



ZEPPELIN

Early Childhood Intervention

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Introduction

ZEPPELIN is conducted in collaboration with the Zurich Board of Education, Office of Youth and Career Services AJB and is funded by the SNSF.

The study examines the effectiveness of early childhood intervention in a randomized controlled trial of Parents as Teachers (PAT) with families affected by at least two distinct psychosocial risk factors on the personal (e.g., mental illness), the family (e.g., single parents), the social (e.g., social isolation), or on the material level (e.g., confined living space).

Methods

The intervention group received monthly home visits and was offered monthly group connections during the first three years after birth of their children (IG, $n = 132$). The 116 families from the control group had access to regular community services, but were not supported by PAT.

During kindergarten and 1st grade, group connections ("Lernort Familie 5+") are offered to the IG and 99 newly recruited families (kindergarten intervention group, KIG).

Sample and timeline

2011–12: Births ($N = 264$ children)

- 52.6% girls, 78.3% German-as-second-language

2011–15: PAT intervention

2011–15: Data collection 0–3 years

- Attrition: 14.8%

2016/17: School enrolment of $n = 174 + 60$ (KIG)

2017/18: School enrolment of $n = 22 + 40$ (KIG)

2017–20: "Lernort Familie 5+" intervention

2016–22: Data collection 5–9 years

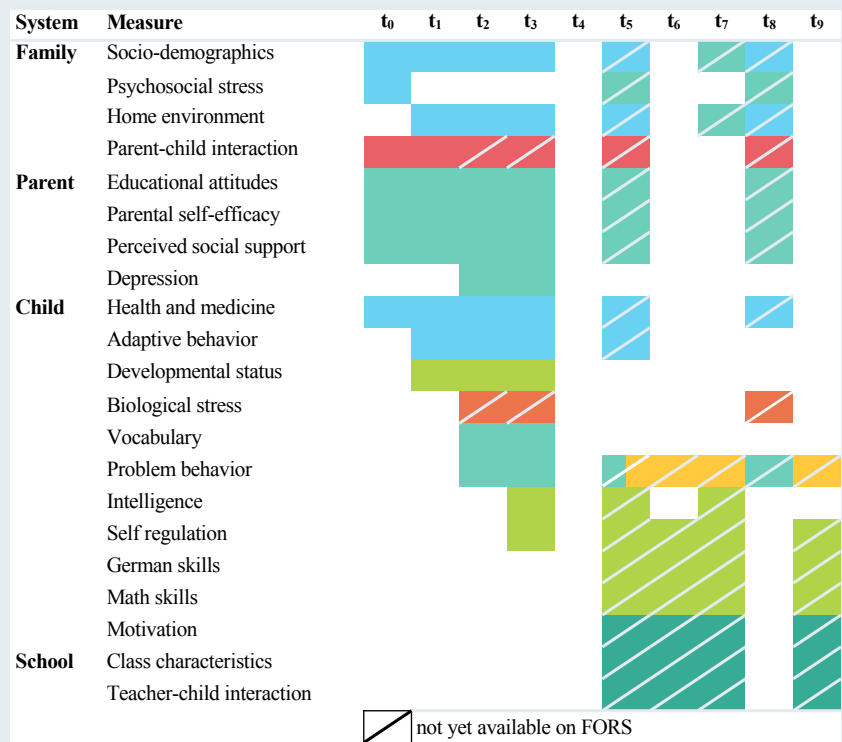
Measures

Baseline data (t_0) was collected at the children's age of 3 months.

The subsequent measurement points of ZEPPELIN 0–3 were set at the approximate birthdays of the children: t_1 at 12 months, t_2 at 24 months, t_3 at 36 months.

ZEPPELIN 5–9 were adjusted to the school grades: t_5 and t_6 in the 1st and 2nd year of kindergarten, t_7 at 1st grade, t_8 at 2nd grade, and t_9 at 3rd grade.

The assessments of t_0 – t_3 , t_5 and t_8 consist of home-visits with semi-structured interviews, parent questionnaires, and video recordings of parent-child interactions. Individual standardized tests are performed in collaboration with the children's hospital Zurich at t_1 – t_3 at family centers and in kindergarten at t_5 – t_6 ; group tests are performed at school at t_7 and t_9 with full classes. Stress markers are collected at t_2 – t_3 and t_8 , and teacher questionnaires are employed at t_5 – t_7 and t_9 .



Main results

At the age of three years, PAT improved children's adaptive behavior and language skills. Problem behavior was reduced in families with the highest psychosocial risk. PAT showed no effect on health, motor skills and intelligence (Schaub, Ramseier, Neuhauser, Burkhardt, & Lanfranchi, in press).

Publication



Schaub, S., Ramseier, E., Neuhauser, A., Burkhardt, S.C.A., & Lanfranchi, A. (in press). Effects of home-based early intervention on child outcomes: A randomized controlled trial of parents as teachers in Switzerland. *Early Childhood Research Quarterly*.

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