

## APPENDIX A : SUMMARY OF STAGED STUDIES OF HIPPY IN AUSTRALIA BY VICTORIA UNIVERSITY (VU)

| TITLE OF STUDY   | RESEARCHERS, SUPERVISOR/S & RESEARCH FUNDING  | TIMING  | SERVICE DELIVERY AGENCY  | AIM/S OF RESEARCH   | MAIN FINDINGS   | MAIN IMPLICATIONS  |
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| Evaluation of a home-based early childhood educational intervention: Process, cross cultural and family relationship dimensions<br><br>(D Psych study and thesis submitted 2002) | Jacqueline Grady<br><br>Supervisors:<br>Suzanne Dean,<br>Cynthia Leung<br><br>Funding by VU   | HIPPY cohort studied: 1998-2002                         | Brotherhood of St Laurence (BSL)   | *Qualitative process evaluation of introduction of HIPPY to Australia (in inner Melbourne immigrant communities), to discover feasibility of delivery in Australia<br><br>*Ongoing feedback to agency as findings emerged<br><br><i>N=20 families overall</i>             | *Effective implementation of standard HIPPY model is possible Australian conditions, in culturally diverse settings<br><br>*Strong benefits observed by participants for children, parents and Home Tutors<br><br>*Child-parent attachment enhanced<br><br>*Suggestions for adjustments to improve program delivery | *Program continued to be offered by BSL<br><br>*Suggested changes introduced, especially re Australianisation of content and production of Australian storybooks by HIPPY Australia  |
| Validation of the Readiness Inventory using an Australian sample<br><br>(Psychology Fourth Year study and thesis submitted 1999)   | Rima Moussa<br><br>Supervisors:<br>Suzanne Dean<br>Cynthia Leung<br><br>Funding by VU   | 1999  | Data collected in schools in disadvantaged communities in northern Melbourne | Validation with Australian sample of Gumpel Readiness Inventory (re learning readiness), developed in Israel with HIPPY children aged 6<br><br><i>N=115 children overall</i>  | Gumpel Readiness Inventory found to discriminate, in Grade 1 6-year-olds, those with higher vs lower levels of cognitive development  | Gumpel Readiness Inventory to be used to measure learning readiness outcome with HIPPY six-year-olds in this Research Program in Australia   |
| Enhancing learning in early childhood within the family: Evaluation of practice and theory in a multi-cultural context<br><br>(PhD study and thesis submitted 2002)              | Tim Gilley<br><br>Supervisors:<br>Suzanne Dean<br>Cynthia Leung<br>Janet Taylor<br><br>Funding by Australian Research Council, VU & BSL | HIPPY Cohort studied 1999-2000<br><br>Follow up in 2001 | Brotherhood of St Laurence (BSL)   | * Process and qualitative and quantitative outcome evaluation of second BSL implementation in inner Melbourne immigrant communities – used matched non-HIPPY Comparison Group<br><br>* Ongoing feedback to agency as findings emerged<br><br><i>N=33 families overall</i> | *Implementation of standard model again found effective, despite staffing problems in first year<br><br>*Several learning readiness benefits statistically significant<br><br>*In interview, parents noted large learning benefits for children<br><br>*Parent and Home Tutor benefits also found                   | *Statistical and qualitative evidence of effectiveness of program for multicultural immigrant community in Australia – learning readiness gains for children*<br><br>*Qualitative evidence of benefits for parents and Home Tutors<br><br>*Program continued to be offered by BSL<br><br>*Suggested changes introduced, again especially re Australianisation of content & attention to group meeting attendance |

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| <p>Responses to an early educational intervention with disadvantaged families: An exploratory study. (D Psych study and thesis)</p>                                   | <p>Celia Godfrey<br/>Supervisors:<br/>Suzanne Dean<br/>Cynthia Leung<br/><br/>Funding by VU &amp; GCFS</p>  | <p>HIPPY<br/>Cohort studied<br/>2000-2001<br/>Follow up in 2002</p> | <p>Glastonbury<br/>Child and Family Services (GCFS)</p> | <p>*Qualitative process and outcome evaluation of second GCFS implementation in regional Victorian anglo-celtic communities – comparison with age norms used for outcome<br/>*Ongoing feedback to management as findings emerged<br/><br/><i>N=23 families overall</i></p>                         | <p>*Despite enormous staffing challenges in Year 1, implementation in anglo-celtic regional Australia possible – Home Tutor organisational potential demonstrated to be very great<br/>*Some learning readiness benefits statistically significant – mostly children kept pace with age peers<br/>* Highly significant socio-emotional developmental benefits for children found<br/>*Parents noted large learning benefits for children<br/>*Parent and Home Tutor benefits also found<br/>*HIPPY outcomes for developmentally delayed children as successful as for others</p> | <p>*Statistical and qualitative evidence of effectiveness of program for anglo-celtic Australians - some learning readiness gains for children, very large socio-emotional developmental benefits for children,<br/>* Developmentally delayed children had similar pattern of gains<br/>* Qualitative evidence of benefits for parents and Home Tutors<br/>*Program continued to be offered by GCFS<br/>*Suggested changes introduced, again especially re Australianisation of content &amp; attention to group meeting attendance</p> |
| <p>Challenging disadvantage: The social outcomes of an early educational intervention within the family (PhD study- thesis submitted 2007, now under examination)</p> | <p>Jennifer Green<br/>Supervisors:<br/>Suzanne Dean<br/>Victor Coull<br/>Judy Wookey<br/><br/>Funding by Australian Research Council, VU &amp; GCFS</p> | <p>HIPPY<br/>Cohort studied<br/>2001-2002<br/>Follow up in 2003</p> | <p>Glastonbury<br/>Child and Family Services (GCFS)</p> | <p>*Qualitative process and qualitative and quantitative outcome evaluation of GCFS implementation in regional Victorian anglo-celtic communities –with use of non-HIPPY Comparison Group sample<br/>*Ongoing feedback to management as findings emerged<br/><br/><i>N=23 families overall</i></p> | <p>*Implementation of standard model again found to be fundamentally possible, with some issues for fielding of group meeting program<br/>*HIPPY children found to keep good pace in learning readiness areas with more advantaged age peers<br/>*Very significantly greater progress by HIPPY children than these peers in socio-emotional development<br/>*Child-parent attachment enhanced, especially in engagement and initiation phases of interaction<br/>*Parent and Home Tutor benefits also found</p>  | <p>*Statistical and qualitative evidence of effectiveness of program for anglo-celtic Australians - some learning readiness gains for children, very large socio-emotional developmental benefits for children,<br/>* Qualitative evidence of benefits for parents and Home Tutors<br/>*Program continued to be offered by GCFS<br/>*Suggested changes introduced, again especially re Australianisation of content &amp; attention to group meeting attendance</p>   |

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| Exploring the parents' experience and perception of the HIPPY program in Geelong (Psychology Fourth Year study and thesis)  | Kate McDonald<br>Supervisor:<br>Anthoula Kapsalakis<br>Funding by VU                   | HIPPY Cohort studied 2004                             | Glastonbury Child and Family Services (GCFS) | *Specific qualitative study of parent experience of HIPPY involvement<br>*Ongoing feedback to management as findings emerged<br><i>N=12 families overall</i>                                   | * Documentation of parent experience highlighted HIPPY enhancing learning readiness of child, improving parent-child and family relationships, & for those more socially isolated at the outset of HIPPY, enhancing parent confidence and self esteem and expanding parents' social networks   | *Qualitative evidence of HIPPY effectiveness in improving learning readiness for children, family relationships, and psychosocial competence for more isolated parents in this anglo-celtic community<br>* Underlined importance of social aspects of HIPPY for more vulnerable parents |
| The HIPPY program in Geelong: The child's perspective. (Psychology Fourth Year study and thesis)  | Lyndsey Nolan<br>Supervisor:<br>Anthoula Kapsalakis<br>Funding by VU                   | HIPPY Cohort studied 2005                             | Glastonbury Child and Family Services (GCFS) | *Specific qualitative study of child experience of HIPPY involvement<br><i>N=10 families overall</i>   | * Interview and drawing techniques trialled successfully with HIPPY children, to elicit expressions of their experience of HIPPY<br>* Children described HIPPY benefits in terms of enjoyment – gender effects suggested<br>* Parents described many benefits to children<br>* Children's enjoyment appeared linked to degree of parent participation in HIPPY | * Need indicated for further development of protocols for researching children's experience of HIPPY<br>* Important factors for future study of children's experience are gender and parental participation in HIPPY  |
| Exploring children's experiences of an early educational intervention: Development of an evaluation protocol. (Psychology Fourth Year study - thesis under examination) | Meagan Douch<br>Supervisor:<br>Anthoula Kapsalakis<br>Funding by VU                    | HIPPY Cohort studied 2006                             | Glastonbury Child and Family Services (GCFS) | *Development of protocol of assessment techniques for indepth exploration of child experience of HIPPY involvement<br><i>N=10 families overall</i>   | *A wide-ranging protocol including projective and self report techniques was found to be effective in assisting children to express their perceptions of HIPPY<br>* Children used the techniques to articulate benefits of HIPPY they experienced  | * Qualitative evidence of benefits to themselves reported by children participating in HIPPY<br>* Protocol now available for further research on factors influencing HIPPY's effectiveness for children themselves  |
| Follow-up of the outcomes of the third implementation of HIPPY in Geelong: A feasibility study. (Psychology Fourth Year study- thesis being prepared for examination)   | Pinar Yurdakul<br>Supervisors:<br>Suzanne Dean<br>Anthoula Kapsalakis<br>Funding by VU | HIPPY Cohort studied 2001 - 2002<br>Follow up in 2006 | Glastonbury Child and Family Services (GCFS) | *Investigation of feasibility of follow-up of outcomes of HIPPY after three years –with third GCFS HIPPY cohort in a regional Victorian anglo-celtic community<br><i>N=11 families overall</i> | *Follow-up of the Green cohort was possible to a degree, but the study highlighted importance of an updated register of HIPPY graduates<br>*HIPPY children found to have kept pace on cognitive development, but to have significantly enhanced socio-emotional development at Grade 3, compared to Grade 1  | * Statistical evidence of HIPPY children keeping pace with age peers in cognitive/academic development 3 years post program, but with highly significant further socio-emotional development<br>* Implications for follow up studies in Australia and elsewhere                         |