Getting Ready: A Partnership-based Approach to Parent Engagement

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Acknowledgements

Types of Relationships with Parents

Disconnected Relationship	Parent Involvement	Parents & Professionals as Partners
Professionals and parents do "*their own thing*" without concern about the other.	"*One-size fits all*" approach and practices.	There is a *commitment to working together* on behalf of the child's learning.
It is the job of the *professionals* to *educate* children and make decisions.	Emphasis on what *professionals* do to *promote* learning and how *parents* can *support* it.	Unique child, family, and school characteristics determine how *responsibilities* are shared.
Communication occurs *rarely*; efforts to communication are *unreciprocated*.	Communication is *infrequent*, problem-focused, and *one-directional*.	Communication is *frequent*, positive, and *bi-directional*.
There is no attempt to suggest *roles* for parents.	Parents are given activities and tasks to *encourage* their child in learning.	There are *co-roles* and mutual decision making regarding what is best for child.
Cultural/language differences are *insurmountable.*	Cultural/language differences are perceived as *barriers* to overcome.	Cultural/language differences are *respected* and *appreciated;* they present *opportunities.*

What is the *Getting Ready* Intervention?

A *partnership approach* that promotes children's learning and development by *strengthening relationships, building competencies,* and *promoting collaboration* among families and early childhood educators.

Goals of the *Getting Ready* Intervention

- To promote *young children's development* by engaging parents in early and sustained relationships and partnerships

- To *enhance relationships* between parents and children, and parents and early childhood educators (ECEs)

- To build *parents' competencies* as children's first "teacher"

- To strengthen *collaborative partnerships* between parents and ECEs

Getting Ready Intervention ("Approach")

A *flexible and responsive method* for engaging and interacting with families using *partnership-building* strategies across *structured* and *unstructured intervention* contexts

NOT a curricular program or standardized protocol... Rather, a *set of strategies* for strengthening relationships and building competencies

Getting Ready Approach

Strategies to Enhance Relationships & Strengthen Partnerships:

- Communicate Openly & Clearly
- Use Observations & Data
- Facilitate Connection Parent & Child
- Make Mutual, Joint Decisions
- Affirm Parent's Competencies
- Share Information & Resources
- Focus Attention on Child Development
- Model & Suggest

Unstructured Opportunities

(e.g., drop off/pick up, family nights, phone calls, newsletters, text messages home-school notes)

Structured Opportunities/ Collaborative Planning Process

(e.g., home visits, parent-teacher conferences)

Getting Ready Approach

Strategies to Enhance Relationships & Strengthen Partnerships:

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- Affirm parent's competencies

- Focus attention on child's development

- Use observations and data

- Make mutual, joint decisions

- Share information and resources

- Model and suggest
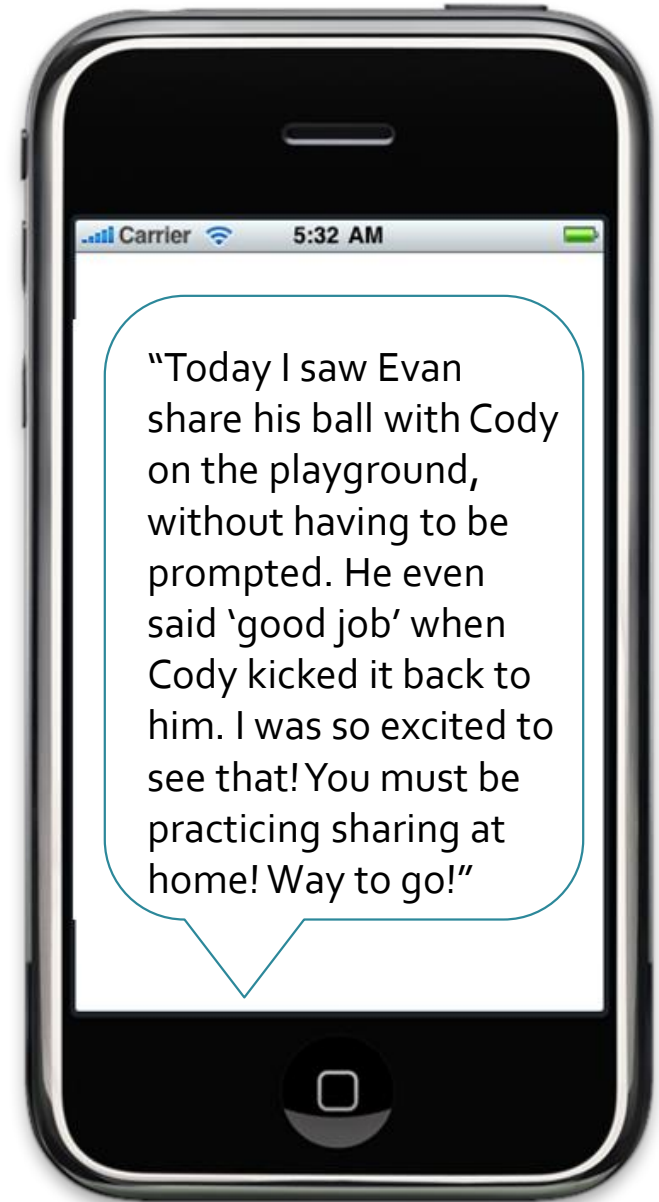
Contexts for Partnering: *Unstructured Opportunities*

Unstructured Opportunities

(e.g., drop off/pick up, family nights, phone calls, newsletters, text messages home-school notes)

Structured Opportunities/ Collaborative Planning Process

(e.g., home visits, parent-teacher conferences)
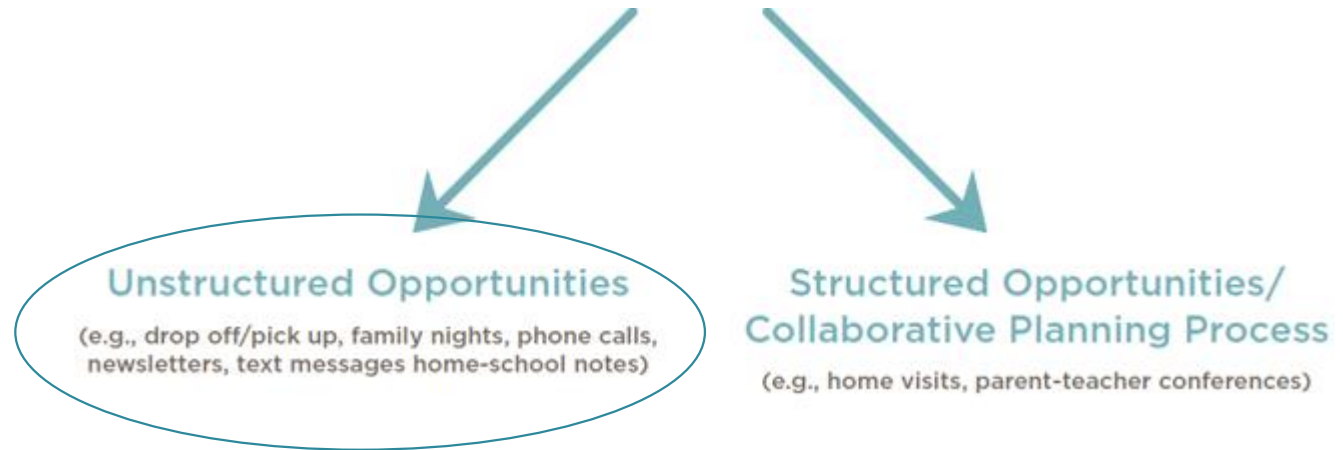
Home-School Communications

- Conversations during drop-off and pick-up times
- Family socializations/ Family nights
- Written communications
  - Newsletters
  - Email
  - Text messages

Contexts for Partnering: *Unstructured Opportunities*

"Today I saw Evan share his ball with Cody on the playground, without having to be prompted. He even said 'good job' when Cody kicked it back to him. I was so excited to see that! You must be practicing sharing at home! Way to go!"

Contexts for Partnering: *Structured Opportunities*

Unstructured Opportunities
(e.g., drop off/pick up, family nights, phone calls, newsletters, text messages home-school notes)

Structured Opportunities/ Collaborative Planning Process
(e.g., home visits, parent-teacher conferences)

Collaborative Planning Process

- Share Observations and Strengths
- Set Goal(s)
- Determine Steps
- Share Ideas and Develop a Home-School Plan
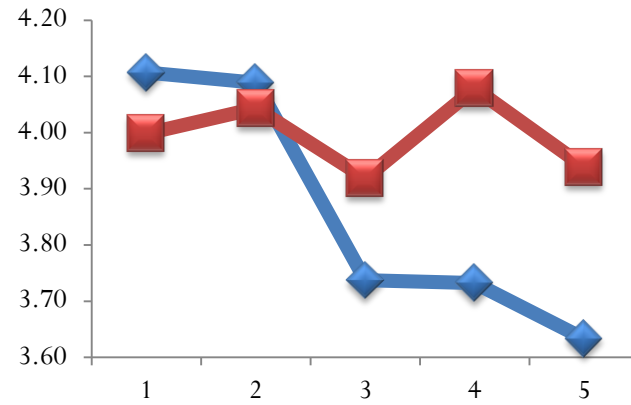- Monitor/Modify

Contexts for Partnering: *Structured Opportunities*
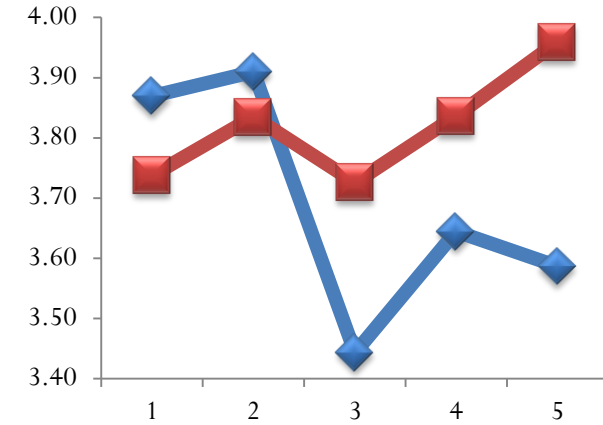

Source: Getting Ready

Establishing the Evidence Base: Study 1

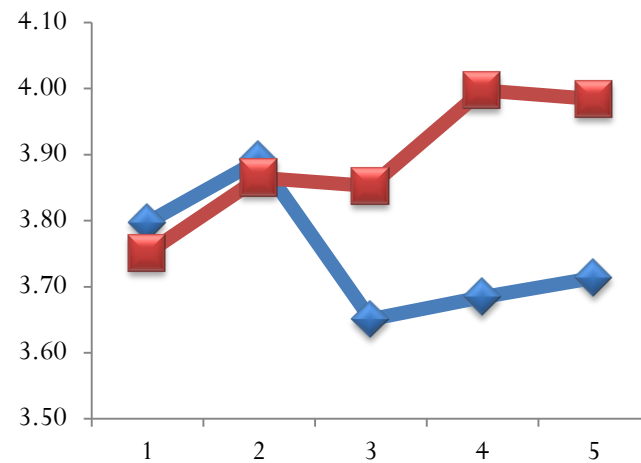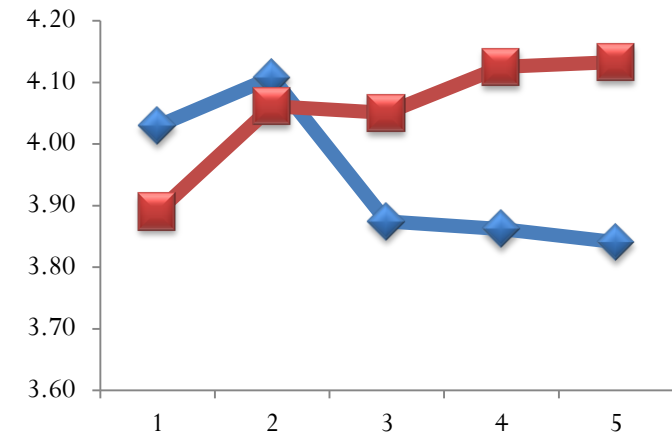Effects on Social-behavioral and Language/Literacy Skills

Study 1:
Parent Outcomes

Warmth & Sensitivity

Encouraging Autonomy

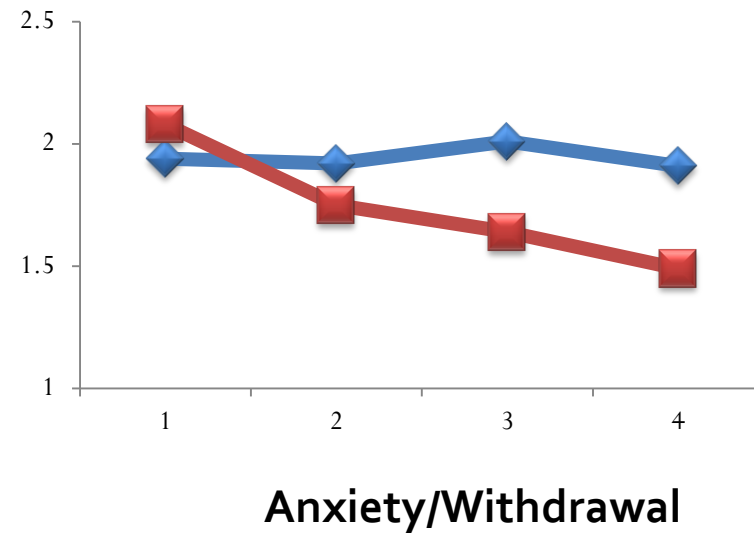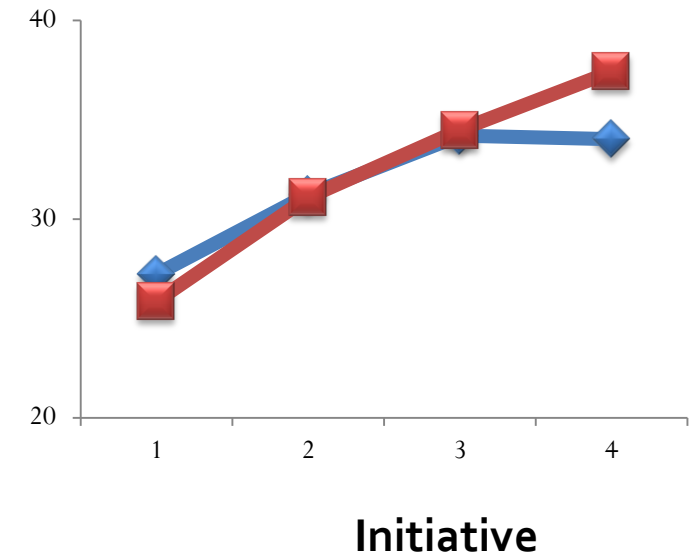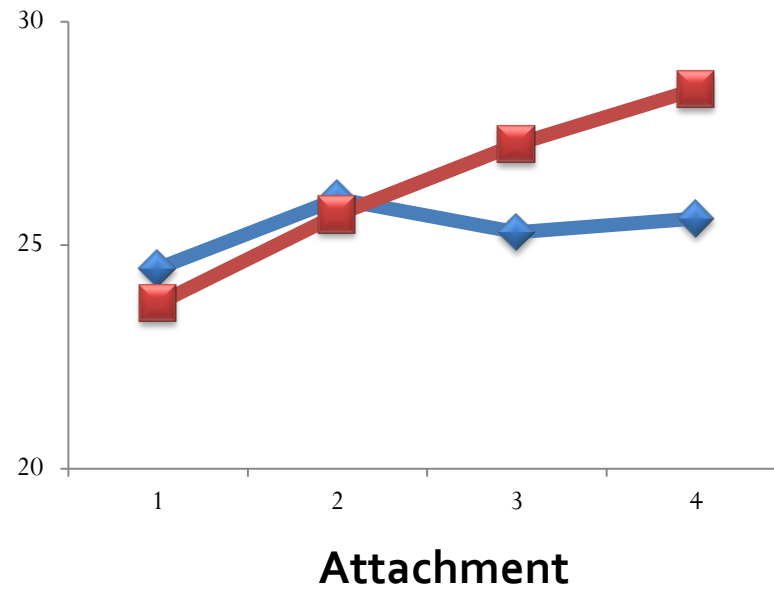Support for Learning

Guidance & Directives

Control
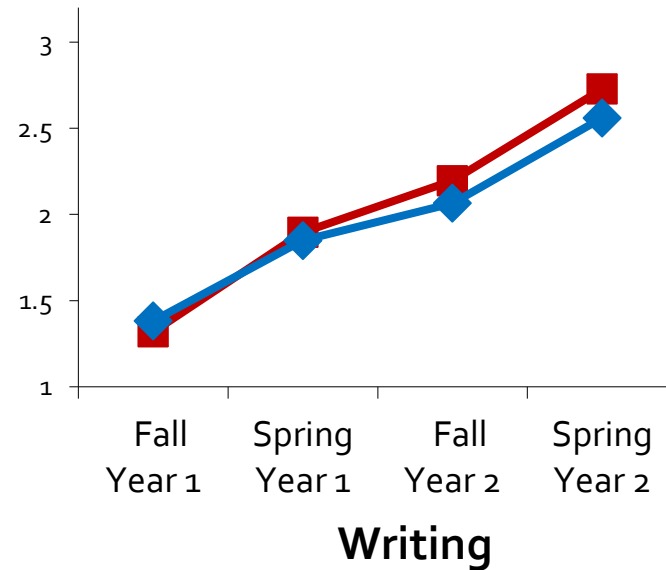Treatment

(Knoche et al., 2012)

Study 1: *Child Social-Emotional Skills*

Attachment

Initiative

Anxiety/Withdrawal

Control

Treatment

(Sheridan et al., 2010)

Study 1: *Child Language and Literacy Skills*

Language Use

Reading

Writing

Control
Treatment

(Sheridan et al., 2011)
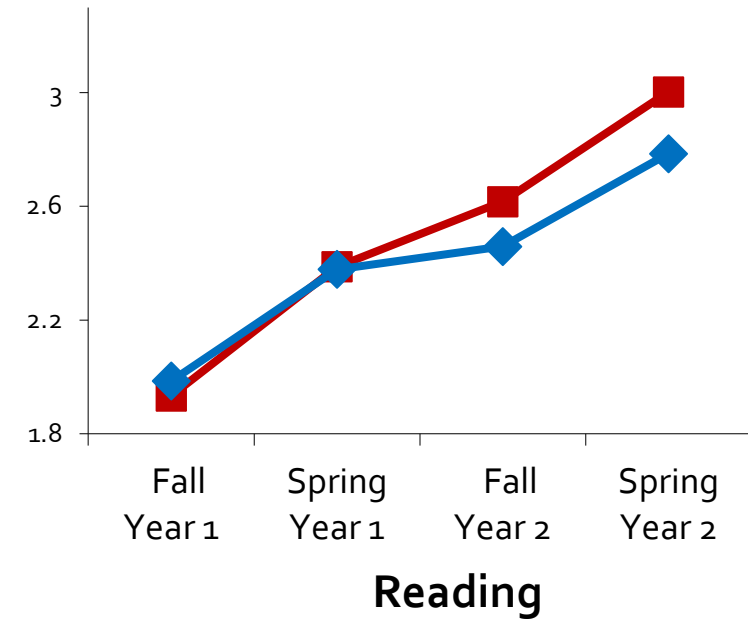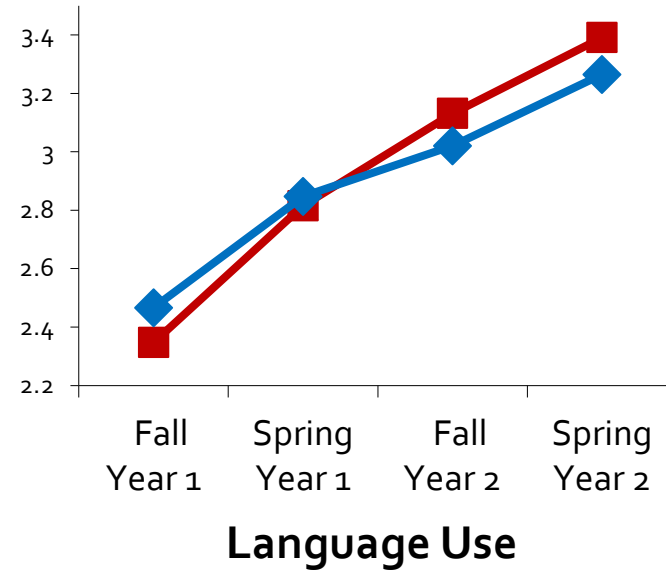
What Influences Outcomes of Getting Ready?

Child Moderators

⬆ Developmental concern at preschool entry moderates child expressive communication, language use, reading, writing

⬆ Lack of English skills moderates child language use, reading

Family Moderators

⬆ Number of adults in home moderates child language use

⬆ Parental depression moderates child positive affect, verbal behaviors

⬇ Low parent education (<HS or GED) moderates child expressive language

⬇ Parental health concern moderates child language use

Establishing the Evidence Base: Study 2

Effects on Preschoolers with Developmental Delays

Study 2:
Participant Characteristics

| Child Characteristics at Baseline (n = 267)	
Mean Age	46.02 months (SD= 3.67) Range 39 – 54
Gender	56.1% Male 43.9% Female
Identified Disability (IEP)	29.8%
Preferred Language	82.4% English 17.6% Spanish
Ethnicity	30.1% Hispanic/Latina 69.9% White

| Parent Characteristics at Baseline (n = 267)	
Mean Age	29.6 years (SD= 5.9) Range 19 - 49
Marital Status	32.0% Single 68.0% Partnered
Employment Status	72.3% Employed (one or both) 27.7% Unemployed
Highest Level of Education	23.0% Less than high school 28.5% High school diploma/GED 25.5% Some training > HS (no degree) 12.8% Two-year college degree 10.2% Four-year college degree
Ethnicity	23.7% Hispanic/Latina 76.3% White

Study 2: Effect on Relationships
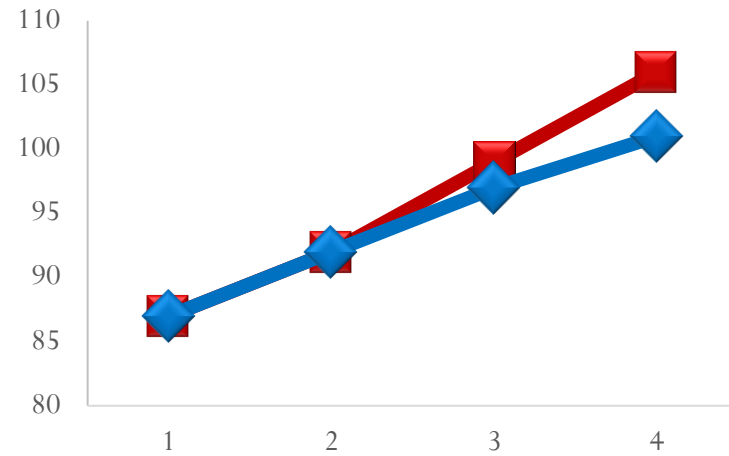
Social Skills
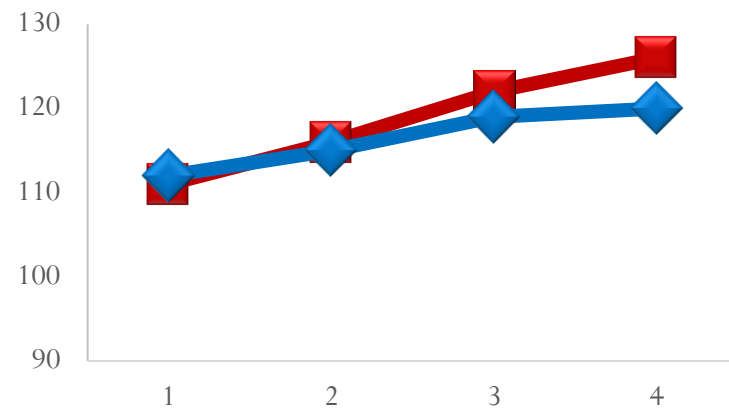
Student-Teacher Relationship
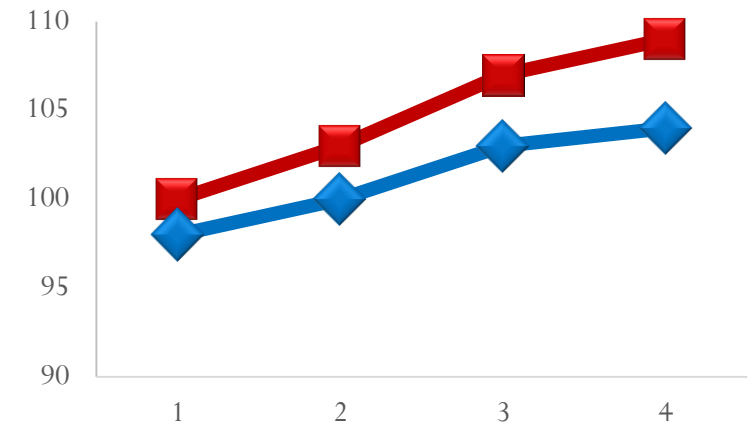
Parent-Teacher Relationship

Control

Treatment

(Sheridan et al., in submission)

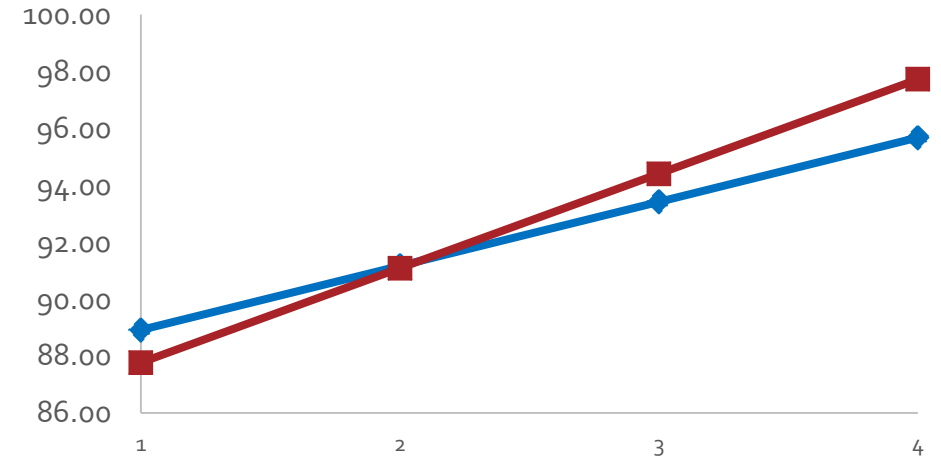# *What Influences Outcomes of Getting Ready for Children with Delays?*

Family Moderators

↑ Low levels of home involvement at preschool entry moderates expressive vocabulary

↓ High parental stress at preschool entry moderates expressive vocabulary

Intervention Effects at Low Home-based Involvement (-1SD)

Intervention Effects at Low Parent Stress (-1SD)
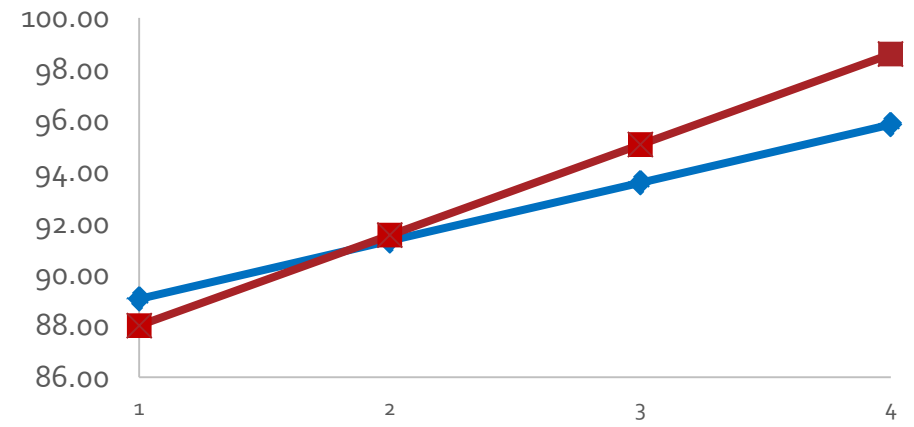
Control
Treatment

(Knoche et al., 2018)

What Don't We Know?

- Mediation
- Active Ingredients
- Conceptualizing Fidelity
- Threshold/Saturation Effects
- Long-term Effects

What Don't We Know?

Provider Variables & Support

Cost

Adaptations/Scalability

Contexts

https://gettingready.unl.edu/site/

https://gettingready.unl.edu/site/publications

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Thank You!

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