HIPPY LOGIC MODEL

Activities

HOME VISITS

- Home Visitor:
- helps parent set goals for self and child
- models behavior for parent
- provides social-emotional support and encouragement to parent
- builds rapport with parent

At least 30 weekly or biweekly visits are conducted during a program year, in which H.V.:

- Reviews previous weeks activity packet
- Gives parent new weekly activity packet
- Role-plays weekly curriculum packets with parent
- Gives parent other educational materials and resources
- Gives parent extension activities
- Sets performance expectations for parent
- Provides parent with information about child learning and development

PARENT TEACHING

Parent completes HIPPY activity packets and supplemental extension activities with child according to instructions.

PARENT TEACHING

GROUP MEETING

Program holds group meetings, during which:

- Parents role play
- Parents are presented with additional parenting information.
- Parents receive additional educational materials, information, and resources
- Parents learn about school culture and organization

Stage 1 Outcomes

- Parent learns education and school terminology
- Parent learns about child development and age appropriate expectations for child
- Parent learns HIPPY's guiding principles and HIPPY teaching skills
- Parent learns how to use and care for educational materials
- Parent learns how to initiate, monitor, and direct child's pre-academic educational activities
- Parent improves scheduling and time management skills
- Parent spends more time in quality interaction with child
- Parent has increased opportunities to learn about:
  - HIPPY's guiding principles and teaching skills
  - Parenting skills
  - Child development
  - Community resources
  - School involvement
- Parent has increased opportunities for:
  - Learning in a group setting
  - Social interaction

Stage 2 Outcomes

- Parent increases communication skills for discussing child's educational activities
- Parent increases frequency of engaging in educational activities with child in home and community
- Parent uses HIPPY teaching skills during other activities
- Parent establishes habit of working with child on educational activities
- Child's pre-academic skills improve
- Parent child relationship improves
- Parent increases connection with community and local school
- Parent displays increased comfort and interest in participating in school-related activities

Parent and child complete at least years 4 & 5 of the HIPPY curriculum, during which:

- Parent becomes active in guiding child's educational experiences in the home
- Parent expands child's preacademic environment
- The home literacy environment improves
- Parent involvement increases and family relationships improve

- Child acquires skills and values that display a predisposition to learning
- Child acquires] pre-academic skills and knowledge in 7 key domains.
- Child starts school ready to learn

Parent assumes an active role as child enters the formal academic environment by

- Advocating for child's education
- Communicating with child's school
- Attending school events
- Volunteering in the school

Stage 3 Outcomes

Children achieve long-term academic success.

Parent involvement in schools is increased.

Family involvement in local community activities is increased.

Families have strong parent-child relationships.

HIPPYUSA®
Home Instruction for Parents of Preschool Youngsters

For more information please contact HIPPY USA at (501) 537-7726