things out of the way. HV10 speaks to C. in French and gives him a book. He calms down for a few minutes. Then C. removes the cushions from another sofa in the living room. The parent appears distracted and is not listening to HV10 as C. constantly seeks her attention. (FN: March 30, 2007)

C. is hovering and singing loudly. The phone rings again. C. begins to "read" another storybook aloud to herself. The baby drinks a bottle quietly and climbs around the parent. HV1 goes over the daily activities for the week. C. is now singing and climbing on the parent. Both children climb on and cling to the parent as she follows the instructions with HV1. (FN: June 26, 2007)

I found the observation today had many distractions. The television was on and the parent was on the phone and C's sibling was very restless moving around the room and then going under the table where the HV and parent were working. (RM: April 24, 2008)

Since these distractions happened with sufficient frequency, and in many different homes that they merit further consideration. While they may have been less disconcerting to the participants (the HVs and the parents) than the researchers who were observing what was transpiring, there is no doubt there was a lessening of the efficiency in the work when the distractions were present.

Another dimension of the HV implementer role that emerged in the analysis was *managing instruction*. At first we classified these data as communicating with parents, but further scrutiny suggested that this was too general, when in fact it was a type of interaction that facilitated the instructional process. This refers to the time the HVs spent on scheduling home visits, eliciting information on what was happening during the parent/child sessions, and inviting them to instructional events in which the HVs modelled instructional behaviour. The HVs tried to establish a regular meeting time and tried to stick to these times. However, our data revealed just how flexible the HVs had to be in scheduling visits. Sometimes a child became sick, or an unexpected appointment or unanticipated holiday got in the way. At other times, instructional sessions were unintentionally forgotten by parents or a meeting went late, or a scheduled holiday necessitated organizing the parents to double up their lessons with the children.

HV3 reviewed what the parent had to do and went over the date that she (HV3) would return (May 10th) after the HIPPY conference ... The parent explained that after May the visits will have to be on Saturdays. She is on holiday for this month and this is why she can have the visits during the week. They chatted briefly about recipes and then the parent wished HV3 a good trip. (FN: April 26, 2007)

On a regular basis as part of the HIPPY program the HVs asked the parents how long they spent on the HIPPY activities, how many days they did the program that week and if the child had any difficulties. They kept notes and asked the parents to sign this sheet each week. They regularly collected a sample of each child's work and it was bound together for the parents at the end of the year. This cyclical process of looking back and planning ahead kept the instruction on track, linked the lessons, and built a pedagogical relationship among HVs, parents, and children and contributed to a yearly profile for the children.

The parent flipped through the activity sheets from the previous week and chose a picture to put into the yellow duo-tang folder, because she explained, "It was pretty." (FN: June 10, 2008)

The final dimension of the overall implementer role of the HVs is that of *embodying pedagogy*. It was in this role that the HVs reached out in various ways to support parents and children. The HVs did this in many important ways that interfaced with preparing to teach, instructing, and managing instruction. We alluded to this in our February 2008 report when we spoke that the HVs exuded an embodied pedagogy. They went the extra mile to attend to child/parent/family social, educational, and emotional needs by offering emotional and social support, suggesting solutions, resources and strategies, and providing information when needed. For example, they worked hard to connect with the personal lives of the families with whom they were working by asking questions about the children and taking time to listen to the parent talk about things like eating habits and other things that concerned them. Because the language needs of the families resonated with the experiences of the HVs they were particularly diligent about trying to find the best possible ways to make the program, and life in general, work for the parents, children, and families. This caring attitude was not just manifested in talk, but was evident in their actions. It created a relational/embodied aspect of the HIPPY Program that impacted on every aspect of it and resonated with what has been reported in some other studies mentioned earlier. The HVs truly acted as a support net for parents, their children, and families aligning them with resources and activities in the community, offering solutions to problems or places where solutions may be found, and providing them with encouraging comments or personal examples to help when needed.

HV10 asks the parent how the parent is faring and asks about the HIPPY child. The parent response is that her child ate French toast and liked it indicating that, "He's not so picky." (FN: March 30, 2007)

The parent indicated that her child was having difficulty concentrating and that this made it hard to keep her child attending to the activities ... HV3 suggested that perhaps the parent should try doing fewer lessons per month. Then HV3 asked what the child did like

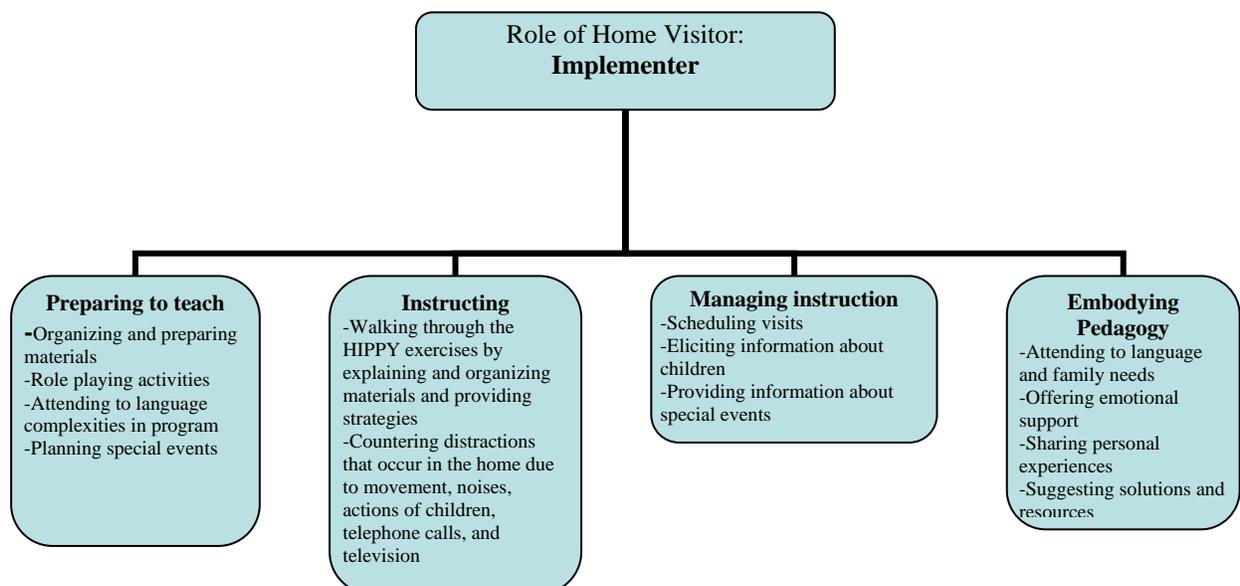
to do. The parent answered that her child preferred cutting and colouring. HV3 suggested that it was a good place to begin (FN: November 27, 2007)

The parent asks what HV9 does about TV watching in her house. The parent is concerned that both her children watch a lot of TV in both languages, but they don't talk in English. They go to daycare in French. HV9 answers that she only allows her child to watch TV in English at home even though he goes to French preschool. (FN: October 30, 2007)

HV2 recounted her own son's behaviour. When he was about two or three he cried all the time and HV2 would get upset with her other children and would ask what they had done to make him cry. However, she recounted that when he went to daycare, she realized that he talked there and didn't cry. She tried another approach and told him to express his feelings using words. She said she couldn't understand him when he cried. She explained how she was finding that he was beginning to use words. I (the researcher) shared a bit about the personality of my own children and how that had changed over time. ... We were sitting close together around the small kitchen table and it felt more like three mothers sharing stories about their children than a HV/participant relationship. (FN: May 17, 2007)

HV3 showed the parent about services that are available where she can ask about her child's progress. The parent said she thought her child was making good progress but not eating very well. HV3 asked if she wanted her to call the particular service, when the parent did not quite understand, HV3 explained it again, and then left the information pamphlet with the parent. (FN: April 3, 2007)

Figure 2: The home visitor roles



This section focusing on the HVs illustrates the wide-ranging and varied demands that the HVs faced in implementing the HIPPY program. They were versatile, energetic, committed and compassionate. The learning community that they developed in the weekly meetings, described earlier, fed their work pedagogically and affectively. Language demands of their own and the parents heightened the demands. In spite of this they exuded what we have called “embodied pedagogy” as they worked with the parents to deliver the program and provided a support net for their accompanying needs as parents, and as new members of their community. This relationship that they developed with the parents formed a critical underpinning of the program. It was apparent in what was observed, in what parents said anecdotally, and in the evaluation questionnaire that parents filled out at the end of the 2007/2008 year for the coordinator. There was a strong indication that the parents highly valued their relationships with the HVs (HIPPY Montreal, Year 2007/2008 in Review: An evaluation by the parents (see Appendix 5)

11.3. The role of parents in the HIPPY Program

We were indeed fortunate to have access for six months to seven HIPPY family homes while the parents worked with their children on the HIPPY Program. As explained earlier in this report, our numbers dwindled by four families, yet there was strong agreement across the research team that our work would not have yielded the same results without this dimension of the research. Having the researchers observe parents and children working together is unique to the HIPPY Montreal study. Most research stops short of this. This phase of the project provided a necessary lens for understanding how the HIPPY program ultimately gets translated into the work with the children and contributed to a much more holistic understanding of the program. This in turn had an impact on how we have come to our conclusions and delineated our recommendations which are discussed below.

The data revealed that the role of the parents can best be described as that of *personal tutor*. Tutors are defined as those who teach privately and have the responsibility for the care of the learner. Personal tutors in the British university system are responsible for both the intellectual and social/emotional or affective dimensions of the learning situation. The idea of a personal tutor is an excellent metaphor for the role of the parents in the HIPPY Montreal program. The data revealed that there are two basic functions inherent to this role. These include what we have called *instructional mirroring* which refers to the academic aspects of the program and includes arranging the materials, using instructional strategies, adapting the program, dealing with language needs, encouraging the learning, and responding to/ignoring distractions. The other dimension is that of *responding to the behaviour* of the child in the learning context. This includes dealing with emotional behaviour, addressing off task behaviour, and taking over.

11.3.1. Arranging materials

Parents went about getting ready to receive the HVs by having the materials needed for the lesson ready to start. Each parent did this differently both in terms of where they set up to conduct the work, what materials they had ready, and what kind of space was available. There is no doubt that having a designated spot for the work and the materials ready impacted on the work of the HVs with the parent, and probably on their subsequent work with the children.

It was 4:30 as I arrived just on time and was able to find a parking space right in front of the building. As I walked into the building I saw the parent go back into her apartment, she did not see me and I wondered if she was looking for me. I knocked on the door and it was opened quickly and I exchanged greetings with the parent. C. then came to the door and I said hello to her as well. Just after saying hello C. went into the living room and was on the couch with scissors ready to go (it seemed as if they were waiting for me so that they could start the activities. (FN: February 21, 2008)

The parent has set up a small table in the living room with the HIPPY materials. She says that they usually work in the bedroom. I answer that I don't mind at all if we work in the bedroom. We move to the Master bedroom where a child size worktable is set up with two chairs. There are two of the HIPPY kits (yellow and red plastic lunchboxes) on the table as well as a sticker book and C.'s school bag. (FN: February 18, 2008)

11.3.2. Using instructional strategies

Not surprisingly the parents used many of the same strategies modeled by the HVS to teach their child. They would explain, point to, and name objects, concepts and images; use objects, pictures and puppets; use body movements, ask questions, and sequence images. The parents watched their children closely and corrected them using suggestions made by the HVs. They emulated what they had been shown to the best of their abilities. The following excerpts reflect some of these strategies.

The parent re-read the letter Q, and as she read each line, she used her finger to follow the words and had C. repeat the words after her. The parent said, 'capital Q' and pointed to the capital Q on the page. She asked C. to write a Q in the box at the bottom of the page. Then the parent took a crayon and wrote something in the box (I could not see what it was). C. then took the crayon and wrote in the box. (FN: March 13, 2008)

The parent turned the page and said to C. "next to you." The parent stood up and had C. stand up next to her, and then said, "next to you." (FN: February 21, 2008)

The parent asked, "Are the ducks the same or different?" After marking the first duck, C. wanted to mark the second duck the same colour, but the parent said that he had to use different colours because the ducks were different. C. did so. The next set of images was two screws. This time C. recognized that the screws were different. (FN: January, 25, 2008)

The next activity is cutting. C. seems to enjoy cutting. The parent is very encouraging. She praises often with the word "good" and she coaches in her first language. When she switches to her first language, she still uses the English words, for example, "duck," "cutting," "scissors." The activity involves cutting shapes and pasting them in the appropriate place on the worksheet. C. is not clear about where to paste the shapes but the parent guides him and praises him. (FN: April 26, 2008)

11.3.3. Adapting the program

Parents sometimes skipped tasks, pages, and/or lessons in the HIPPY packages. At other times they covered several lessons in one sitting instead of completing only one lesson per day. Sometimes they adapted the instructions to fit their situation such as substituting one object for another activity. At other times, inadvertently, or because they did not understand during their time with the HVs, the parents were not able to give the HIPPY instructions clearly or correctly.

I (a researcher) ask the parent at the end of the session if she always does so much of the lesson for the week at one sitting. She explains that she tries to do as much as possible on Saturday and Sunday because C. is too tired during the week. She admits that this was a lot today (over one hour). (FN: February 18, 2008)

They move on to the second activity. The parent has a letter size paper with nine dots arranged in four squares. She also has two long wooden sticks and two short ones. C. has an identical piece of paper. She tells C. to watch how she places the sticks and asks him to copy the layout on his paper. C. places only one of the four sticks in the correct place. It is obvious that the parent's instructions were not clear and C. begins to play randomly with the sticks. (FN: March 13, 2008)

The parent tells him that both images begin with "O". She tells him to point to each of the capital O letters and to draw a line under them. As I follow along, I see that the instructions state that the child should trace over the letters, but she has said twice to draw a line under the letters. (FN: February 22, 2008)

There is no doubt in any of the minds of the research team that all parents visited were extremely conscientious and trying their very best to deliver the HIPPY program as it was shared with them. It was only because these parents willingly accepted the researchers into their homes that we were able to see some of the difficulties and constraints they were having. Hopefully, with this knowledge in hand, some strategic ways will be developed to help in these situations.

11.3.4. Dealing with language needs

HIPPY Montreal is comprised of a multicultural clientele that is rich in diversity with a "cocktail of languages." During instructional sessions with the children, parents often spoke and/or read in two or three languages. In some instances, both the parent and the child spoke little English or French so the instruction was augmented with a third language such as Tamil or Spanish. Some children were attending French daycare, but did the HIPPY program in English. At times they did not know how to answer in English, at other times they resisted answering. Perhaps they were tired at the end of a long day, or perhaps confused by the various language demands. Whatever the situation, which was difficult to discern, the parents dealt with it as effectively as they could adapting the language to try to elicit the desired response and to move the lesson forward.

The parent spoke in their first language and then said "honey," and "flower." C. continued to cut with concentration closely watching what she was doing. The parent

went to get some glue from the kitchen. She spoke in her first language to C. and pointed to the picture and C. said, “sun.” The parent spoke again in their first language and pointed to the picture and C. said, “bird.” The parent spoke again, and C. responded with “flower.” (FN: February 14, 2008)

They go over the story in the storybook. The parent reads the story. She asks C. to name the items in the pictures. His responses are usually correct, but he mixes his answers in English and French. He points to the bird and says “oiseaux.” When she turns the page he indicates he wants to look at the picture longer by saying, “pas fini.” He points to the picture and says the corresponding word in English but shows difficulty with the pronunciation. (FN: May 29, 2008)

11.3.5. Encouraging the learning

For the most part the parents did what parents usually do with their children, and that was to encourage and scaffold the efforts made by the children and offer praise when the children were successful in completing the HIPPY tasks. In fact, on a few occasions when this was not the pattern, it stood out in stark contrast to the usual flow of events. In these instances we were unable to determine if this was just an anomaly, or whether it reflected the everyday interactions between the parent and child.

C. is a bit distracted but the parent persists and asks C. to join the dots. She speaks softly to C. in their first language. She asks him to name the shape. He says (in French) “carré.” She repeats “square” and then the child says “square.” C. is not sure how to go about connecting the dots. The parent guides him step-by-step in their first language. She is lavish with praise and keeps him on task. When the lesson is over, I (the researcher) ask him the names of the shapes that I draw on a paper. He answers easily, “triangle, circle, square.” (FN: May 29, 2008)

They go on to the next activity. This involves cutting out images of objects and pasting them in the appropriate box—a baby’s room, a kitchen, and a living room. The parent names the pictures and the C. repeats them. Often C. uses French to name the object. The parent helps C. by offering the English word and praises C. for correct answers. (FN: April 12, 2008)

11.3.6. Responding to/ignoring contextual distractions

In most cases the television was the source of distraction and frequently the parent turned off the television or told the child to do so. Occasionally the parent ignored the distraction and continued with the lesson. It often appeared that parents were making these decisions based on balancing efficiency of doing the HIPPY program with maintaining responsibility for the other members of the family that happened to be present. It is a difficult call for any parent to make, especially when there is an outsider present.

The parent went to get her HIPPY materials and brought them back and placed them on the table. C.’s brother then went to turn on the television and C. said something to her

mother in their first language. The parent then went over to the television and took the remote control and turned the volume down. (FN: February 14, 2008)

As I enter the room C. is using the remote control playing an action video game. C. is very adept with the remote. The parent turns off the TV and tells C. that it is time to do some HIPPY activities. C. is not happy and tries to turn the TV back on. Finally, the parent takes the remote and makes C. sit down. (FN: March 13, 2008)

11.3.7. Responding to behaviour

The HIPPY parents responded to their children's behaviour in various ways. This is a difficult part of the teaching/learning act and of parenting in general. It is not surprising that one of the main concerns of novice teachers is how to manage the behaviour of their students in the learning situation of a classroom (Kaiser & Raminsky, 2009). Managing behaviour is somewhat easier in the tutoring situation of one-on-one, but it is still demanding to know what and how to respond in a way that will maintain the learning of the moment, and contribute to a satisfactory, longer-range learning trajectory. It can happen that a negative cycle of interaction becomes the norm and becomes a habit hard to break.

Three types of patterns of response emerged in the data. These were *dealing with emotional behaviour* which was the most difficult, *addressing off-task behaviour* that most parents dealt with quite effectively, and *taking over the task*. We noted how the skill the parent exercised strongly affected the situation of the moment, and we hypothesize that it can strongly affect the long-term literacy and social development of the child, to which we shall return.

The range of emotional behaviour observed included when the child was sad, frustrated, or angry. The parent had to decide what to do about the emotional state while trying to keep the lesson going. In some cases the parent ignored the behaviour, in others the parent took some kind of action to address it. A parent might tell the child to stop doing what he/she was doing, offer the child some food or drink, or physically hold the child in the chair to get the work done. This challenge was significant enough that HIPPY Montreal offered a workshop for parents on how to handle the social and emotional development of the child. (FN: November 30, 2007)

The parent turned the page and spoke in her first language and ran her finger along one of the rows... C. began to move around on the couch and seemed restless. The parent continued to point and then took C.'s hand and turned C.'s head in her direction (it was an attempt to keep C. focused on the activity). C. became upset and began to cry. The parent ignored the crying and kept pointing to the matrix on the page (FN: April 10, 2008)

The parent spoke to C. in their first language and patted the couch for him to come and sit down. C. returned and leaned against the couch. Then C. moved away from the couch and began playing with the sticks. The parent told him to come back. She proceeded to read the instructions for the rest of the page, but C. was not paying attention. He sat on the arm of the chair and then moved behind his sibling who was sitting on the couch. The parent continued to read the instructions and give the expected answers. C. did not respond and put the stick in his mouth. The parent whispered to him in their first language urging him to do the activity. C. was angry and pouting, but began to draw the

pattern on the paper. C. made a mistake and the parent put her hand on top of his to stop him from drawing the incorrect design. C. threw his pencil on the floor, broke one of the sticks and threw the pieces on the floor. C. then moved away from his mother. She continued to read and answer the questions without him. Finally, she asked C. if he was finished and he indicated yes. (FN: March 27, 2008)

In this activity the parent is showing C. a flash card of an animal. One third of the card is folded over so that only the back end of the animal (a cow) is visible. The parent asks him to guess the name of the animal. She asks him in both their first language and in English. C. is distracted and does not try to guess what it is. With some coaching and with the parent holding him on the chair, he guesses and incorrectly names the animal in French. The parent repeats the name of the animal in English. She does not ask C. to repeat the English word. Then she says the name in their first language. C. makes the sound of a cow (moo), but does not name the animal. They work their way through the animals while C. continues to squirm in the chair. (FN: March 13, 2008)

The parents used a number of techniques to address a child's off-task behaviour. Sometimes they restrained the child by holding on to his/her arm or clothing, sometimes they scolded the child or placed their hand over the child's and guided the action, at yet other times they spoke in the first language of the family or sat closer to the child.

C. is getting distracted by all the pictures and he only wants to go on to the next one. The parent restrains him from getting out of his chair and they go on to the next picture. Sometimes the parent coaches him and finally they are almost finished. C. does not repeat the word as instructed but he does paste the picture in the correct place most of the time. When they get to a picture of a crib, the parent turns to me and says that C. would not know what a crib is because he never had one. (FN: February 18, 2008)

The parent told C. to tap his foot twice. C. tapped more than twice. The parent said to count out loud when tapping. C. tried it a few times but his concentration had given out and he could no longer follow. C. asked her to show him and she did. This time when C. counted out loud he was better able to do the action. C. was still having difficulty matching her taps with his counting. C. got back on the chair, but was moving back and forth. The parent put her hand on his arm to steady him. (FN: January 25, 2008)

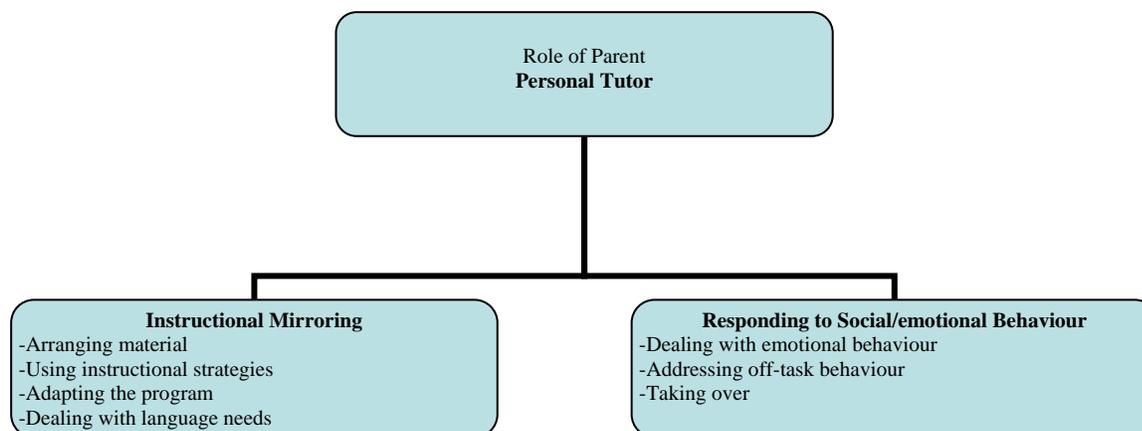
The parent spoke to C. in her first language. Then the parent returned to using English and said, "Sometimes big, sometimes small." Then C. took out the storybook and turned her back to her mother. The parent spoke to C. in their first language and C. put the book away. The parent began to read again from the activity sheet. As she read she ran her finger under the words and had C. repeat what she was reading. (FN: January 21, 2008)

Sometimes the parents took over a task such as cutting for the child. In other cases they completed part of a task such as gluing and then letting the child stick the piece to the appropriate place in the activity booklet. The patterns in the data reveal just how committed the parents were to trying to get the lesson completed. They also reveal how at times the children resisted the parent trying to take over.

C. puts his elbow into some of the glues on the table and lets out a yelp. The parent extracts the paper that is stuck to C.'s arm. Then C. sits and finally picks up a cut out that has fallen to the floor. The parent puts glue on the piece that C. has retrieved and it looks like he is going to place it, but he pauses, and then he sticks it in the box. The parent asks him to count and when he doesn't, she does. (FN: May 13, 2008)

For the next activity, C. must cut out a picture of a house (when folded to form a three dimensional paper structure) with several pointed roofs. The instructions require C. to follow a series of dots that form the outline. C. starts off slowly and in a distracted way. The parent starts to guide him and encourages his first effort. Finally after about a minute he gets into the activity and does the cutting very well. When the parent tries to help C. again he tells her to, "Stop!" C. then has trouble with the task of folding the cut out to create the standing house. The parent tries to help but C. says, "Give it to me," and tries to make it stand up. Finally C. lets his mother help him with the pasting of the edges to create the house. (FN: May 30, 2008)

Figure 3: The role of HIPPY parents



The work of the parents as tutors was complex and demanding. They had to digest and remember what they had been exposed to during the HVs visits. They had to combine instructional approaches and balance this with parenting skills to manage their child's behaviour, they had to find time in their busy lives to implement the daily lessons, and they had to do all of this amid the minute-by-minute demands of family life. The researchers, all of whom have been parents of small children themselves, marvelled at the dedication and commitment the parents exuded in this work.

12. How the children functioned in the HIPPY Montreal instructional contexts

The data analysis for this section focused on what the children did in the two basic HIPPY instructional contexts—that of the HVs working with the parents and then when the parents worked with their individual children. Much of what is discussed here provides a

reciprocal dimension to what was going on from the adult perspective in these two situations. The patterns that emerged from the data encompassed three basic themes—that of *learning incidentally*, *bridging language worlds*, and *responding to the program*. We struggled long and hard to come up with a metaphor that adequately expressed the overall role of the children. We finally decided upon *experimenter*. For it was this term that seemed to best express the range of behaviours the children exhibited while the researchers were observing the HV interact with the parent and then when the parent and child carried out the lessons themselves. When the HVs were working with parents, the children's behaviours ranged from silently watching television to noisily playing with toys, and/or to mimicking literacy behaviours. We contend that they were very much aware of what was transpiring and while there is no specific evidence of concrete learning, there is no doubt that they were internalizing what was happening.

As mentioned earlier, but from a different vantage point, during the lessons with the parents, the children pointed to and named objects, responded to questions, made marks and wrote on paper, sequenced images, and cut, glued, and coloured. They made use of different languages while engaged in HIPPY activities and responded to the program in a variety of ways. Sometimes they focused on the task and expressed delight with an activity such as cutting or colouring. There were times when they resisted help and insisted on doing the activity independently, and at other times they were unable or unwilling to concentrate on the work at hand. The data suggested that at different times this could be attributed to fatigue, hunger, the length of lesson time, and/or personal learning and behaviour styles. There was a sense of them pushing and pulling, at times interested and acquiescent within the context as natural learners, and at other times, as resisters in search of independence, and yet still on other occasions, as youngsters needing the help and comfort of an adult/parent. It is interesting to contemplate their disparate and frequently energetic behaviours and the potential, long-term impact these patterns can have on learning in unreceptive situations at home and at school.

12.1. Learning incidentally

The children's behaviour varied greatly from one day to the next and from one child to another during the HV sessions with the parents. Some children monitored quietly as they sat silently watching television for an extended period of time, while others played quietly and happily by themselves with action figures, toys such as Leggo, or with blocks on the floor. Others were louder and more rambunctious precipitating attention by bouncing on the couch, riding a small bike, singing loudly, and talking or yelling at a sibling.

The HV and parent continued to work on geometric figures. C.'s sibling was playing happily in the kitchen, singing and talking to herself. It sounded as she was singing the alphabet song. After a few more minutes of singing she fell asleep in her high chair. Meanwhile, C. was happily playing on the floor counting blocks and saying the numbers in French. (FN: April 17, 2007)

The HV picks samples from weeks 25 and 26 in the HIPPY packet. While this is happening, C. brings plastic cups from the kitchen and starts to play noisily with them. C. screams when the baby want to play with them as well. (As we leave the HV explains that C. has calmed down a lot since the beginning of the year). (FN: June 26, 2007)

12.2. Bridging language worlds

The children often spoke with their parents in their first language, or got a response from the parent in the first language when receiving initial instructions for the activity. This helped to clarify what was required and get the work underway. As the lessons got underway, then the children generally utilized the language of instruction that the parents had chosen for their HIPPY program. If the HIPPY program language of instruction was in English, the children sometimes interspersed their answers with French words and vice versa. At other times, a child persisted in either English or French depending on the situation, even though the parent was speaking in their first language. This persistence is interesting and merits more study. It may have implications about the cultural assimilation that is going on as these young children are immersed in media and daycare settings that are mainly conducted in French or English.

One of the things that I noticed today was how easily C. is able to respond in English after her mother speaks with her in their first language. For example in the activity where C. was drawing favourite toys on the toy shelf, C.'s parent would speak their first language and then C. would respond saying, "crayons" or "building blocks." I wondered how it is that C. knows to respond in English, and I wondered if C. also responds in English when I am not there. (RM: April 3, 2008)

About once per page, the parent paraphrases in her first language. Sometimes it seems to be a word or phrase and sometimes she point out something in the picture and says it in her first language and in English. C. sometimes repeats the English word, in this instance, "school."

They move on to the next item in the exercise. C. is given a picture of Maria's school (the character in the storybook) that he is supposed to colour. C. scribbles with a dark blue crayon (and does not seem to be able or perhaps to care to stay in the lines)...The parent asks C. in English, "What is your favourite colour?" C. ignores her. Then the parent says something in their first language and C. responds, "Pas comme ça." (Not like that.) C. continues to colour with a red crayon. Then he answers, "Rouge." C. does not say it again in English. (Feb. 18, 2008)

12.3. Responding to the HIPPY Montreal Program

The response to the HIPPY Montreal Program by the children was varied. Some children appeared to very much enjoy the program, particularly at the three-year-old level (Interview with V.) The data revealed that they enjoyed listening to the storybooks as their parents read them aloud, often "hanging on every word" and watching the illustrations intently as the story unfolded. Even when the children were resistant, reluctant to participate, or found it difficult to sit still to complete some worksheet activity or make sound-symbol connections, they seemed to be engaged in the story reading. It was noted by both the parents and the researchers that the four-year old children had more difficulty in staying focused on the lessons. While this may be due to the particular learning style and ability of a child, the research team believes that at age 4 the lessons become more complex and at the same time, many of the four-year-olds were also

attending daycare so that some of the work may have been repetitious or tedious because of long hours spent in daycare “school.”

The patterns that emerged in the data around the concept of responding to the program were categorized as *focused activity* and *responding affectively*. In situations of focused activity the children directed their attention to listening to the story, or on fine motor activities such as tracing lines, connecting dots, cutting, colouring or on interactive games such as guessing what object has been removed. Responding affectively is made up of three patterns. The first is when the children *express delight with activities* such as cutting, gluing, drawing, making a counting book, playing with puppets, etcetera and exuding their joy by smiling, laughing, clapping, bouncing (productively), and humming. They were heard to tell their parents that they like to do the particular activity. As mentioned earlier, some children reacted if a parent took over the activity and expressed independence in an admonishment to the parent or crying. The other pattern that emerged in the category of responding affectively was *diminishing concentration*. As mentioned in the section on the role of the parents, at certain times a child was unable to concentrate and would wiggle and squirm, and act out verbally and/or physically. We are convinced that this was due to the time of day that HIPPPY instruction was scheduled. The children were tired after a long day in daycare and had difficulty mustering up the concentration to do the activities. At other times the lessons just went on too long. The allotted period for a HIPPPY lesson was 15-20 minutes, but at times lessons went on for an hour or more when parents were attempting to make up for lost time in a particular week, or the lack of concentration on the part of the child and interventions that were required extended the lesson. These simple aspects of timing and length of time of the lessons can have a significant impact on the immediate results of the program, and the cumulative ones, not the least of which is the long-term tenor and relationship between parent and child around school work.

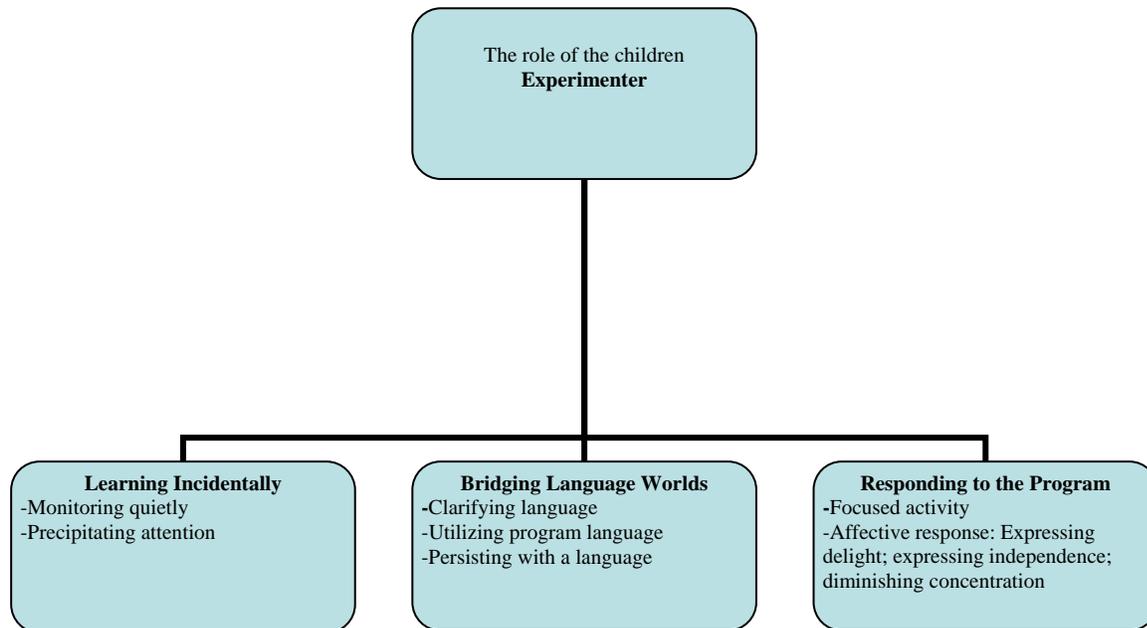
The parent passed C. the pencil and C. began what looked like the tracing of lines. As C. did this activity with the pencil in her hand she had her head down very close to the page and was very focused while she concentrated on what she was doing with the pencil. (FN: February 14, 2008)

The parent took some small objects out of the bag and placed them on the page with the game. Then she placed the number in the bag and began to shake it. The parent spoke to C. in their first language and C. put her hand in the bag and took out a paper and said “two” with a big smile on her face. C. clapped her hands and bounced up and down in delight on the couch. C. then moved the marker two spaces and the parent took a turn and then each continued to take turns. (FN: January 31, 2008)

The parent cut off the bottom of the page which had pictures to be cut out. The parent began to cut the pictures and C. said, “I want to cut by myself.” The parent continued to cut the pictures and passed the picture of the sun to C. and pointed where it should be placed on the page. The parent put glue on the back of the picture and passed it to C. who took a finger and spread the glue around and then stuck the picture on the page. The parent began to cut out the picture of the dog. C. spoke to the parent in their first language (C. seemed to be upset and seemed to want to be cutting out the pictures) and then C. began to cry. (FN: May 8, 2008)

The parent and C. move on to Week 22. C. is getting restless on the chair and starts to lean on the parent. She explains that she has learned that it is much better to do the activities in the morning because she can do more than one day at one sitting. She says when they do HIPPY at 7:30 in the evening that C. is too tired.
(FN: February 18, 2009)

Figure 4: The role of the children



There is no doubt that overall, the children were benefiting from the HIPPY Montreal program. The Peabody Picture Vocabulary Test III (PPVT-III) administered to six of the seven children we followed in phase I and II of the study, showed significant gains in four of the children's receptive skills between the pre- and post-test. Language may have been a factor in the results of two children who did not make gains. On the other hand, the psychologist suggests that there may be other mitigating factors (see Appendix 6). There was sufficient evidence in what was observed, in what the parents and HVs said (Focus group interview, June 11, 2007), and what was reported anecdotally from teachers in the public school system (Interviews with V., June 11, 2007 & June 27, 2008) that the children were acquiring, or at the very least reinforcing, the early literacy and numeracy skills, and the socialization skills necessary for schooling. There is plenty of evidence in other HIPPY studies mentioned earlier that supports this claim. There is also evidence that children who acquire these skills before school have an advantage over those who do not (Delpit & Dowdy, 2003). These children were also developing a certain kind of relationship with their parents in this time spent on the schooling activities of the HIPPY program. As the excerpts demonstrate, in some cases these relationships were more positive than others. We suggest that this time draws the parent into the teacher/student relationship, sensitizes the parent to the expectations of school, and helps the parent to become an advocate for the child. This has implications for the important parent-child relationship that is needed to support the

child's ongoing, educational experience and has potentially long-term benefits for the HIPPY children.

13. The vignettes

As mentioned in the methodology section, we used both a categorizing approach to data analysis to discover commonalities across cases as evident in the discussion above, and then a narrative or connecting analysis on the key and typical events that make up the HIPPY Montreal program. After getting a "narrative structure" or plot line for each of these events, we then constructed aggregated vignettes that gave a nuanced and yet typical rendering of each event. These vignettes are meant to give context and depth to what was described in our findings discussed earlier, and at the same time, to maintain the anonymity of the participants in the study.

13.1. Vignette 1: A weekly HV meeting at the HIPPY Montreal site

Every Friday, the Home Visitors come together as a group to prepare the learning materials, prepare teaching props and practice with each other the lessons that they will be doing with their HIPPY families during the week. The following vignette is a compilation of events and examples arranged to provide an aggregated portrait of a typical meeting of home visitors in HIPPY Montreal. The events described here do not describe any particular session nor do they describe any particular Home Visitor or HIPPY family. Rather, they are drawn from the field notes of the researchers who attended some of these meetings.

The sessions take place in the HIPPY headquarters in the basement of a lovely old church in a quiet residential neighbourhood on a wide street lined with mature trees. Access to this site for most of the HIPPY families would take about 30-45 minutes by public transportation. Most of the HVs arrive by bus. A few arrive in cars.

The HVs enter the building through a side door that opens onto a stairwell. Old fashioned, institutional but clean bathrooms are at the bottom of the stairs opposite the entrance to HIPPY headquarters. The space allocated to HIPPY includes an office for the HIPPY Coordinator, another office for the Project Secretary, a meeting room with a board table, and space for storage of HIPPY materials. There is another office that is occupied by another community group. The doors to the two offices and the meeting room flank a rather large multipurpose room the size of a small school gym that can be used for larger sessions. A small kitchen area equipped with dishes, a stove and a refrigerator allow HVs to store their lunches and to prepare coffee or tea.

At 9:00 on this April morning, the two HVs who are Assistants to the Coordinator, are already there preparing the meeting room. HV1 sets up the coffee and tea supplies on a small table under the window. She then arranges the three tables to create a continuous surface and places the ten chairs around the table. Large colourful cut out figures of Mother Goose characters, which were produced for the HIPPY graduation party last year, decorate the walls. There are also a number of 5 X 7 photographs of HVs and HIPPY families enjoying the recent Halloween party. Another wall is decorated with cutouts of hands with handwritten comments on the fingers. The opposite corner of the room also has a small selection of toy trucks, plastic bowling pins and other small toys.

The counter running along the back wall has neat stacks of HIPPY Materials for the year, arranged by age group. Piles of story books and other supplies such as scissors, glue and crayons

are also laid out. There are also English and French community and government resource materials such as the Canada Food Guide, and booklets published by Health and Welfare Canada. HV2 is counting out the Activity Packets and story books that are to be distributed this week.

The Project Assistant brings in the flyers about the upcoming workshop for parents on prevention of violence in their homes and neighbourhood. The HVs will give the flyers to the families and encourage them to participate. She places a pile of the flyers on the centre of the meeting table.

The HVs begin to arrive around 9:15 AM. They exchange greetings as they store their lunches in the refrigerator. HV3 brings her seven year old boy with her today because his school has a PED day. A few minutes later, another HV arrives with her 9 year old who attends the same school. The boys are happy to see each other and they set themselves up in a corner of the open multipurpose room to see what amusements they can find in their backpacks.

By 9:30 AM most of the HVs have arrived, exchanged greetings and handed in the progress reports to the Project Secretary. One of the HVs says that HV7 will be late because she is taking her driving test today. Each HV gathers the activity packets for the week and arranges them at her spot around the table. They are happy to see each other and chat easily mostly in French but with frequent English words or phrases. They share stories about their own children and family issues and exchange tips as they wait for the meeting to begin.

The HIPPY Coordinator opens the meeting with a few words of welcome and asks how things went this week. They go around the table and each HV gives a short report and update on her families. HV5 shares a problem that she is having with one of the families. She explains that the child often disrupts the session. The parent does not ask the other parent who is at home to mind the child. HV4 reminds everyone that when they discussed this earlier in the year the suggestion was to make a point of requesting the help of the other parent in minding the child if possible. Everyone agrees that this is a culturally sensitive issue and it is uncomfortable for the HV to make that request. Another HV comments that distractions are a common problem. When the child disrupts the session, it prolongs the session and the same parent then complains that the session is too long. At the same time, the HV has to spend a lot time dealing with the disruptive child who often forages into the HVs tools or personal belongings. Also noted by the HVs is that during the sessions parents sometime answer the phones and feed their babies (sometimes they do these activities at the same time). There does not seem to be an easy solution for this problem and the HVs who are all experienced parents are sensitive to the challenges facing these young mothers.

HV2 recounted one incident where the child was rummaging through her bag. HV2 asked the mother diplomatically to intervene. The mother got angry and asked her to leave and not come back. HV2 was distressed. Sometime later, the mother called her back and told her that the CLSC diagnosed the child as having a behavioural problem. The mother embraced her and apologized when she resumed the home visits. HV4 who is fluently bilingual comments that access to services is more difficult for families for whom English is their second language and who do not know how to access English services. There are many services for French speaking people, in fact, there is a redundancy in services; however, English speaking people's needs are often unmet because they lack the confidence to negotiate the system. This leads to further discussion about the immigrant experience. They talk about how various cultural and ethnic groups function within Canadian society. Many cultural groups function very well without speaking English or French. They are quite isolated and stay within their communities. The

Asian community is self-sustaining and has its own stores, restaurants, etc. Some groups even have their own private schools and thus never learn either of Canada's official languages. One mother of a child in the four-year old program has lived here for four years without learning any English or French. Now that her child is entering the school system, she is eager to learn to speak English even though her child will be going to French school.

The Program Coordinator asks if there are any other issues before they move on to the preparation for upcoming lessons. Since there is no response she reminds everyone that on June 2nd the first of a series of workshops for the parents and the home visitors on the Quebec Education Program will begin. The presenter from the Ministry of Education will explain the standards for children entering kindergarten. These meetings will take place every two weeks and a volunteer will be there to engage the children in activities while the experts give the workshop to parents and Home Visitors.

The Program Coordinator asks whose turn it is to lead the preparation for the upcoming home visits. It is HV3's turn and she asks if the group wants to review the lesson for the 4 year olds in English or French. Some wanted French; HV6 who is more comfortable in French wants the review in English. They decide to do it in French but HV3 says it doesn't matter which language they use for the review except that care would have to be taken to make the corrections in the French translation.

HV3 reviews the lesson and explains the daily activities. The HVs make notes in their sample packets and highlight instructions. They discuss the word used to for a binder or book bag. The "real" French version according to HV7 is *cartable* and they discussed the issue of using terms that the children would not encounter at school because the Quebecois term is different.

As they go over the instructions for the various days they actually colour, cut, glue and paste as required. They prepare these samples to show the parents what the finished activity should be. As they work their way through the activities they anticipate which activities will be difficult to explain. They coach each other with suggestions about the most effective way to ensure that the parents understand the instructions well enough to work effectively with the children on their own. They remind each other "to be sure to tell the mother ...". The atmosphere is warm and supportive as well as task-oriented as they do their work with some laughter and some good humoured teasing.

All too soon it is noon and the HVs break for lunch. Some gather up their personal belongings and set out to use the time for personal errands, while others gather in the open kitchen area. The sound of the refrigerator opening and closing and the running water from a tap in the sink intersects with chatting as the HVs begin to unwrap their lunches brought from home and prepare to eat. Remnants of earlier conversations are still in the air.

13.2. Vignette 2: An HV session with a parent at home

The following vignette describes what transpires during a typical visit of an HV to the home of a three or four-year old child in the HIPPY program. At each visit, the HV reviews the Weekly Activity Packet and *role plays* the activities for each of the five days to show the parent how to do the daily work with the child during the week. The events and examples described are drawn from the field notes of the researchers as they accompanied the HVs on over 35 visits to individual homes.

On this sunny October morning, HV emerges from the Metro station two blocks away from her destination. She carries her HIPPY materials in a small roll-away suitcase that contains the weekly activity packets for the seven families that she will visit this week. She decides to walk the 10 minutes to her first visit of week rather than wait for the connecting bus. The apartment building, in the heart of the Cote des Neiges District, is in the midst of a culturally diverse community comprised of recent immigrants from all over the world.

She is grateful for the wheels on the suitcase as she makes her way up the rather steep hill to her first home visit of the day. Winter is coming all too soon and she knows that she will wait for the bus then. The street is lined with a row of look-alike, four story apartment buildings that appear to have been built as part of a project. Children's bicycles, toys and sometimes racks with drying clothes intermingle with a variety of flowering plants and even vegetables growing in all manner of pots on the small balconies. Some of the buildings have small gardens near the entrance, the windows are bright and the complex is well-maintained. Nearby other buildings have untidy lawns, no flowers and graffiti art on the brown brick walls.

Energized by the walk, the HV arrives at the apartment building for the second home visit to this family to which she has been assigned this year. The HV, a university graduate and a recent immigrant to Quebec, speaks fluent French infused with the rhythm of her first language, and conversational English, although she has said she is more comfortable in French. The HV is a little nervous since this is her first year as an HV, a switch in roles since she was a HIPPY parent the previous year.

The HV hopes that this time the parent will actually open the door for her. Last week, after repeatedly ringing the doorbell, it was clear that it was to be a "no show". Later she learned that the parent, who sometimes gets work as a nursing aide in her community got a last minute call for her services. In a follow-up phone call, the HV arranged a better time for future visits and got a commitment from the parent to call her on her cellular phone if she needed to cancel.

The HV meets one of the project researchers in front of the building and she rings the doorbell. The interior of the building seems very dark after the brilliant sunshine outside. This time the parent answers and they proceed up the stairwell and along a corridor adorned with peeling paint, and some doorways with neatly arranged shoes and strollers in front of them. The parent is waiting at the open door and greets the HV and researcher who had visited the same home last year.

The HV and researcher remove their shoes and exchange greetings. The researcher comments on how nice the apartment is looking. A lot has changed for this parent. Last year she was barely able to communicate in English. The parent is pleased to receive this compliment. She greets the HV and researcher in English and apologizes for the missed visit. Since the last visit, the apartment has accumulated more decorative items and new slip covers adorn the sofa. The lighting is brighter thanks to a new double fluorescent fixture on the ceiling. The kitchen/dining table has a new yellow plastic cloth and the four chairs now have cushions. Four pictures done in crayon and pencil by the child are hung with masking tape on the wall. The subjects of the artwork are a sun, a bee, a lollipop and a bird. A large-screen television dominates the room. The parent shows us to the kitchen/dining table where we will work. The television, tuned to an English cartoon show, remains on although the volume is turned down. This child, who operates in another first language at home receives the HIPPY program in English, but attends a French daycare. The child is home from school today because of a fever. The HIPPY material is already laid out and the child is playing quietly with the coloured plastic shapes that are part of the kit. We settle ourselves at the table and the HV begins the "check in

report” to see how the daily work between parent and child went since the last visit. The parent shows the worksheets that have been completed and the HV selects one paper to put in the child’s portfolio. The HV then reads in English the description of the skills that are being targeted for the daily activities for that week. She begins to read the first description but the parent indicates that she would like to read it. There is pride in her voice as she reads it aloud. She reads the words, but it is not clear if she fully understands the terminology or concepts such as *gross motor coordination* or *phonological awareness*. The HV takes note and then paraphrases the words in the skill boxes and pantomimes some of the terms.

They begin to work their way through the HIPPY script for the week.

The HV models how to read the story book about different sounds. They arrange three chairs and role play the HIPPY script about setting up a train and making ‘train sounds’. They move on to the next activity on shapes and colours. The parent, who plays the role of the child, is asked to hold up the plastic circle and the triangle and say what shape it is. The HV goes over the instructions word for word. She corrects the parent when she does not repeat “this is a circle” as the child would be required to do during the week.

The parent reads the next two skill boxes (one at a time). She follows the directions and the HV praises her reading. The HV always sums up each activity with a phrase that reviews what was done. “Good, we learned the difference between bigger and smaller,” she says.

They go on to act out the sound of a bee buzzing around a cow. This is followed by the role play of the clock. They go through each step in the HIPPY script with a faithful role play. Although the four-year old is at daycare, the younger sibling is interested in the HVs teaching props. This baby does not look at the television, but instead crawls around and chews on different items from the HVs bag. While the parent reads the final skill box, the baby is trying to hide in a rolled up rug. Both the parent and the HV carry on with the work, and do not become distracted until the baby begins to cry. Once the child is picked up by the parent and soothed she continues with the role play with the baby in her lap.

The HV asks if the parent has any questions. She gives the parent a flyer announcing the upcoming group meeting with parents. The parent says that she would like to go but she doesn’t have money for a babysitter. The HV reminds her that she can bring the baby to the parent meeting. She also asks the parent if she has enough money for the bus ticket to get there because HIPPY might be able to help her out with that. The parent says that she has a bus pass and she will try to come because she looks forward to meeting other parents and finding out about things that are happening in the community. The HV confirms the next visit. The HV tickles the baby to get a great big smile. We collect our things and say our goodbyes.

13.3. Vignette 3: A parent-led HIPPY lesson at home

The first step in the HIPPY Montreal pedagogical model is the preparation of the Home Visitors to teach the curriculum which is divided into 30 weekly activity packets for each age group. The weekly activity packets provide step by step instructions to guide parent/child activities. The HVs meet as a group every week to review the Activity packet that is being introduced that week. They review the activities, role play some of the activities, discuss anticipated challenges, and prepare the teaching props that they will use. The next step, the Home Visit, is the preparation of the parents by the Home Visitors to conduct the daily activities with their children (see above). The third step is the actual teaching episode conducted by the parent with the child using the instructions in the weekly packet and the experience of the

previous personal practice session with the HV. The researchers conducted 34 individual home visits to observe how the parent worked with the child on one of the five daily activities in the weekly packet when the HV was not there. The following vignette describes what transpires during a typical parent/child teaching episode in the home.

On this humid and sunny May afternoon, I search for a parking spot as close as possible to the home of the HIPPY family I am visiting. When I called to set up the meeting, the parent suggested that I arrive at 4:00 p.m. She explained that her child returns from nursery on the school bus at 3:30 and this would give her time for a snack and a short rest before the HIPPY work. I was slightly delayed by the frequent stops of the school bus ahead of me. I find a spot on the main business street that is quite close to the home of the HIPPY family I am visiting. The high humidity makes the heat oppressive, and I wait longingly for a cool breeze.

I start walking on the street full of school children walking home and mothers pushing strollers. This is a culturally diverse neighbourhood laid out as a grid of some streets of apartment buildings, and other streets of two family duplexes fanning out from both sides of a central busy commercial street. A string of bus stops and Metro access entrances are set among a variety of grocery stores and other small businesses serving the many different ethnic groups in the area. The children and teenagers in this neighbourhood are wearing typical North American clothing. A tall, slim young man wearing a flowing white djellaba and a multi-coloured skullcap is walking beside a regal young woman wearing a colourful long dress and matching headscarf. They appear relaxed and comfortable in the hot sun, and I muse to myself that I have much to learn from them as the dampness at the nape of my neck begins a trickle downward. The traffic sounds and the hum of people and children talking make the glare of the sun seem more intense.

At 4:15 I finally arrive at the apartment, enter the glass entrance and find the correct doorbell for the assigned apartment. There is no response. I decide to wait outside the front entrance which is shaded by a large tree. At 4:25 I see the parent and the child walking quickly up the street. The mother is wearing a dark brown long wrap skirt and a long sleeved cotton shirt. The child looks more summery in pants and a short-sleeved cotton shirt. They are both flushed and the parent seems a bit agitated. The parent apologizes and explains that the school bus was late, leaving the daycare only at 4:00 p.m. The mother indicates that she had to speak with the "directrice.

We enter the home together and the parent hands the child a small cake and a glass of orange juice. The interior of the apartment is much cooler and more comfortable than the street. The only window that I see is closed and is covered by a white curtain that allows some light to filter through. The living room/hallway is lit by a standing lamp, a large florescent fixture on the wall and a small overhead light. A 42-inch television dominates the sparsely furnished room which serves as a living room and dining room. The orderly room does not have decorative items, books or toys. The doors to the other rooms are closed. A framed photograph of a bride and groom is hung on the wall. The bride does not resemble the parent I am visiting so I assume that the young man and woman in the photo are relatives.

The parent starts to set up the HIPPY materials on the coffee table in the main room. The child finishes the snack quickly and goes into a bedroom to play with his action figures. The parent calls to the child to begin the HIPPY activity. The child continues to play and after some coaxing comes to sit. Finally the child sits but pretends to sleep.

It is now 4:45 p.m. After tickling the child to wake up, the parent quickly moves into the activity without making any comments about the transition to work. The activity involves showing the child a flash card of an animal, in this case a cat. One third of the card is folded over

so that only the rear end of the animal is visible. The parent asks him to guess what the name of the animal is. She asks him to do so in their first language and as well as in English. The child is distracted by something that is on the television which is at a low volume at the other end of the room and does not try to guess what animal is depicted on the card. With some coaching and with the parent gently touching his arm, the child guesses and correctly names the animal in French. The parent repeats the name of the animal in English. Then she says the name of the animal in their first language. The child makes the sound representing the animal and says, "Meow" instead of "cat" or "chat." They continue to work their way through the other pictures, but the child remains distracted and keeps looking over at the television.

They move on to the poem about the letter *Y*. The parent reads the poem. She stops after each line to paraphrase in their first language. She then reads the instructions for this activity in English and repeats it in their first language. The child is to point out the *Y* words in the first row. He is distracted but the parent puts her hand under his chin and tells him to look at the book. She points out the *Y* words in each row. She asks him to repeat each word as she says it. He starts to repeat the first three words that begin with *Y*. The parent asks him to continue with the rest of the poem. He is able to complete the task and she praises him.

It is now 5:10 p.m. and the parent says that it is enough for today. As I prepare to leave, the mother tells me that the child got a good report card from Pre-Kindergarten and will start French Kindergarten in September. I leave as quickly as I can hoping the child will get some time outside to play in the park.

13.4. Vignette 4: A HIPPY Montreal family event

Periodically throughout the year, HIPPY Montreal organizes special events for the children in the program and their families. This vignette pulls together details from field notes of researchers who observed a variety of events that took place in 2007 to flesh out the structure of this type of event. Although the vignette is framed as a HIPPY Graduation, the details come from other events such as the Carnival which is held in February to mark the halfway mark in the 30-week program, the Spring Celebration and Graduation held in May and June.

Almost 150 members, parents, children, and siblings of HIPPY families are expected to attend this Graduation Celebration on this sunny Saturday morning in early June. There are 70 children in HIPPY this year. The largest room at the Cote Des Neiges Community Centre has been reserved and the four volunteers who responded to the advertisements posted in community papers arrive at 8:30 AM. Another three girls from a private high school arrive soon after. They are here to help as part of their community service requirement for school. They are warmly welcomed by the Coordinator who then introduces them to an HV who explains what they will be doing. Before long, three of them are making up "loot bags" of small gifts and treats to be given out to the HIPPY children and their siblings and the others are assembling platters of sandwiches, various cheeses, crackers, fruits, cookies and squares.

The large room has been set up with 15 round tables and chairs that provide room for ten people per table, two large buffet tables and an open area that will serve as the "stage" for the ceremony. The HVs have already been at work on the decorations since 8:00 AM. Most of them have brought along their children. Some of them are colouring quietly, while the older brothers and sisters help with the decoration. Many of the HVs are wearing skirts and dresses and the children appear to be wearing "party" clothes for this occasion. There is friendly, bilingual chatter and laughter as each table is set with either a green or grey plastic tablecloth with

matching paper plates, napkins and cutlery. A centerpiece, composed of a plate of sweets covered with wrapping paper acting as an anchor for a helium balloon, is placed on every table. By 9:15, the space is transformed into a colourful, festive party room decorated with large Mother Goose characters dancing along the walls.

In the meantime, the parents and children have been gathering in the main entrance way outside the room. The HVs can hear the growing noise level of the waiting crowd as they put the final touches on the decorations. They place a large banner along the back wall for the guests to see as they enter the room. The banner says "*Bravo les enfants HIPPY Montréal.*"

At 9:30 the door opens, the Coordinator uses her microphone to guide the surging crowd to the tables. They are told to go to the table where their HV is standing. When everyone is settled, the Coordinator formally begins the program. She extends a warm welcome mainly in French interspersed with English phrases in which she recognizes the persistence and courage that it takes to be a HIPPY parent. She goes on to express how much the HVs have enjoyed working with the families and how much the children have learned. A special guest, the Member of Parliament for Cote Des Neiges, takes the microphone for a brief message of congratulations on this important occasion. The Coordinator then explains that the diplomas will be called up by age group. The ceremony will be followed by lunch and then some fun activities

The actual ceremony begins as the three-year olds and their parents are asked to come to the front, and face the audience. Smaller siblings come along and some remain in their strollers at the tables. Each HV gives out the certificates and the medals to her families. The children and their parents are beaming. A few of the fathers (about 15 are there) snap photos. Everyone applauds and they return to their seats. The children show off the new medals around their necks. They repeat the process with the four-year olds and more photos are taken. Now it is the turn of the five-year old HIPPY graduates. They are wearing blue mortar boards and white robes. The robes are white shirts worn backwards. The five-year olds come up one at a time to receive their diplomas and trophy cups. The husband of one of the HVs moves slowly around the room with a video camera as well as a digital camera. He takes several snapshots of each age group as they complete the ceremony.

Once the children and parents are seated again, the Coordinator asks the HVs and the HIPPY program assistant to stand. She hands out a small gift to each one and thanks them for all of their hard work. They end the ceremony with a final group photograph. The coordinator explains that because there are so many people, she will call out the name of each HV to bring her group of families to the buffet. As the groups begin to go to the buffet the hum of children's voices and family chatter begins to grow. One child is howling as he sits in a stroller beside his mother and sister. The mother tries to distract him with a balloon but soon gives up. She gazes up at the ceiling not knowing what to do. Finally, one of the high school volunteers comes over with crackers for the howling child and his sister. This does the trick and the mother smiles gratefully at the young girl.

While everyone is eating and visiting with each other, the three high school volunteers set up the face painting stations. The mothers are engaged in conversations with each other and with the HVs. The fathers entertain the children and those who have cameras take pictures. The program coordinator circulates among the tables and makes a point of greeting every family. Bit by bit the older children venture away from their mothers to watch the face painters. Some have never seen face painting and are a little bit hesitant until they begin to see the other children adorned with the paint. Before long, each of the face painters has an audience of potential little clients gathered round.

By 1:00 PM the parents begin to round up their children and head out after thanking the HVs and collecting the loot bags. They trickle out in pairs, holding the hands of happy children wearing face paint and medals hanging on ribbons around their necks. Some mothers are pushing strollers with smaller, cranky children who are ready for an afternoon nap. They hold their diplomas, trophies and loot bags as they leave the party room, with promises to come back to HIPPY next year.

In summary, and to reiterate, these four vignettes represent the four major HIPPY activities that take place in the HIPPY Montreal Program. They do not represent a single or specific event that researchers documented but rather they integrate details, nuances and interaction taken from different events to portray an aggregated picture of each event. They are meant to augment the constant comparison analysis, and to give the reader a much more holistic understanding of the various HIPPY activities.

14. Costing estimates

It is always difficult, and understandably so, to get information about the financial aspects of any program. Financial arrangements always involve dimensions that must remain confidential. That being said, we thought it would be important to look at the financial information that we were given within the cost of other pre-school programs. This section does not represent an in-depth analysis, but rather another lens for considering the Montreal HIPPY program.

The operating costs for corresponding pre-school services in daycare and pre-school programs are derived by varying government subsidies and the range of services offered. In some cases, the pre-school program in “inner-city schools” in the Montreal area is subsidized from different pro-rated provincial resources granted directly to the school boards. Parents of four-year olds in these districts do not have to pay for school or school bus transportation. The \$7.00 a day, daycare program in Quebec covers only the cost of a private daycare that offers babysitting and food to infants and pre-school children. In these programs, the actual cost per child can vary from \$34-\$40 per day per child (Personal communication, Private Daycare Operator, June 2009). Moreover in these situations, contrary to those of the inner-city pre-school programs, the programs are mostly play-oriented. That being said, although it was not the focus of the study, the research team thought it would be useful to try to estimate the cost per child in the HIPPY Montreal program. To do this we only used the figures to which we had access. These included the total cost of salaries of those directly involved in the program (Program Coordinator, Program Assistant, and HVs), the cost of the materials per child, the approximate rent for the HIPPY site, approximate phone and computer hook-up costs, the cost of maintaining affiliation with HIPPY Canada, and the costs of the HIPPY celebratory and extracurricular events.

We emphasize that this exercise is only an estimate based on the figures we were able to obtain from the Program Coordinator for 2007-2008. We estimated that the total cost of salaries for the HIPPY Program Coordinator, the Program Assistant, and the Home Visitors was \$147,900 for the year (it should be noted that each of these HIPPY personnel worked for a different total number of weeks, 52, 40, and 30 weeks respectively). The HIPPY material costs per child were \$150, for 130 children, for a total of \$195,000. Rent for the premises was \$14,400 for the year and telephone and computer hook-up was \$2400 for the year. The cost of the affiliation with HIPPY Canada was \$5000, and the cost for celebratory and extracurricular events

was \$4200. The estimated total cost was \$382,400 making the estimated cost per child \$2942 per year. Given that the program operates with the parents and children for 30 weeks, and the estimated contact time between the HVs and parents plus the parents with children is approximately 3 hours per week for a total of 90 hours in 30 weeks, plus approximately 36 hours spent on the larger events, we estimate that the total number of hours directed to the child/HIPPY program is approximately 126 hours per child which makes the estimated cost per child approximately \$24 per hour. While at first glance this seems quite expensive, it is considerably less costly than any one-on-one tutoring session. Furthermore, there are no transportation costs borne by the parents. Also, it should be noted that the HIPPY Montreal program costs per child include the less tangible, but important parent-child benefits that are not a part of other daycare/pre-school programs.

15. Conclusions

The purpose of this study was to examine qualitatively what happened, how, and when, to three year-olds who became four-year olds, and their parents who were involved in the HIPPY Program and to establish the impact the program had on the development of the children. To answer this overarching question, more specifically we examined what roles the HVs and the Program Coordinator, the HIPPY materials and pedagogy in the program and the parents played, and what specific contextual features were related to the implementation of the program. The following summarizes our conclusions starting with the contextual features that form the backdrop to HIPPY Montreal context.

15.1. Specific contextual features that relate to the implementation of the program

The linguistic and cultural diversity represented by the families and the home visitors in this study provided an excellent research medium for studying the efficacy of the HIPPY Program. The home visitors often spoke more than three languages with French as their second language and English as their third. In some cases the parents had chosen to follow the HIPPY program in English yet their children were in French daycare. To complicate matters further, the parent was often learning the language of instruction during the “preparation to teach session” with the home visitor. In spite of the linguistic challenges, the study found that the children made appreciable gains in literacy and numeracy development.

Another significant contextual feature is the role of the HIPPY coordinator whose leadership during the study showed her to be pivotal to the success of the Hippy program. Her ability to take the existing program and embed it sensitively in a culturally relevant way within the Montreal context is an essential element in adapting the HIPPY program to meet the particular needs of the local community. Of importance too is V.’s ability to envision the future of the program and make the necessary shifts to align it with the social and cultural makeup of the Montreal immigrant population. The changes she enacts occur over time in response to issues that arise on a day-to-day basis and these adaptations ensure the continuity of the program. Her strong organizational skills are vital to the implementation of the program. Additionally, her insightful understanding of social services due to her knowledge and experience enable her to call upon and mobilize community resources that enhance the support for home visitors and parents. She empowers the home visitor to develop into the paraprofessional who in turn will enable the parent to become the child’s pedagogical tutor.

15.2. The central role that home visitors play in the program

The relationship that home visitors build with one another as critical friends develops a professional learning community that provides a stable learning platform for their role as paraprofessionals. Learning how to prepare parents to become tutors for their children enables home visitors to establish a strong relationship with them, and their liaisons with the community serve as an important support network for the parents. To varying degrees, home visitors acquire skills for dealing with the learning and behaviour of their own children and for interfacing with schools. The combination of activities provides them with confidence, knowledge, experience, and work skills so they can enter the work force. It is interesting to note that although equipping home visitors with marketable skills is one of the goals of the HIPPY Program, it creates a tension within the structure of the program since the coordinator will be forced to replace home visitors once they have attained a level of expertise that would allow them to find more professional employment elsewhere.

15.3. The pivotal role that parents play in the program

The study recognizes the complexity of the role the parents play as tutors. They have to learn and remember what they learned during the home visit so that they can work through the weekly activities with the child. They also have to set aside the time for instruction, manage the complex demands of a young family and use good parenting skills to manage the child's behaviour. The issue of managing the child's behaviour during instructional time challenged almost all of the parents, some more regularly than others. They responded in different ways including ignoring the behaviour, restraining the child by holding on to his/her arm or clothing, and sometimes they scolded the child or placed their hand over the child's and guided the action, and at other times they spoke in the first language of the family, or sat closer to the child. Developing relationships with other parents and with the home visitors plays a significant role in sustaining the parents' commitment to and participation in the program. Their interactions with one another allay their concerns about the cognitive development of their children and the roles they play as tutors. They build a bond of mutual trust as they acquire learning strategies and benefit by improving their own language skills in the process. The HIPPY program offers them a resource network through which they can become more knowledgeable about ways to support their own child's development. Workshops by experts provide opportunities to answer questions about their child's social and emotional growth. In their role as emergent tutors, parents become aware of the need to distance themselves emotionally as they manage their child's behaviour during instruction. This study also brings to light the how the HIPPY program helps parents build stronger and more satisfying relationships with their children. We have noted, however, that these relationships can be jeopardized if parents are unable to manage the behaviour of their children in these situations. Furthermore, this study concludes that increased confidence and familiarity with expectations of early schooling will help parents to interact and successfully advocate more readily with their child's school in the years to come.

15.4. The role of HIPPY materials and pedagogy in the program

As noted earlier the linguistic and cultural diversity of both the home visitors as well as the families in this study offered an excellent lens for examining the efficacy of the HIPPY

learning materials. Spot content analyses of sample activity packets, suggests that the scope and sequence of the concepts and skills should be reviewed. In some instances the terminology for a concept was confusing and particularly challenging for the linguistic and culturally diverse population being served.

Field notes of home visitors' weekly preparation to teach the parents how to guide their children through the weekly activities, and observation of parents going through a HIPPY activity with their four-year olds, has led to the following conclusions. Three and four-year olds enjoy activities that involve colouring and cutting. They also love to be read to from the storybooks. This engagement they exude for storybooks, coupled with the research that has shown for a long time how fundamental storybooks/literature is to literacy development (Cooper & Kiger, 2003) suggests the potential storybooks have for the program. However, the home visitors reported that some of the storybooks, particularly for the four-year olds, are too long and sometimes boring. We understand now that HIPPY has recognized that storybooks are the centre of a language program, and has revised the selection for next year (Personal communication with Program Coordinator, June 2009). The step-by-step pedagogical script for each activity provides a helpful lesson plan for parents to follow when they assume the role of personal tutor. Furthermore, for young children who may not receive much exposure to literacy and numeracy concepts and skills in their everyday lives, this type of direct instruction can be very helpful (Delpit, 1988).

The weekly home visit provides a practice teaching session for the parents as they role play the lesson with the guidance and support of the home visitor. Such preparation allows the parents to understand and value the critical concepts and skills that are fundamental to school readiness. Moreover, parents often use the home visit to master the vocabulary and pronunciation of the language of instruction in what is often their second or third language.

Parents told researchers how much the three year olds love the HIPPY program. They particularly love the story books. They reported, however, that it became more challenging to follow the program when their children started the activities for four year olds. The activities for this age group require more time and are often the same as what they are doing in school. They are often too tired and distracted to do the HIPPY activities after a full day of pre-Kindergarten. It should be noted that this study only observed parents working on daily HIPPY activities with four year olds and marveled at the dedication and commitment of the mothers who persevered with the HIPPY activities despite the normal behavioural challenges of this age group.

15.5. The impact of involvement in HIPPY on the children

This study illustrated that HIPPY children followed while aged three and four years made important gains in early literacy and numeracy skills as well as in the socialization skills needed for schooling. While the number of children followed was small due to program attrition and difficulties gaining access to parents working with their children, we hypothesize that similar gains would have been made by the other children in the program. Evidence from the pre- and post Peabody Test, parent questionnaires, researcher observations, and anecdotal material from HIPPY Montreal children entering Kindergarten all corroborate these gains. Research has shown that ensuring positive learning experiences for children in the earliest years is likely to produce better outcomes than providing remediation at a later age. We believe that HIPPY helps to do this. The time spent on the HIPPY Program in practicing schooling activities leads to the development of a relationship between the parent as personal tutor and the child as learner that is

different from that of parent and child. This teacher/student relationship familiarizes both to the expectations of schooling and makes it more likely that the parent will be a more active advocate for the child and the child will have increased readiness to enter school. We believe, therefore, that there is a convergence of benefits for the child. These include:

1. the exposure to, reinforcement of, and the development of early literacy and numeracy concepts and skills, and socialization skills;
2. the incidental learning that the HIPPY child (and/or siblings) is exposed to while present when the home visitor is working with a parent;
3. the regular time that is set aside for HIPPY when the child and parent must interact in a different way than most everyday interactions in the home;
4. the message from the parent that education is important;
5. the supporting and ongoing relationship that the parent has with the home visitor that gives confidence and direction to parents as tutors, and a lifeline for many child-related issues that arise;
6. the fact that the parents become more aware through the HIPPY Program of how their child functions as a learner;
7. the fact that parents become more aware of the specific expectations of early schooling as it relates to their particular child;
8. the fact that parents are introduced to community resources and activities that can support their child's development;
9. and the fact that parents are forced to confront and acquire parenting and pedagogical skills that will make them better advocates for their child over time.

16. Recommendations

The following recommendations are made based on our findings from this study. We acknowledge that the number of children that we ultimately followed into homes was smaller than anticipated for reasons cited earlier. However, we believe that the holistic and multifaceted approach to the study, which examined all facets of the program, including the unique aspect of observing parents working with their children, yielded very rich data that gave depth to the work. The findings should have implications for continuing to shape and develop HIPPY Montreal in particular, but also HIPPY programs elsewhere.

1. Every effort should be made to support the continuation of the HIPPY Montreal program. This study has shown that there are significant benefits that accrue not only to the children, but also to the parents, and home visitors which have illuminated the potential possibilities for this program. HIPPY Montreal has been able to adapt the program to its multicultural context and has developed a very good base for further development.
2. A stronger emphasis on pedagogy within the program, perhaps using an institutional affiliation, would facilitate the work of the HVs. This should include instructional strategies such as lesson pacing, ways to probe for answers, alternative approaches when one approach fails, ways to question the child to develop metacognition, looping back to summarize what happened in the previous lesson, providing visual modeling of

activities using videotapes, and developing a repertoire of strategies for managing each child's behaviour in the teaching situation. This in turn would help the parents in their personal tutor role.

3. More attention should be given to the guidance of parents in choosing the language of instruction for the HIPPY Montreal program. Parents should not be influenced to choose one language over another, but rather should be aware of the complexities involved in language acquisition, and that the ability to role model proficiently in the language of instruction is an important facet of language learning.
4. An in-depth scope and sequence analysis of the concepts and skills, and an examination of the terminology used in the HIPPY lessons would enhance the implementation of the program, particularly in the multilingual context of Montreal, and it could probably benefit other HIPPY programs as well.
5. Since the children enjoyed the storybooks, particularly at the three-year old level, and the benefits of literature for literacy development are well documented, more attention needs to be given to the important role of storybooks. Trade book publishers offer many children's books on audiotapes. In the multilingual context of Montreal this could be an interesting way to help the modeling for parents who must read the books in a second or third language. Also, it could provide a way for children to re-visit the books themselves.
6. The portfolio system that is incorporated into the HIPPY Program could be used to make the documentation of the children's work more systematic. A portfolio should be an integral part of the teaching/learning process and used to gather evidence for evaluation purposes. It could also be used as a teaching tool. Effective use of portfolios requires professional development. There are many excellent commercial videotapes on the use of portfolios.
7. Consideration should be given to either concentrating the HIPPY Montreal program on the three-year old level, or offering, at the four-year old level, a HIPPY Program that would be an alternative to daycare. It might be the opportune time, as pre-school is developing and changing in society, to use the many interesting features of HIPPY so that it becomes a viable option for pre-school.
8. Future research should follow four-year olds into school to get more detailed evidence about how the HIPPY children fare once in the school system.
9. Given the critical and successful role that the HVs play in providing support for parents, consideration should be given to how this might be extended to HIPPY families once their children are in the school system.

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Appendices

Appendix 1 Researchers

Researchers

Name	Title	Affiliation
Lynn Butler-Kisber	Professor	McGill University
Sylvia Sklar	Assistant Professor	McGill University
Joanne Kingsley	Associate Professor	Bishop's University
Diane Nyisztor	Coordinator of the Early Childhood Education Department,	Vanier College
Sandrine Lavallée	Deputy Chair of Education and Online Education & Special Education	Touro College, New York
Linda Furlini	Ethics Officer	MUHC, McGill University Health Centre
Joan Horn	Educational Consultant	Montreal Children's Hospital
Pauline Mesher	Educational Consultant	
Manal Zahreddine	PhD Candidate	McGill University

Appendix 2 Research Activity History

Research Activity History

Date:	Time:	Researcher:	Function:
Dec.11,2006	4:00-5:00	Researcher 1	HIPPY Admin. Meeting
Jan. 8, 2007	9:00-11:00	Researcher 1	Home Visitor Group meeting
Jan. 15, 2007	9:30-11:00	Researcher 1	Home Visitor Group meeting
Jan. 8, 2007	9:30-11:30	Psychologist	Training for testing
Jan. 15, 2007	9:30-11:30	Psychologist	Training for testing
Jan. 29, 2007	9:30-11:30	Psychologist	Training for testing
Feb. 5, 2007	9:30-11:30	Psychologist	Training for testing
Feb. 12, 2007	9:30-11:00	Researcher 1	Home Visitor Group meeting
Mar. 10, 2007	10:30-12:30	Researcher 1	Parent Group Meeting
Mar. 10, 2007	10:30 - 11:35	Researcher 2	Home Visitor Group meeting
Mar. 19, 2007	9:33-12:04	Researcher 3	Home Visitor Group meeting
Mar. 24, 2007	10:10 - 11:30	Researcher 2	Home Visitor Group meeting
Mar. 24, 2007	10:10-11:30	Researcher 2	Parent Group Meeting
Mar. 26, 2007	9:30-12:30	Researcher 6	Home Visitor Group meeting
Mar. 30, 2007	3:15-4:15	Researcher 6	Home Visit
Apr. 3, 2007	10:30-11:30	Researcher 3	Home Visit
Apr. 17, 2007	10:15-11:45	Researcher 3	Home Visit
Apr. 21, 2007	9:55-12:00	Researcher 1	Parent Group Meeting
Apr. 21, 2007	10:00-11:30	Psychologist	Testing
Apr, 23, 2007	9:30-12:40	Researcher 3	Home Visitor Group meeting
Apr. 24, 2007	10:30-11:30	Researcher 3	Home Visit
Apr. 26, 2007	1:00-2:00	Researcher 2	Home Visit
Apr. 26, 2007	9:00-10:15	Researcher 2	Home Visit
Apr. 30, 2007	9:30-11:30	Researcher 1	Home Visitor Group meeting
May 3, 2007	10:45-11:15	Researcher 2	Home Visit
May 5, 2007	9:00-11:30	Researcher 1	HIPPY Admin. Meeting

May 8, 2007	4:00 - 4:30	Researcher 2	Home Visit
May 11, 2007	3:00 - 4:15	Researcher 2	Home Visit
May, 19 2007	10:00-11:30	Psychologist	Testing
May 19, 2007	9:30-11:30	Researcher 1	Parent Group Meeting
May, 22, 2007	9:30-12:30	Researcher 6	Home Visitor Group meeting
May 29, 2007	9:00-4:00	Research Goup	HIPPY Admin. Meeting
June 2, 2007	9:30-11:30	Researcher 1	Parent Group Meeting
June 2, 2007	10:30-1:00	Psychologist	Testing
June 11, 2007	1:30-3:00	Researcher 1	Home visitor focus-group
June 11, 2007	1:30-3:00	Researcher 3	Home visitor focus-group
June, 11, 2007	1:30-3:00	Researcher 2	Interview with Coordinator
June 17, 2007	11:00-1:00	Researcher 1	Parent Group Meeting

Date:	Time:	Researcher:	Function:
Oct. 09, 2007	10:00 - 12:45	Researcher 2	Orientation for HV
Oct. 12, 2007	9:00 - 12:45	Researcher 3	Orientation for HV
Oct. 18, 2007	9:00 - 12:45	Researcher 3	Orientation for Parents
Oct. 11, 2007	9:30 - 3:10	Researcher 2	Orientation for HV
Oct. 15, 2007	9:30 - 2:30	Researcher 2	Orientation for HV
Oct. 16, 2007	9:30 - 11:30	Researcher 1	Orientation for HV
Oct. 19, 2007	9:15 - 12:00	Researcher 2	Orientation for HV
Oct. 29, 2007	4:30 - 5:30	Researcher 2	HV visit
Oct. 29, 2007	10:05 - 11:00	Researcher 2	HV visit
Oct. 30, 2007	11:00 - 11:50	Researcher 2	HV visit
Oct. 30, 2007	1:00 - 2:05	Researcher 2	HV visit
Nov. 1, 2007	1:30 - 2:40	Researcher 2	HV visit
Nov. 3, 2007	10:00 - 11:20	Researcher 3	HV visit
Nov. 5, 2007	1:00 - 2:00	Researcher 2	HV visit
Nov. 8, 2007	1:00 - 2:05	Researcher 3	HV visit
Nov. 8, 2007	1:00 - 2:05	Researcher 4	HV visit
Nov. 13, 2007	9:05 - 10:10	Researcher 2	HV visit

Nov. 13, 2007	10:15 - 11:00	Researcher 2	HV visit
Nov. 13, 2007	11:15 - 12:05	Researcher 2	HV visit
Nov. 13, 2007	12:55 - 2:00	Researcher 2	HV visit
Nov. 16, 2007	9:30 - 12:45	Researcher 4	Training Session for HV
Nov. 16, 2007	9:30 - 12:45	Researcher 5	Training Session for HV
Nov. 20, 2007	10:15 - 10:55	Researcher 2	HV visit
Nov. 20, 2007	11:05 - 12:00	Researcher 2	HV visit
Nov. 20, 2007	10:15 - 10:55	Researcher 5	HV visit
Nov. 20, 2007	11:05 - 12:00	Researcher 5	HV visit
Nov. 27, 2007	10:00 - 11:00	Researcher 5	HV visit
Nov. 27, 2007	9:00 - 10:10	Researcher 4	HV visit
Nov. 30, 2007	10:00 - 12:00	Researcher 3	Parent Meeting
Dec. 6, 2007	1:20 - 2:35	Researcher 4	HV visit
Dec. 10, 2007	10:00 - 12:00	All	HIPPY Researcher Meeting
Dec. 12, 2007	12:50 - 2:00	Researcher 4	HV
Jan. 8, 2008	1:15 - 2:30	Researcher 4	HV
Jan. 8, 2008	10:00 - 11:00	Researcher 5	HV visit
Jan. 8, 2008	9:20 - 10:05	Researcher 1	HV visit
Jan. 21, 2008	4:30 - 5:30	Researcher 4	HV
Jan. 22, 2008	9:00 - 10:15	Researcher 5	HV visit
Jan. 25, 2008	5:00 - 6:00	Researcher 3	HV visit
Jan 26, 2008	10:00 - 10:35	Researcher 5	Visit with parent and child

Date:	Time:	Researcher:	Function:
Jan. 31, 2008	4:25 - 5:00	Researcher 4	Visit with parent and child
Feb. 07, 2008	4:30 - 4:50	Researcher 4	Visit with parent and child
Feb. 08, 2008	9:30 - 11:00	Researcher 1	HV meeting
Feb. 09, 2008	4:30 - 6:00	Researcher 2	HIPPY Valentine's party
Feb. 14, 2008	2:30 - 3:15	Researcher 4	Visit with parent and child
Feb. 18, 2008	5:00 - 5:30	Researcher 2	Visit with parent and child
Mar. 6, 2008	4:30-5:00	Researcher 4	Visit with parent and child 8
Mar. 11, 2008	10:00-11:15	Researcher 1	Visit with home visitor
Mar. 13, 2008	4:25-5:15	Researcher 4	Visit with parent and child 8
Mar. 13, 2008	5:00-5:30	Researcher 2	Visit with parent and child 5
Mar. 15, 2008	11:00-12:00	Researcher 3	Visit with parent and child 4
Mar. 18, 2008	7:00-7:30	Researcher 1	Visit with parent and child 3
Mar. 27, 2008	3:00-4:00	Researcher 3	Visit with parent and child 4
Mar. 27, 2008	4:30-5:05	Researcher 4	Visit with parent and child 8
Apr. 1, 2008	7:00-7:50	Researcher 1	Visit with parent and child 3
Apr. 3, 2008	4:30-5:00	Researcher 4	Visit with parent and child 8
Apr. 5, 2008	10:45-11:30	Researcher 2	Visit with parent and child 7
Apr. 10, 2008	3:30-4:30	Researcher 3	Visit with parent and child 4
Apr. 10, 2008	4:30-5:10	Researcher 4	Visit with parent and child 8
Apr. 10, 2008	5:00-6:00	Researcher 3	Visit with parent and child 9
Apr. 15, 2008	7:10-7:30	Researcher 1	Visit with parent and child 3
Apr. 17, 2008	4:35-5:10	Researcher 4	Visit with parent and child 8
Apr. 18, 2008	9:00-11:00	Researcher 4	Home Visitor Meeting
Apr. 24, 2008	4:30-5:00	Researcher 4	Visit with parent and child 8
Apr. 25, 2008	1:00-1:30	Researcher 2	Home Visitor Meeting
Apr. 26, 2008	10:15-10:45	Researcher 2	Visit with parent and child 7
May 01, 2008	5:00-6:00	Researcher 3	Visit with parent and child 9

May 02, 2008	1:00-2:00	Researcher 3	Home Visitor Meeting
May 02, 2008	1:15-2:30	Researcher 1	Home Visitor Meeting
May 02, 2008	1:00-3:00	Researcher 4	Home Visitor Meeting
May 06, 2008	7:00-7:30	Researcher 1	Visit with parent and child 3
May 08, 2008	4:25-5:00	Researcher 4	Home Visitor Meeting
May 09, 2008	12:00-1:00	Researcher 3	Visit with parent and child 4
May 09, 2008	4:00-5:00	Researcher 3	Visit with parent and child 9
May 13, 2008	7:00-7:20	Researcher 1	Visit with parent and child 3
May 14, 2008	8:45-9:30	Researcher 3	Home visitor visit
May 14, 2008	10:30- 12:00	Researcher 3	Parent Workshop on Bullying
May 15, 2008	4:00-5:00	Researcher 3	Visit with parent and child 9
May 20, 2008	7:00-7:30	Researcher 1	Visit with parent and child 3
May 22, 2008	4:25-5:00	Researcher 4	Visit with parent and child 8
May 29, 2008	5:00-5:45	Researcher 2	Visit with parent and child 7
May 30, 2008	5:15-5:45	Researcher 2	Visit with parent and child 5

Date:	Time:	Researcher:	Function:
June 05, 2008	11:30-12:30	Researcher 3	Visit with parent and child 4
June 08, 2008	2:00-3:30	Researcher 4	Graduation Ceremony
June 10, 2008	11:00-12:00	Researcher 3	Home visitor visit
June 10, 2008	2:00-3:00	Researcher 3	Visit with parent and child 9
June 11, 2008	9:00 – 4:00	Researcher 3	Focus Group, interview
June 11, 2008	9:00 – 4:00	Researcher 2	Focus Group, interview
June 16, 2008	1:30-4:00	Researcher 3	Interview with home visitors
June 25, 2008	9:00 – 4:00	Researcher 2	Research group meeting
June 25, 2008	9:00 – 4:00	Researcher 1	Research group meeting
June 27, 2008	10:00-12:30	Researcher 2	Interview with Coordinator
June 27, 2008	10:00-12:30	Researcher 3	Interview with Coordinator
Dec 10 , 2008	9:00 – noon	Researcher 2	Interview Director of Lit. Ctr.
Dec 10 , 2008	9:00 – noon	Researcher 3	Interview Director of Lit. Ctr.
Dec 10 , 2008	1:00 – 5:00	Researcher 2 & 3	Research meeting

Appendix 3
Ethics/Consent Documents



Faculty of Education
McGill University
3700 McTavish
Montreal, QC
H3A1Y2

February 12, 2007.

HIPPY Efficacy Study

Purpose: To study what happens to 3-year old children and their parents when involved in the HIPPY Program 2007-2009.

Rationale: HIPPY programs are being carried out in more than a dozen countries throughout the world. HIPPY was first started by educator Aviva Lombard in 1969. There have been interesting studies about the benefits of HIPPY for children and their parents since then. More information is needed on why and how this is so. The Montreal HIPPY Program will add to the research because it will study all aspects of the program over time.

Method: The HIPPY Study will focus on how the home visitors get prepared for the parents, how the home visitors and the parents work together, what the parents can tell us about their child's learning behaviours, and how the children's vocabulary changes over time using the Peabody Test. This type of work is called qualitative research. To find the answers to our questions, at first, we would like to observe how the home visitors and parents work together, as well as some of the group meetings. As the work progresses, we would like to do group interviews with parents and home visitors so that everyone has a chance to give opinions about the work. Later in the study, we would like to ask willing parents to let us observe them working with their children. Before the study is over, home visitors and parents will have a chance to see and comment on our findings, to make sure we are "getting it right." Everyone will also have the opportunity to see the final report.

Ethics: The study will conform to the ethical guidelines provided by the Tri-Council Policy on conduct for research with humans. All participants will receive written information about the study and a consent form to be returned to the researchers. All the data and information will be kept confidential and in a secure place. All information will be anonymous. Substitute names will be used, and the report will be written so no individual can be identified. Participants will be able to withdraw from the study at any time.

Lynn Butler-Kisber
2007



1

FACULTY OF EDUCATION – RESEARCH ETHICS BOARD
APPLICATION FOR ETHICS APPROVAL FOR HUMAN SUBJECT RESEARCH
 (please refer to the Application Guidelines at www.mcgill.ca/rgo/ethics/human before completing this form)

Project Title: Home Intervention Program for Parents of Preschool Youngsters (HIPPY) Program: An efficacy study

Type of Review: Expedited Review Full Review

Principal Investigator: Lynn Butler-Kisber **Dept:** Integrated Studies in Education

Phone #: 514-398-5149 **Fax #:** 514-398-7436 **Email:** lynn.butlerkisber@mcgill.ca

Mailing Address (if different than Dept.): _____

Status: Faculty Postdoctoral Fellow Other (specify) _____
 Ph.D. Student Master's Student Undergraduate

Type of Research: Faculty Research PhD Thesis
 MA Thesis Independent Study Project
 Other (specify) _____ Master's Project
 Course Assignment (specify course name and #) _____

Faculty Supervisor (for student PIs): _____ **Email:** _____

Co- Investigator(s) (list name/status/affiliation): Sylvia Sklar, Assistant Professor, DISE, McGill

Office Use Only REB #: _____ Approval Period: _____ to _____

List all funding sources for this project and project titles (if different from the above). Indicate the Principal Investigator of the award if not yourself.

Awarded: Chagnon Foundation, Quebec

Pending: _____

Principal Investigator Statement: I will ensure that this project is conducted in accordance with the policies and procedures governing the ethical conduct of research involving human subjects at McGill University.

Principal Investigator Signature: Lynn Butler-Kisber **Date:** January 30, 2007.

Student's Faculty Supervisor Statement: I have read and approved this project and affirm that it has received the appropriate academic approval. I will ensure that the student investigator is aware of the applicable policies and procedures governing the ethical conduct of human subject research at McGill University and I agree to provide all necessary supervision to the student.

Faculty Supervisor Signature: _____ **Date:** _____

Checklist for Application for a Certificate of Ethical Acceptability

This checklist is designed to help you make sure your application materials for a Certificate of Ethical Acceptability include all of the required materials:

- Completed application form with the signature of the principal investigator, and for students, the faculty supervisor.
- Recruitment ads or letters of invitation
- Consent forms (for all participants or their guardians and for all research procedures) and assent forms or scripts (if research participants are children)
- Letters requesting access to a research site (e.g. a school)
- Research tools (questionnaires, interview guides, tests, etc.)

Please provide **3 copies** of the complete application materials for an expedited review, and **8 copies** for a full review.

1/31/07

conditions under which privacy or confidentiality cannot be guaranteed (e.g. focus groups), or, if confidentiality is not an issue in this research, explain why.

All participants will be fully informed of their rights to anonymity and confidentiality throughout the study. All participants will be informed of the right of withdrawal at any time during the study, and consent will be considered an ongoing negotiation throughout the study and the responsibility of the research team. Only the first names of all participants will be known to the researchers during the study, and pseudonyms will be used in reports of the study, and data will be aggregated when needed to further safeguard these rights. All data will be stored in a locked and secure place. Only members of the research team will have access to these data. Following the study the data will be shredded and destroyed. While focus groups will be used in the study, all members of the focus groups will be part of the HIPPY Program and will be familiar with each other as they will be working together. All participants will have the right of withdrawal from these groups as well, even if they have agreed to be a part of the rest of the study.

7. Informed Consent Process

Describe the oral and/or written procedures that will be followed to obtain informed consent from the subject. Attach all consent documents, including information sheets and scripts for oral consents. If written consent will not be obtained, justification must be provided.

As mentioned above, all participants will be informed fully of the study in one of the regular meetings that are part of the HIPPY program. As much time as necessary will be devoted to discussion about the project, and questions from the participants to ensure the participants are fully informed. At the end of this oral process, all participants will receive a letter from the research team that will reiterate the nature, duration, and process of the study. This overview will be part of their written consent form. The home visitors, who work with the parents in HIPPY, and are familiar with them and their contexts, have indicated their willingness to help the research team make every possible effort to ensure the parents have a complete understanding of the nature of the study. Naturally, all of this will be done before any research begins.

8. Other Concerns

a) Indicate if the subjects are a captive population (e.g. prisoners, residents in a center) or are in any kind of conflict of interest relationship with the researcher such as being students, clients, patients or family members. If so, explain how you will ensure that the subjects do not feel pressure to participate or perceive that they may be penalized for choosing not to participate.

The participants in this study are not a captive population, nor are there any apparent conflicts of interest re the research team.

b) Comment on any other potential ethical concerns that may arise during the course of the research.

I am not aware of any other potential ethical concerns that may arise during the course of this research.

1/31/07

McGill University
ETHICS REVIEW
RENEWAL REQUEST/FINAL REPORT

Continuing review of human subject research requires, at a minimum, the submission of an annual status report to the REB. This form must be completed to request renewal of ethics approval. If a renewal is not received before the expiry date, the project is considered no longer approved and no further research activity may be conducted. When a project has been completed, this form can also be used as a Final Report, which is required to properly close a file. To avoid expired approvals and, in the case of funded projects, the freezing of funds, this form should be returned 3-4 weeks before the current approval expires.

REB File #: 767-0207
Project Title: Home Intervention Program for Parents of Preschool Youngsters (HIPPY) Program An Efficacy Study
Principal Investigator: Lynn Butler-Kisber
Department/Phone/Email: Integrated Studies in Education / 514 9/lynn.butlerkisber@mcgill.ca
Faculty Supervisor (for student PI):

- 1. Were there any significant changes made to this research project that have any ethical implications? ___ Yes No
If yes, describe these changes and append any relevant documents that have been revised.
- 2. Are there any ethical concerns that arose during the course of this research? ___ Yes No. If yes, please describe.
- 3. Have any subjects experienced any adverse events in connection with this research project? ___ Yes No
If yes, please describe.
- 4. This is a request for renewal of ethics approval.
- 5. ___ This project is no longer active and ethics approval is no longer required.
- 6. List all current funding sources for this project and the corresponding project titles if not exactly the same as the project title above. Indicate the Principal Investigator of the award if not yourself.

Funding by the Chagnon Foundation

Principal Investigator Signature: Lynn Butler-Kisber Date: 7 January 2008
Faculty Supervisor Signature: _____ Date: _____
(for student PI)

For Administrative Use	REB: ___ REB-I ___ REB-II ___ REB-III
___ The closing report of this terminated project has been reviewed and accepted	
___ The continuing review for this project has been reviewed and approved	
___ Expedited Review	___ Full Review
Signature of REB Chair or designate: _____	Date: _____
Approval Period: _____ to _____	

****NOTE NEW MAILING ADDRESS****
Submit to Lynda McNeil, Research Ethics Officer, 1555 Peel Street, 11th floor, fax: 398-4644 tel:398-6831
(version 12/07)

HIPPY Program Efficacy Study: Consent for Parents and Children

I, the undersigned:

- understand the purpose of this study and understand about the risks, benefits and inconveniences that this research project entails;
- understand that I am free to withdraw from the study at any time without any penalty or prejudice;
- understand how confidentiality will be maintained during this research project;
- and understand the anticipated uses of the data, especially with respect to the communication of the results of the work.

I have carefully considered what is outlined above and understand my participation, and that of my child, in this agreement. I freely consent and voluntarily agree to participate, and to have my child participate in this study.

Name (please print): _____

Signature: _____ Date: _____

January 2007

HIPPY Program Efficacy Study: Consent for Parents and Children



Department of Integrated Studies in Education
Faculty of Education
3700 McTavish St.
Montreal, QC, H3A 1Y2.

January 31, 2007.

Dear Parents,

I am a professor in the Department of Integrated Studies in Education in the Faculty of Education at McGill University. I have been awarded a research grant by the Chagnon Foundation to study the Home Intervention of Parents of Preschool Youngsters Program (HIPPY) over the next 3 years. I am excited about doing this study, because I have been involved in early literacy and learning for many years.

The purpose of the study is to follow what happens when you, as the parents, and your 3-year-old children, are involved in the HIPPY Program. The study will explore:

- whether the program has an impact on the children;
- what role the home visitors play in the program;
- what function the materials and the ways in which they are taught play in the program;
- what role you as parents play in the program;
- and what other features of the program relate to how it works.

The study will begin in the next few weeks and will continue until March 2009. It will have 3 stages. In the first stage, during winter and spring 2007, we will ask the home visitors to complete questionnaires by having you answer questions. These will give us an idea about how your child behaves in his/her environment. These questionnaires will not be used to judge your child's ability. They will be used to give us an idea about where your child is starting from in the early stages of the HIPPY Program. The home visitors will also give the Peabody Picture Vocabulary Test to your child. This short and simple test will add to our understanding about each child's development. We will also ask the home visitors to share with us the weekly information sheets that they complete for the Program. During this stage we will observe what the home visitors do when they prepare to work with you, and occasionally we will ask to go to your home to see how you do HIPPY work with your child. Also, we would like to see what happens at the bi-monthly meetings for parents. During this part of the study, we will ask you to participate in audio-taped, focus group interviews to give you a chance to ask us questions, and to tell us what you think about what we are finding so far. We feel it is important to get your point of view about what is happening in the HIPPY program.

In the second stage of the study, during fall 2007, and winter and spring 2008, we will ask a few parents to allow us to come into your homes and observe when you are teaching your child. During these visits, we would like to talk to you for a short time after the session. This will give us a deeper understanding of how HIPPY works. We will again have

January 2007

HIPPY Program Efficacy Study: Consent for Parents and Children

audio-taped, focus group interviews, to answer your questions, and to help us to understand what we are seeing.

In the final stage of the study, during fall 2008 and winter 2009, we will again ask the home visitors give the questionnaires and the Peabody Picture Vocabulary Test. We will conduct more audio-taped, focus group interviews to make sure that you have a say in our work. Occasionally, we may ask to re-visit your home to watch the home visitors working with you and/or see you working with your child. These visits will help to clarify and deepen the understandings that we are finding in the study.

We assure you that all information gathered during the study will be kept in a secure place. Only members of the research team will see it. The identities of all participants will be confidential. Individual names will be changed to protect confidentiality, and when necessary we will group the results to make sure no individual can be identified. Before the final report becomes public, we will share our results with you to get your comments and to make sure you are comfortable with what is presented.

Participation in this study is strictly voluntary. All participants will have the right to withdraw from the study at any time without prejudice or penalty of any kind.

I hope you will agree to participate in this work. Since most of the study will take place during the everyday work of the HIPPY Program, that there should be little inconvenience to the participants. We hope the results of the study will contribute to the HIPPY Program in Montreal, and in other areas of the world. This study will give us the chance to hear your voices, and to allow you to help shape HIPPY for the future.

I would be very happy to answer any questions you may have now, or at any time during the study.

Sincerely,

Lynn Butler-Kisber, Ed.D.
Associate Professor

Consent to Participate in the HIPPY Program Efficacy Study

January 2007

HIPPY Program Efficacy Study: Consent for Parents and Children



Département d'études intégrées en sciences de l'éducation
Faculté des sciences de l'éducation
3700, rue McTavish
Montréal (QC) H3A 1Y2

Le 15 mars 2007

Chers parents,

Je suis un professeur au Département d'études intégrées en sciences de l'éducation à la Faculté des sciences de l'éducation à l'Université de McGill. La Fondation Lucie et André Chagnon, m'a accordé une bourse de recherche pour effectuer une étude, d'une durée de trois ans, du Programme d'éducation à domicile pour les parents d'enfants d'âge préscolaire (HIPPY); en anglais: *Home Intervention of Parents of Preschool Youngsters Program*.

Je suis remplie d'enthousiasme d'entreprendre cette étude car, au cours d'un nombre d'années, je me suis impliquée personnellement dans les secteurs de l'alphabétisation préscolaire et de la formation.

L'objectif de l'étude est de faire le suivi de votre participation au programme HIPPY; lorsque vous en prenez part, en tant que parents, avec vos enfants de 3 ans: L'étude effectuera une recherche sur les points suivants:

- Le programme, a-t-il un impact sur les enfants?
- Quel est le rôle des enseignants à domicile au sein du programme?
- Quelle est la fonction des outils conformément à la méthode de l'enseignement délivré?
- Quel est votre rôle, en tant que parents, au sein du programme?
- Y-a-t-il d'autres caractéristiques du programme relatives à son fonctionnement?

L'étude débutera dans quelques semaines et continuera jusqu'au mois de mars 2009. Elle comportera 3 étapes.

Lors de la première étape, au cours de l'hiver et du printemps 2007, nous demanderons aux enseignants à domicile de remplir des questionnaires avec des réponses fournies par vous. A leur tour, ces réponses nous donneront une idée du comportement de votre enfant dans son environnement. Soyez assurés que les habilités de votre enfant ne seront pas jugées d'après le résultat des questionnaires. Cependant, les questionnaires nous seront utiles pour avoir une idée de la ligne de départ de votre enfant, lors de sa participation, aux premières étapes, au programme HIPPY.

HIPPY Program Efficacy Study: Consent for Parents and Children

L'enseignant à domicile fera passer à votre enfant le test *Peabody Picture Vocabulary*. Ce test, court et facile, nous aidera à mieux comprendre le développement de chaque enfant. De plus, l'enseignant à domicile sera appelé à partager, avec nous, les feuilles d'information hebdomadaires, qu'il est tenu de remplir pour le Programme.

Au cours de cette étape, nous observerons l'enseignant à domicile lorsqu'il se prépare pour travailler avec vous. Et à l'occasion, nous lui demanderons de l'accompagner, lors de sa visite chez-vous, pour observer votre façon de procéder avec votre enfant, au cours du travail HIPPY.

De plus, nous aimerons assister aux réunions bi-mensuelles avec les parents, pour voir ce qui se passe. Lors de cette étape de l'étude, nous vous demanderons de participer aux entrevues enregistrées des groupes d'étude, ce qui vous permettra de nous poser des questions ainsi que de nous donner votre avis à propos de nos conclusions à date. Nous estimons qu'il est important que vous fassiez connaître votre point de vue sur le fonctionnement du programme HIPPY.

Dans la deuxième étape de l'étude, au cours de l'automne 2007 et de l'hiver et du printemps 2008, nous demanderons, à quelques parents, la permission d'aller chez-vous et d'observer pendant que vous serez en train de délivrer l'enseignement à votre enfant.

À la fin de la visite, nous aimerions avoir la chance de discuter un peu avec vous. Ceci nous permettra de mieux comprendre le fonctionnement d'HIPPY. Et, encore une fois, nous convoquerons des entrevues enregistrées des groupes d'étude pour répondre à vos questions et pour nous aider à comprendre ce nous témoignons.

Lors de la dernière étape de l'étude, au cours de l'automne 2008 et de l'hiver 2009, de nouveau, nous demanderons aux enseignants à domicile de faire remplir le questionnaire et de faire passer, à votre enfant, le test *Peabody Picture Vocabulary*.

Encore une fois, nous convoquerons des entrevues enregistrées des groupes d'étude pour vous assurer que votre avis compte pour nous. Occasionnellement, nous pourrions vous demander votre accord pour retourner chez-vous pour observer l'enseignant à domicile.

Restez assures que toute l'information cueillie au cours de l'étude sera gardée dans un endroit sécuritaire. Seulement les membres de l'équipe de recherche pourront avoir accès. L'identité de tous les participants demeurera confidentielle. Les noms des individus seront changés afin de protéger leur confidentialité, et dès qu'il sera nécessaire, nous regrouperons les résultats pour assurer qu'aucun individu ne pourra être identifié.

Avant de procéder à la publication de notre rapport final, nous partagerons nos résultats avec vous, afin de recevoir vos commentaires et d'assurer que vous êtes à l'aise avec ce qui fut présenté.

HIPPY Program Efficacy Study: Consent for Parents and Children

La participation à cette étude est strictement bénévole. Tous les participants auront le droit de se désister de l'étude, en tout moment, sans subir préjudice ou pénalité quelconque.

J'espère que vous serez d'accord à prendre part à ce travail. D'ailleurs, afin d'éviter des inconvénients aux participants, la grande partie de l'étude aura lieu durant les heures de participation au programme HIPPY.

Nous espérons que les résultats de l'étude apporteront une contribution au programme HIPPY de Montréal, ainsi qu'à ceux répandus dans le monde. Avec cette étude, nous aurons la chance de vous entendre, et vous aurez la possibilité de contribuer à l'avenir d'HIPPY.

Il me fera un grand plaisir de répondre à toute question, à présent, ou au courant de l'étude.

Bien à vous,

Lynn Butler-Kisber, Ed. D
Professeur agrégé

HIPPY Program Efficacy Study: Consent for Parents and Children

Consentement à la participation au Programme HIPPY d'étude sur l'efficacité

Je le (la) soussigné (e) :

- comprends l'utilité de cette étude et suis au courant des risques, des bénéfices et des inconvénients imposés par ce projet de recherche;
- comprends que je suis libre de me désister de participer à l'étude, à tout moment, sans subir préjudice ou pénalité quelconque;
- suis au courant des moyens utilisés pour conserver la confidentialité au cours du projet de recherche;
- et finalement, suis au courant de l'utilisation anticipée des données, notamment en ce qui concerne la communication des résultats du travail.

J'ai réfléchi attentivement à ce qui précède et je suis au courant de ce qui signifie ma participation à cette entente, ainsi que celle de mon enfant. Je consens de plein gré à la participation à cette étude, ainsi que celle de mon enfant.

Nom (en lettres carrés s.v.p.): _____

Signature: _____ Date: _____

Appendix 4
Sample HIPPY Program Materials



HIPPYUSA

SKILL BOXES

AGE 4 - WEEK 15

Parents: Please read the skill box below that belongs with each activity before beginning the activity. The skill box explains what your child is learning when doing each activity.

DOWN THE PATH (3)

WEEK: 15 DAY: 1

When you and your child talk about what happened in the story, this helps to develop your child's *story comprehension* and *memory*. When you talk about the different sizes of the objects that Rita could put in her pockets, this explores *size relationships* which is a *math readiness concept*. Cutting out pictures and pasting them develops *eye-hand coordination* and *fine motor control*.

MY ALPHABET BOOK (15)

WEEK: 15 DAY: 1

The letter **Oo** is introduced by using an octopus. After tracing the letters (*writing readiness*) and listening to the rhyme (*phonological awareness*), your child will try to find the **O's** in the rhyme (*letter recognition, visual discrimination*). Lastly, your child will *trace* the capital and lower case **O's** and identify the letter.

UP-DOWN (7)

WEEK: 15 DAY: 2

In this activity, your child will tell stories which will help to develop *vocabulary* and *language*, while practicing the *concepts up and down*.

THE DIFFERENT PICTURE (1)

WEEK: 15 DAY: 2

Controlling a pencil when marking pictures helps to develop your child's *fine motor control*. When your child explains how the pictures are different he shows an understanding of the *concept* and also develops *language skills*.

DOWN THE PATH (4)

WEEK: 15 DAY: 3

Playing "Follow the Leader" games with your child fosters *socialization*. Walking along the "string path" helps to develop *gross motor control*. When your child can identify the pictures he is increasing his *vocabulary*.

Continued on reverse page



HIPPYUSA

DOWN THE PATH (3)

AGE 4 — WEEK: 15

DAY: 1



ACTIVITY SHEET: 1

1. (Show the child page 7 in *Down The Path*. Read pages 6 to 15.)

RITA SAW MANY THINGS ON HER PATH.

WHAT DID SHE SEE?

– a flower, a tree, a puddle, a squirrel



2. **SHE SAW THINGS ALL AROUND HER. SOME OF THE THINGS SHE SAW WERE SMALL ENOUGH TO PUT IN HER POCKET; OTHERS WERE TOO BIG.**

WHAT THINGS DO YOU THINK SHE COULD PUT IN HER POCKET?

– a flower, grass, pebbles, etc.

WHAT WAS TOO LARGE TO PUT IN HER POCKET?

– a tree, the rock, the swings, etc.

3. (Hand the child Activity Sheet 2.)

LET'S CUT OUT THE PICTURES AT THE BOTTOM OF THE PAGE.

(If necessary, help your child cut out the pictures. When the pictures are cut out, point to the illustration of the path and say:)

HERE IS A PATH LIKE THE ONE RITA WALKED ON. SPREAD THE PICTURES ALONG THE PATH.

4. (When your child has finished this, point to each picture and ask:)

WHAT IS THIS?

5. (When all the pictures have been identified, say:)

POINT TO THE THINGS THAT WOULD BE SMALL ENOUGH TO PUT IN YOUR POCKET. PASTE THEM ON THE PATH.

NOW POINT TO THE THINGS THAT WOULD BE TOO LARGE TO PUT IN YOUR POCKET. PASTE THEM ON THE PATH.



HIPPYUSA

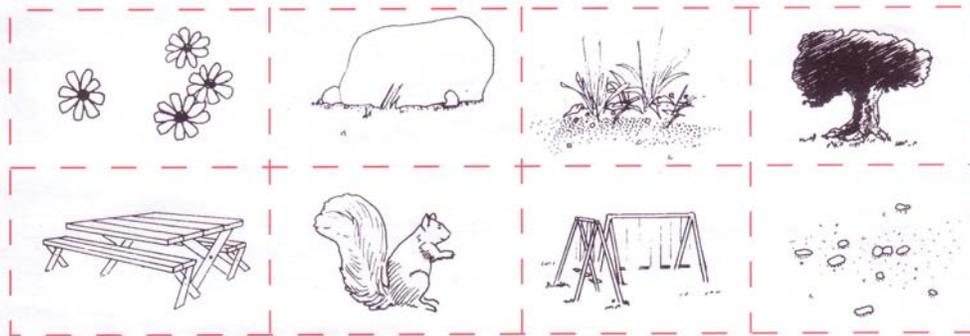
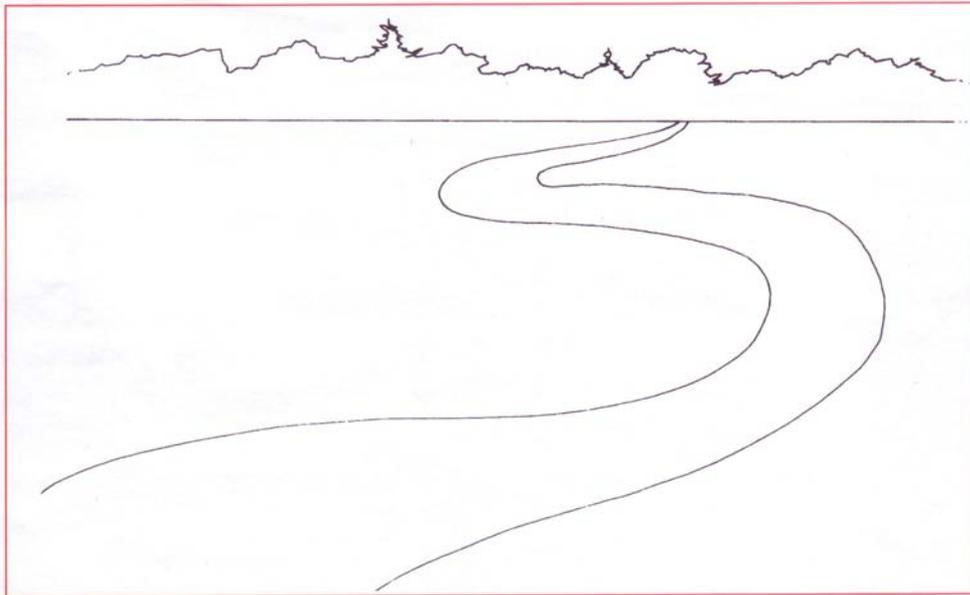
DOWN THE PATH (3)

AGE 4 — WEEK: 15

DAY: 1



ACTIVITY SHEET: 2



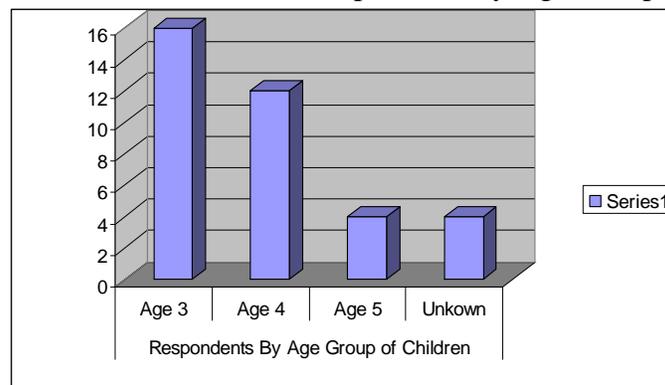
Appendix 5
Summary of Parent Evaluations 2007-2008

A Snapshot of What the Parents thought of HIPPY in 2007-2008.(Sylvia)

HIPPY Montreal, Year 2007/2008 in Review: An evaluation by the parents

Although this efficacy study is focused on a small sample of 36 HIPPY families, this set of data provides a snapshot of the overall experience and perception of families in the HIPPY Montreal Program. The Program Coordinator, wanted to find out how the parents of children ages 3, 4 and 5 in the HIPPY Montreal during the academic year 2007-2008 felt about their participation in the program. Thirty six questionnaires were completed by mothers of children in the Hippy Program. These were administered by the home visitors in the language of Hippy instruction during regular home visits.

Distribution of Parent Respondents by Age Groups



The bilingual questionnaire opens with a personal greeting from V that acknowledges the important role of the parents. The message also explains that the purpose of the questionnaire is to help “improve daily operations” for the future.

The questionnaire is based on the following three themes:

- A. The Program,
- B. Impact of HIPPY on the Parent.
- C. Group Meetings

A. The Program

In the first question, parents are asked to tick off those features (from a list 7 features) of the HIPPY program that they liked the most. Most respondents selected more than one feature as a favourite. The following chart shows the percentage of respondents who chose each of the items in the table as their favourite feature of the HIPPY Program.

What did you like most about HIPPY?

	N
1. The general structure of the program	14
2. The curriculum (the pedagogical part)	18

3. The relationship with your Home Visitor	19
4. The workshops	4
5. The parties	8
6. The role play in your home	14
7. The daily activities with your child	29

These responses are in line with the perceptions of the Home Visitors. They too, identified the daily activities that parents must do with the child as one of the most important aspects of the HIPPY program (See *Focus Group with the Home Visitors*, June 11, 2008). Parents frequently commented to the Home Visitors how the HIPPY program has helped them to spend enjoyable time with their children. The Home Visitors also reported that for many stay-at-home Moms, the relationship with the Home Visitor was often the only source of adult contact outside of the immediate family.

Other themes about the program emerging from the parent responses are:

- Children most enjoyed coloring, cutting and reading the story books.
- Books that the children didn't like include: *Jump, Frog, Jump*; *The Sounds I Hear*; *Is your Mama a Llama?*; *Les cochons dans la ferme*; *Sometimes Big, Sometimes Small*;
- Almost all, 34 out of 36 respondents noticed changes in themselves, the child or the family since the beginning of the program.
- Some of the mothers reported that their own ability to read and write in the language of instruction has improved because of HIPPY
- The routine of working with the child is good preparation for school
- The HIPPY routine provides a structure for spending good time with the child.
- Improved literacy and math skills along with fine motor development

B. The Parents

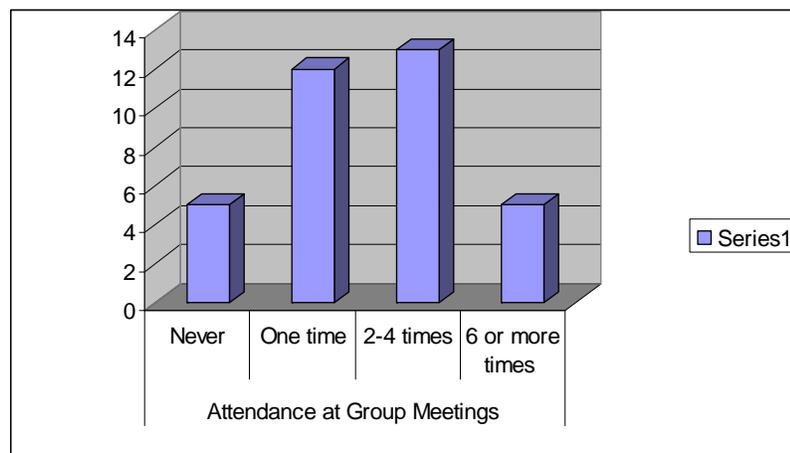
- The parents did not find it difficult to arrange a schedule with the Home Visitor. Only one working Mom reported a difficulty with arranging a good time for the home visits.
- Four clear themes emerged in response to the question – what helped you stay on track with the program?
 - Seeing evidence that program is helping the child's development
 - Improved relationship between parent and child
 - Enjoyment of spending time with the child
 - Support of the Home Visitor
- More than half the parents (20 out of 35 respondents for this question) did not think that it was a problem that the Home Visitor did not speak the family's first language. Of the 15 respondents who would have preferred a Home Visitor who spoke their first language, 9 were Tamil, one Farsi, 1 Arabic and 2 French.
- Parents reported that the HIPPY program helped them as well as their children in the following ways:
 - Improved the parent's English or French
 - Created bonds with other HIPPY mothers
 - Improved parenting skills

- Provided a structure for spending quality time with the child
 - Showed how to prepare the child for school
- When asked what parents would like to see changed in the program, the response was clearly - *don't change anything*.
 - Other responses are tabulated below shows how the HIPPY Program helps the parents to reach out into the community.

	Yes	NO
	%	%
Did you take advantage of the time with your Home Visitor to talk about topics that may concern you?	98	5
If you answered yes, were you satisfied with the exchange?	100	0
Do you feel more comfortable about communicating with the school?	86	14
Do you have a better knowledge of community resources in your area?	72	22
Do you think that your level of English/French has improved?	83	8
Did you participate in a language course in 2007 or are you currently participating in one?	25	77
At the beginning of the program were you working or studying?	33	69
Are you now working or studying?	33	72

D. Group Meetings

While the parents value the bi-weekly group meetings for the chance to meet and network with other mothers and to gather important information about community resources and the Quebec school system they do not attend regularly.



- The main reasons for missing the meetings:
 - Difficult in following without translation into mother tongue
 - Bad winter weather
 - Saturday mornings are not good for some parents.

- In spite of the challenges parents expressed interest in possible group events such as Yoga classes, family outings, self-esteem workshops.

Appendix 6
Peabody Test Results

The Peabody Picture Vocabulary Test -III

“The Peabody Picture Vocabulary Test-III (PPVT-III) is a test of listening comprehension for the spoken word in standard English. It is designed as a measure of an examinee’s receptive (hearing) vocabulary. In this sense, it is an achievement test of the level of a person’s vocabulary acquisition.”¹ The PPVT-III was selected as the measurement tool for use study due to the facility of administration as well as its reliability for the young ages of the children in this study.

Standardization:

The PPVT was standardized nationally on a stratified sample of 2725 persons, 2000 children and adolescents and 725 persons over age 19.

Reliability:

Alternate-forms reliability coefficients computed from standard scores range from .88 to .96 with a median value of .94, and the coefficients computed from raw scores range from .89 to .99 with a median value of .95. Split-half reliability coefficients (a measure of internal consistency) were computed. The results from Form IIIA and IIIB were nearly parallel, ranging from .86 to .97 with a median reliability of .94 for both forms. Test-retest reliability coefficients were calculated and were in the .90s.

Standard Error of Measurement:

The standard error of measurement is 4 standard score units.

General Notations about PPVT

- The PPVT has 2 forms – Form A and Form B. Form A was administered at the first evaluation and Form B at the second evaluation.
- Instructions were frequently given in both the language of the test and in the child’s mother tongue. This was to ensure that the child understood the instructions.
- One of the limitations of PPVT-III for its current use is that the standardization sample did not include those who were not proficient in English.

General Result Interpretation

The HIPPY program helps parents empower themselves as their child’s first teacher. Talking, listening and playing with one’s child helps to build the skills which he/she needs to succeed in school and in life. When parents provide good language models it is very helpful to the child’s development of language. As these elements are all an integral part of the HIPPY program we may infer that the gains made on the PPVT are attributable to participation in the program.

¹Examiner’s Manual for the Peabody Picture Vocabulary Test 3rd edition by Lloyd M. Dunn and Leota M. Dunn. Published by American Guidance Service, Circle Pines, Minnesota. 55014-1796.

Comparison of Peabody Vocabulary Test Results – Year 1 and Year 2

Comparison of Peabody Vocabulary Test Results - Year 1 and Year 2												
	Age 1st test	Score	% Rank	Curve eqiv	Stanine	Age equiv	Age 2nd test	Score	% Rank	Curve eqiv	Stanine	Age equiv
C1												
C2	3 yr 2mo	65	1.0	1	1	<1-09	4 yr 2mo	98	45	47	5	4-1
C3	3 yr 5 mo	56	0.2	<1	1	<1-09	4 yr 5 mo	64	1	<1	1	<1-09
C4	3 yr 11 mo	57	0.2	<1	1	<1-09	5 yr 0 mo	67	1	4	1	2-01
C5	3 yr 6 mo	70	2.0	N/A*	N/A*	2-0	4 yr 6 mo	100	50	N/A*	N/A*	4-5
C6	3 yr 11 mo	46	<0.1	<1	1	<1-09	5 yr 0 mo	49	<0.1	<1	1	<1-09
C7	4 yr 1 mo	55	0.1	<1	1	<1-09	5 yr 1 mo	94	34	42	4	4-6

*Note

The statistics available for the English form and the French form, *Echelle de vocabulaire en images Peabody - R* are not equivalent. The English version utilized was the newest edition and it has not yet been translated into French. Thus Normal Curve Equivalents and Stanines appear only in the English deviation-type norms.

References

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Leota M. Dunn. Edition de PSYCAN, 12-120 W. Beaver Creek Rd.,
Richmond Hill, ON, L4B 1L2

Appendix 7
Sample Interview Protocols

Questions for HIPPY Focus Group Interview

Monday, June 11, 2007

HIPPY Premises, 6870 Terrebonne

1:30-3:30

1. What made you decide to work at HIPPY and when?
2. How did the parents of the current 3 year olds hear about the program?
3. What do you think are the strengths of the HIPPY program for the children, parents, and yourself?
4. What are some of the challenges you face in implementing HIPPY? What are they for the parents? What are they for the children?
5. How do you feel the home visitor meetings prepare you for the home visits? Are there any changes you might suggest?
6. How do the parent group meetings function for the parents? The children?
7. What has surprised you the most in working as a home visitor?
8. If you were to change anything in the Montreal HIPPY program, what would it be?
9. Do you have any questions for us?

Questions for HIPPY researchers to ask HIPPY parents informally over the course of the next visits.

1. How did you hear about HIPPY?
2. What made you join HIPPY?
3. How long have you been with HIPPY?
4. Who was your home visitor last year?
5. What languages do you speak at home?
6. How do you think HIPPY has affected your child?
7. Name one or more ways specifically that HIPPY has helped your child?
8. Has HIPPY helped you in any way?
9. When do you find the best time of day is to work with your child on HIPPY?
10. What types of HIPPY exercises does your child like the most, and why?
11. What is the average time per day that you work on HIPPY with your child?
12. Would you recommend the HIPPY program to a neighbour? Explain why.