Getting Ready at Home:

The Effects of Promoting Parent Engagement in Early Childhood Programs

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The *Getting Ready* Intervention

Parent-child relationship:

- Parental warmth and sensitivity
- Support for a child's emerging autonomy
- Active and meaningful participation in learning and literacy

Parent-teacher relationship:

- Creating partnerships to strengthen children's learning and development
- Collaborating across home and school to establish connections and continuity across systems and over time

Parent in relationship with child

+

Parent in relationship with teacher

=

Engaged Parent

Getting Ready Intervention built on……

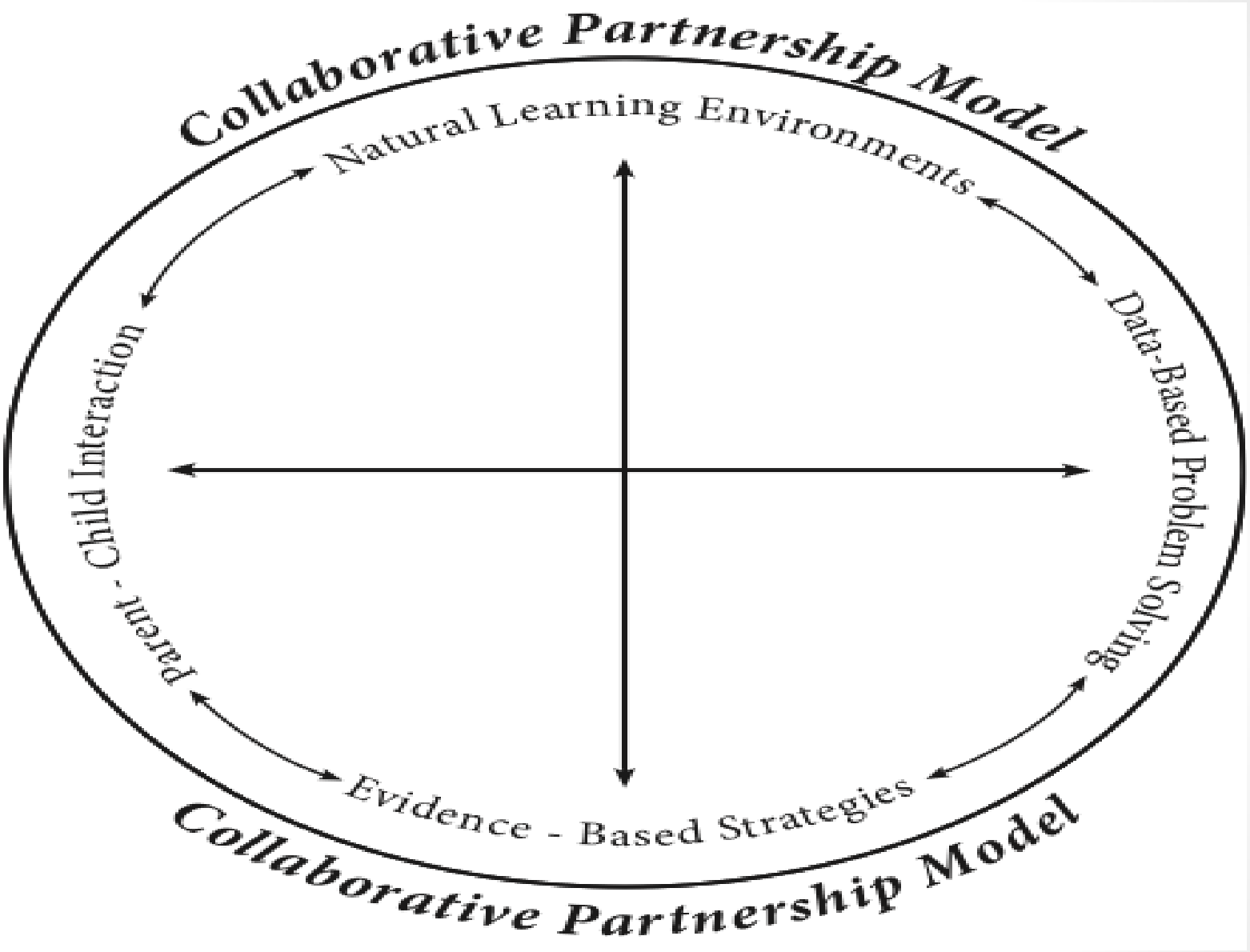
Collaborative Partnership Model

- Goal-Oriented Planning

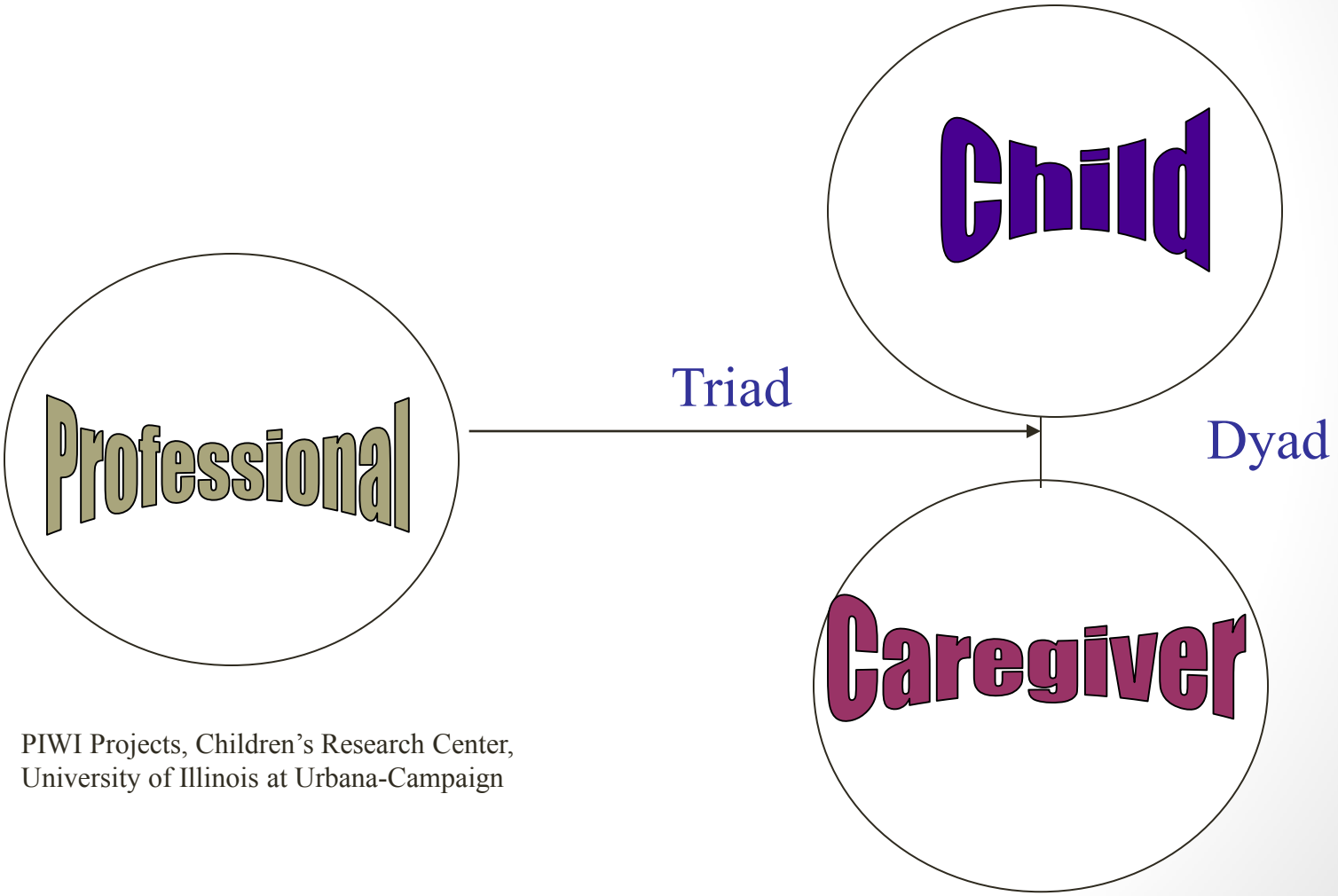
  to achieve desired child outcomes through parent-teacher interactions

- Triadic Strategies

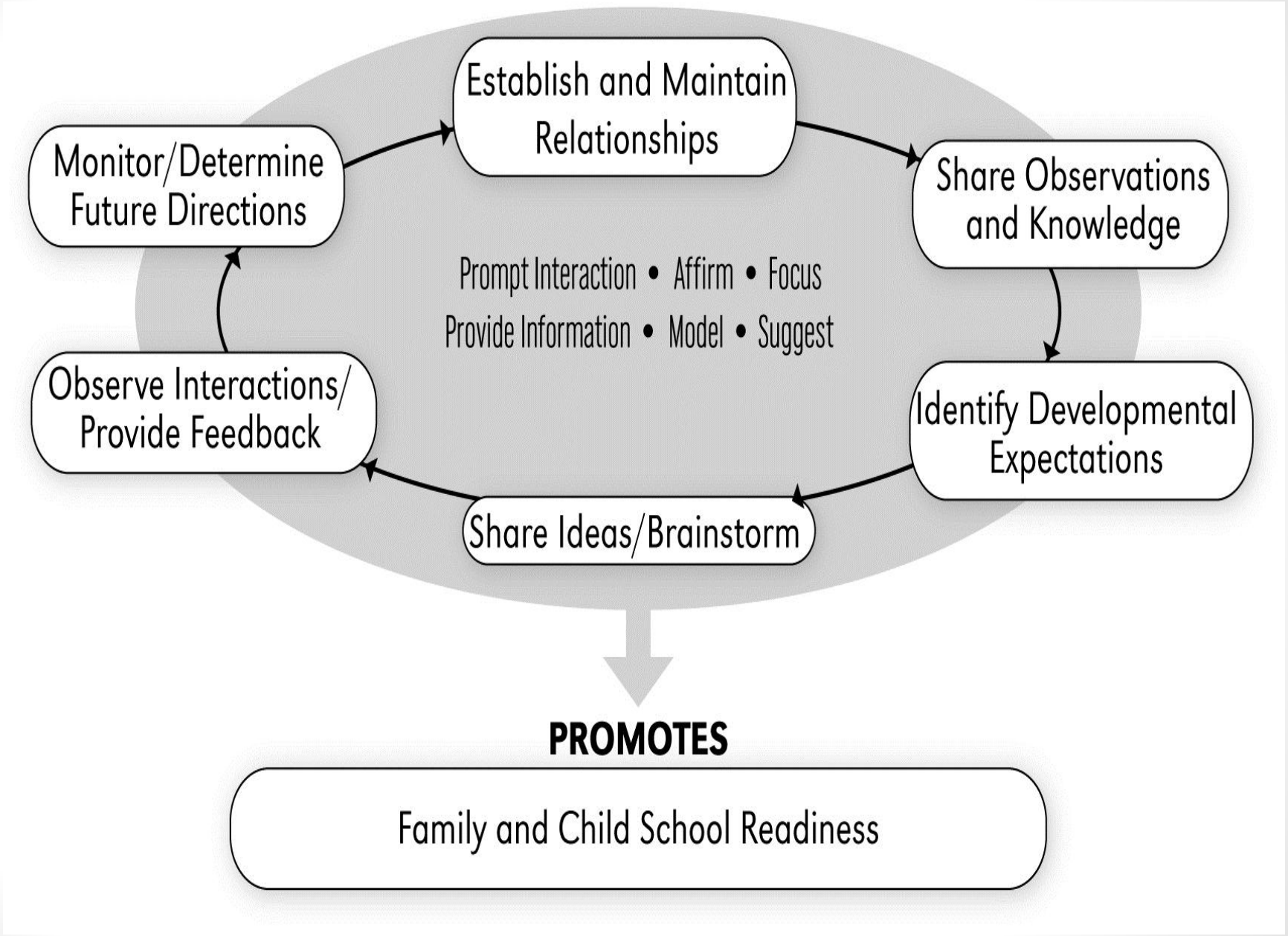
  to promote quality parent-child interactions


Collaborative Partnership Model
Natural Learning Environments
Data-Based Problem Solving
Evidence - Based Strategies
Parent - Child Interaction
Collaborative Partnership Model

*Focus on **Dyadic** interactions through Attention to **Triadic** Interactions*



PIWI Projects, Children's Research Center,
University of Illinois at Urbana-Campaign

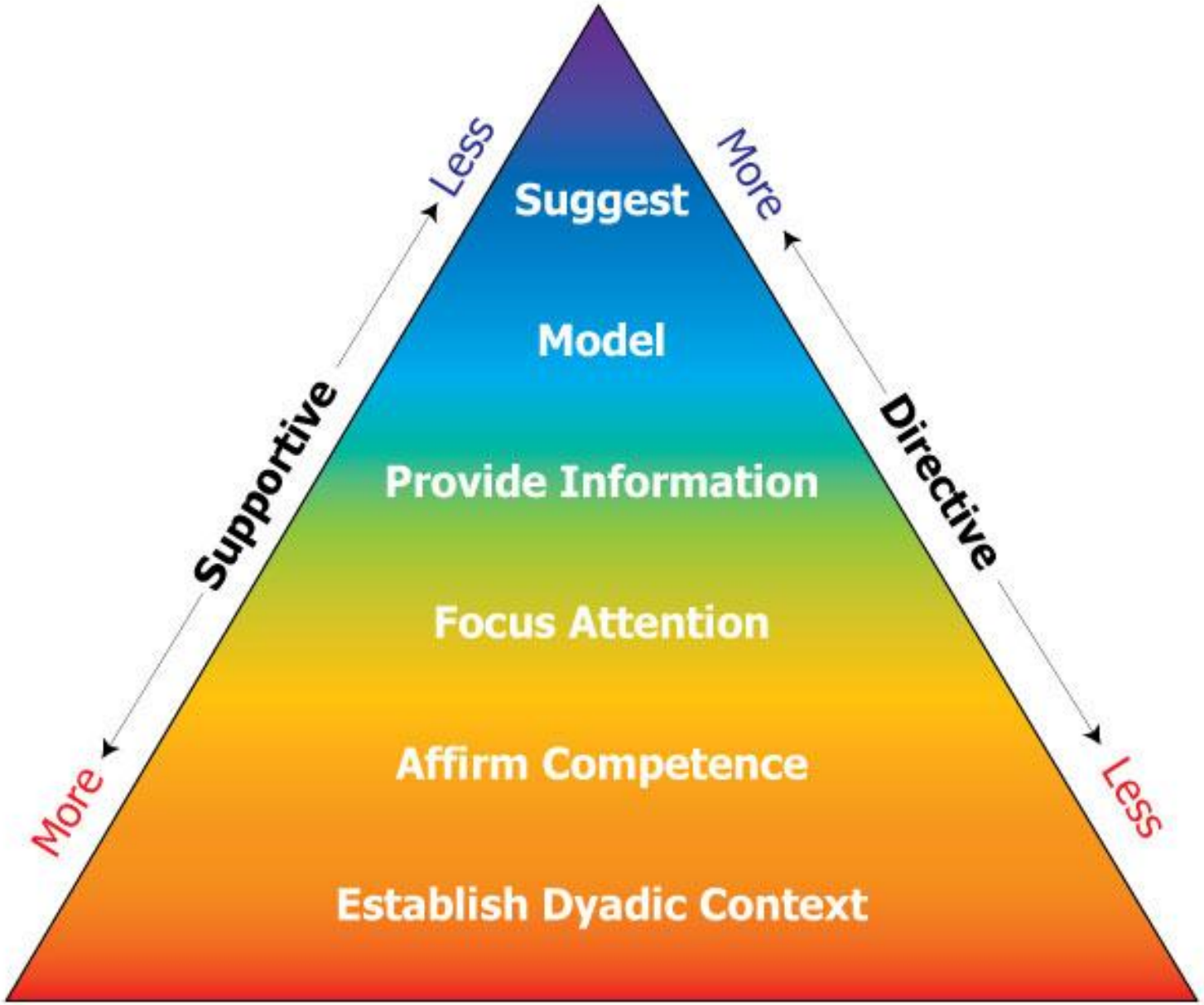

Establish and Maintain Relationships
Share Observations and Knowledge
Identify Developmental Expectations
Share Ideas/Brainstorm
Observe Interactions/ Provide Feedback
Monitor/Determine Future Directions
Prompt Interaction • Affirm • Focus
Provide Information • Model • Suggest
PROMOTES
Family and Child School Readiness

…the one factor best differentiating the more successful intervention efforts was the extent to which the interventions were aimed at supporting and enhancing the roles of families as competent and confident caregivers of their young children.

(Guralnick, 1998)

Triadic Strategies

Least to Most Support & Directiveness



In a ***Triadic*** Home Visit Parent and Professional:

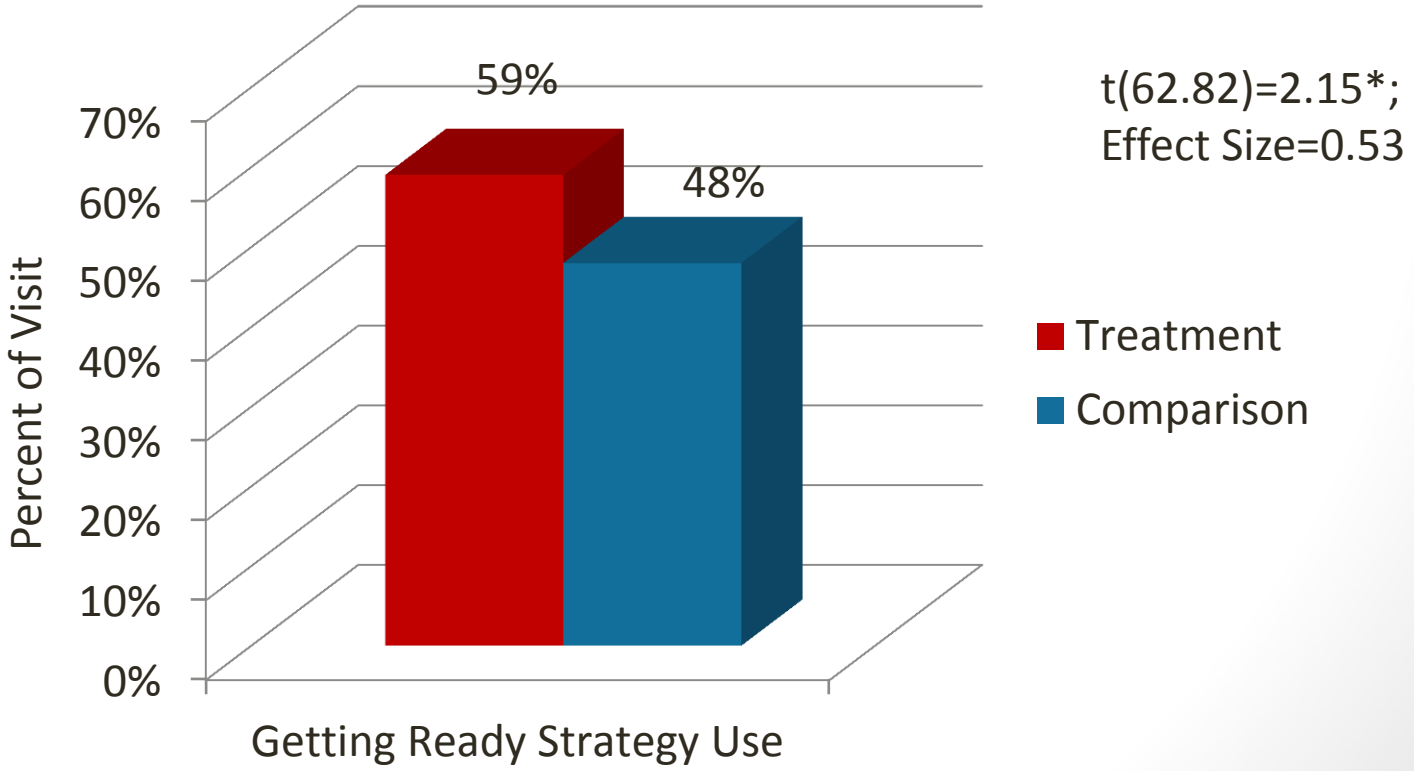
1. **Discuss** an agenda and focus collaboratively
2. **Share** observations and ideas
3. **Focus** on and discuss child's strengths and developmental needs
4. **Prioritize** concerns or needs
5. **Discuss** new learning opportunities (goals)
6. **Observe, Practice, Feedback**
7. **Brainstorm strategies** that can be used between visits ("curriculum of the home")
8. **Plan** "next steps" and next visit
9. **Follow up** and evaluate how things went

Getting Ready Strategies

- Establish/re-establish relationship with parent
- Asks parent to share observations and ideas
- Affirm parents' competence
- Establish dyadic context
- Help parents discuss and prioritize concerns/ needs
- Focus parent's attention on child strengths
- Provide developmental information
- Brainstorm
- Make suggestions/ provide directives
- Promote practice and interaction/ model

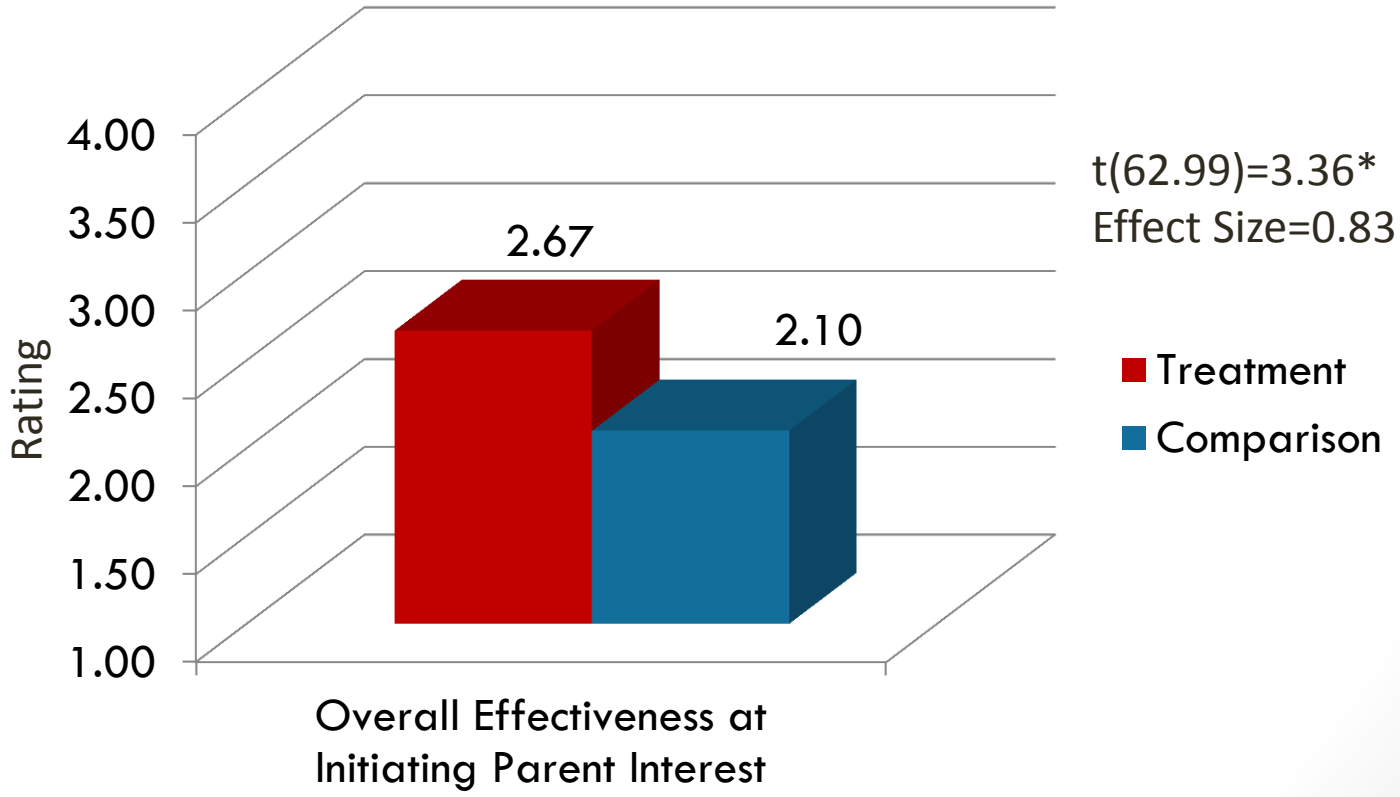
Research on Implementation

Early childhood professionals in the treatment group utilized Getting Ready strategies more than comparison ECPs over the course of a home visit.



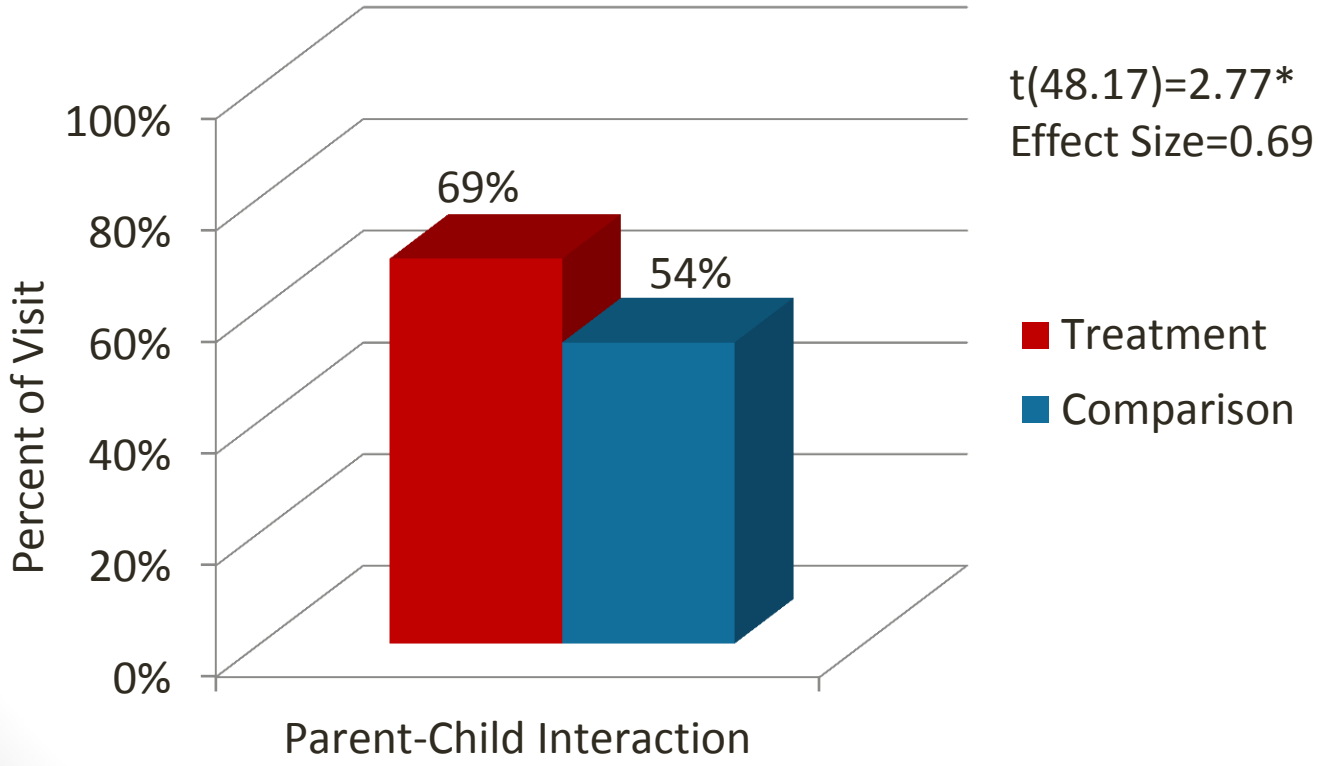
Research on Implementation

Early childhood professionals in the treatment group were rated to be ***more effective*** at initiating parental interest and engagement during the home visit.



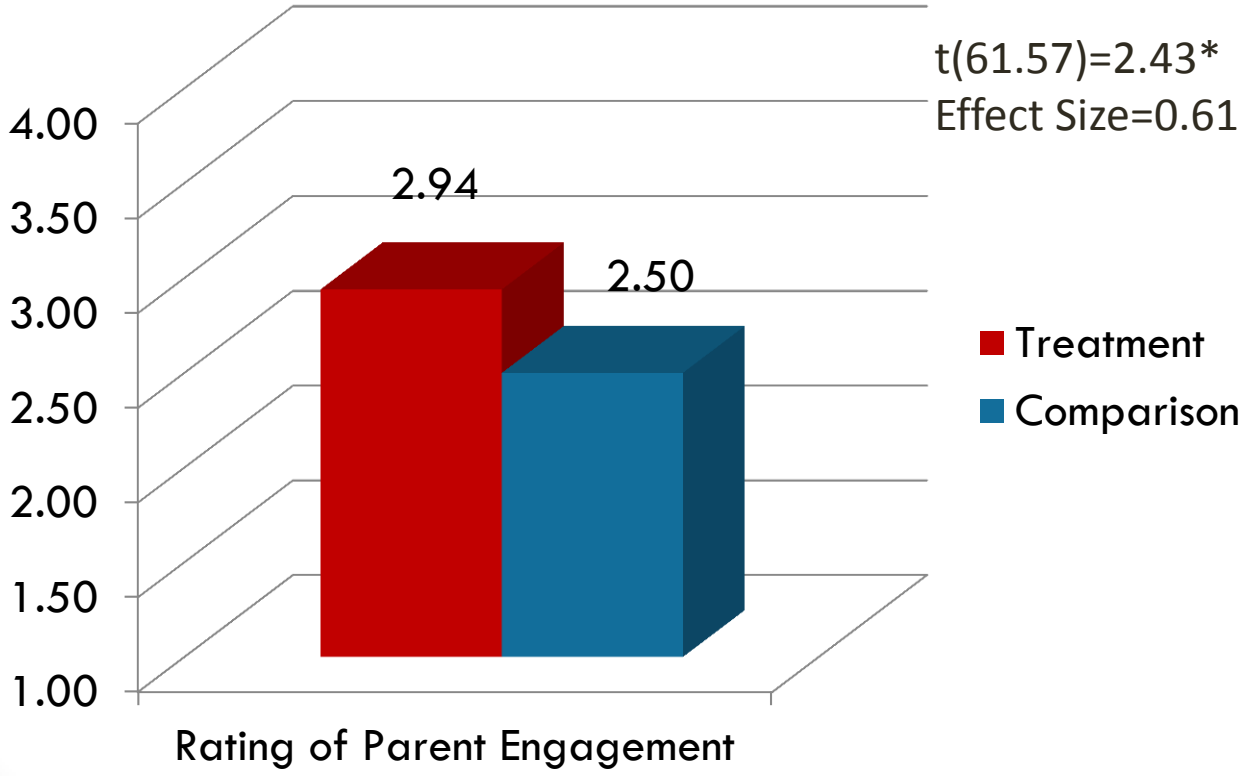
Research on Parents

Parents and children in the treatment group were observed to be interacting with each other more than in the comparison group.



Research on Parents

Ratings of parents engagement with their children were also higher in the treatment group.



Research on Implementation

Strategy use was different by program

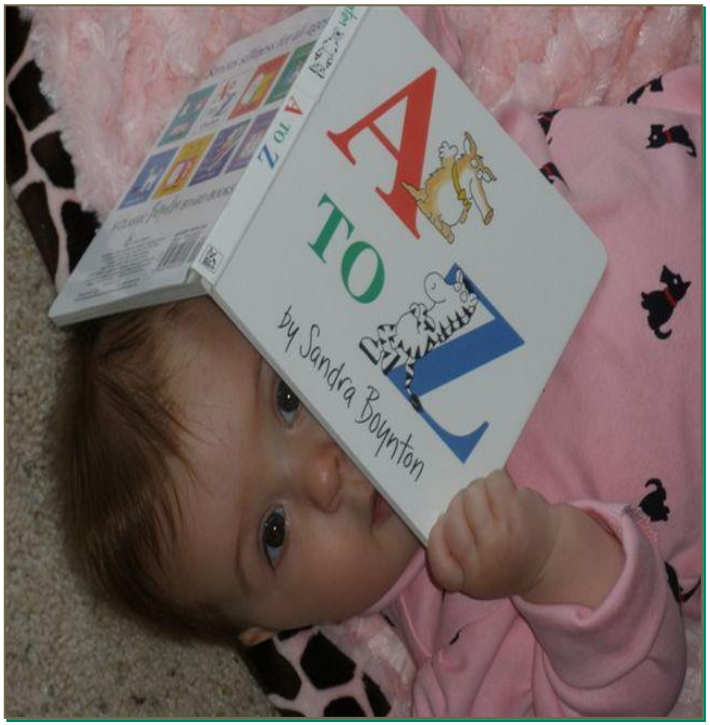
Early Head Start

- Establish relationship
- Establish dyadic contexts
- Prioritize concerns
- **Elicit parent observations**
- **Affirm parent competence**
- **Provide developmental information**
- Focus attention
- Brainstorm ideas
- Suggest
- Model/Practice
- Plan future goals

Head Start

- Establish relationship
- **Establish dyadic contexts**
- Prioritize concerns
- Elicit parent observations
- Affirm parent competence
- Provide developmental information
- Focus attention
- **Brainstorm ideas**
- **Suggest**
- Model/Practice
- **Plan future goals**

So What?
Links to Outcomes



Research on Parents (EHS)

Figure 1. **Warmth & Sensitivity - Quality**

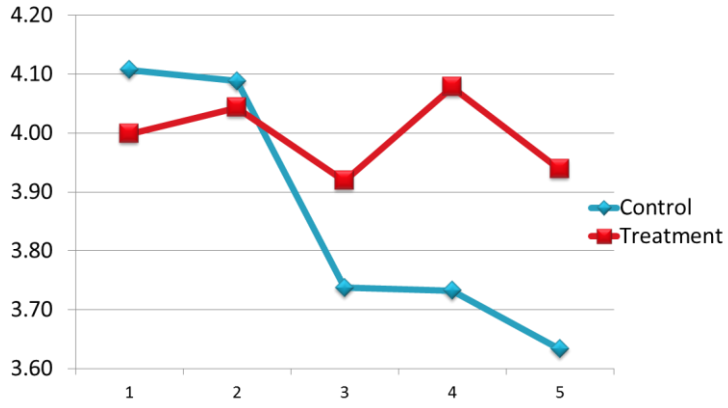


Figure 2. **Encouragement of Autonomy - Quality**

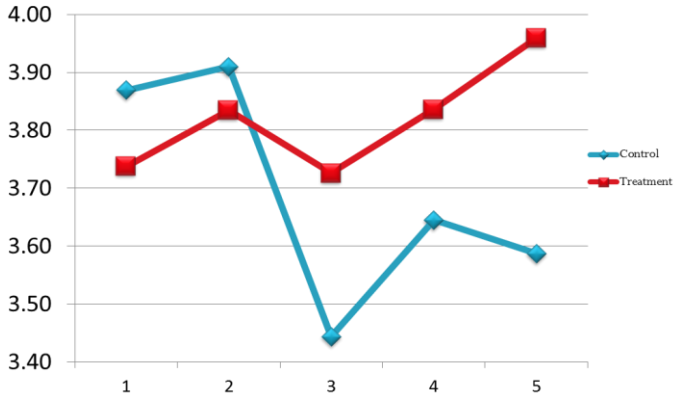


Figure 3. **Support for Learning - Appropriateness**

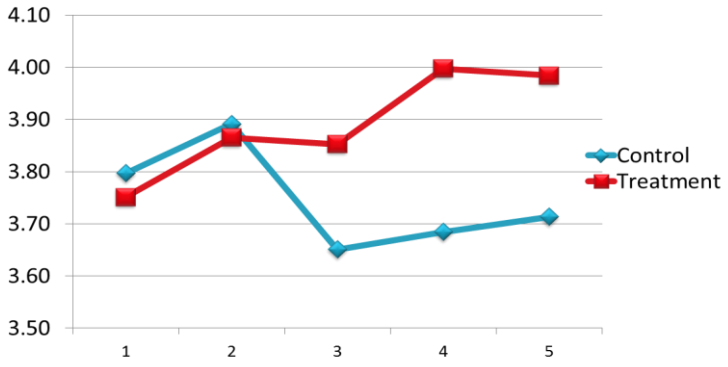
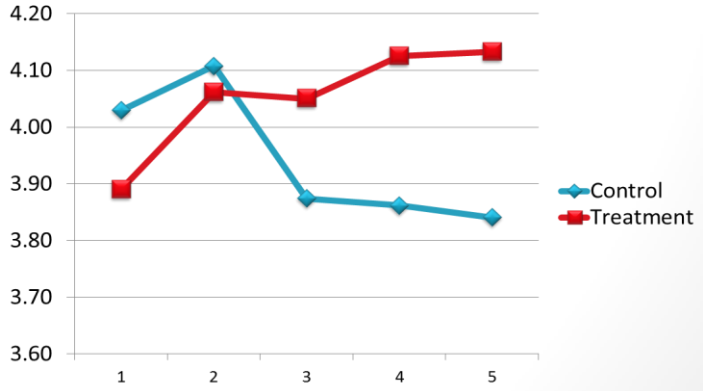
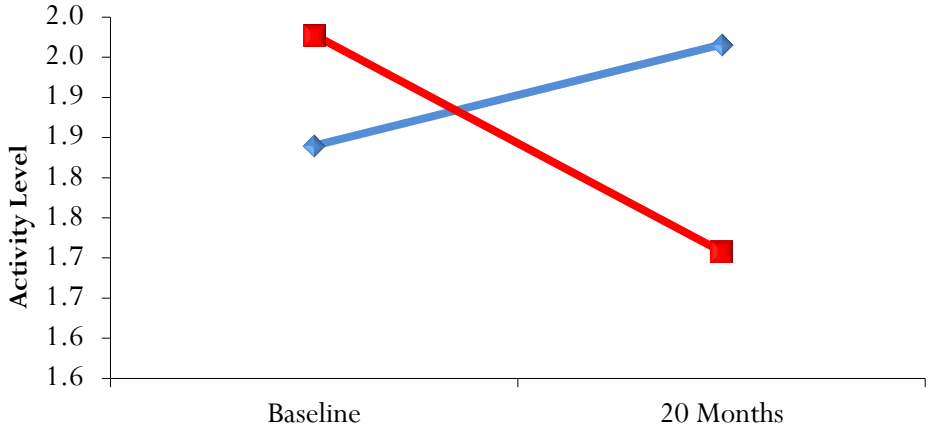
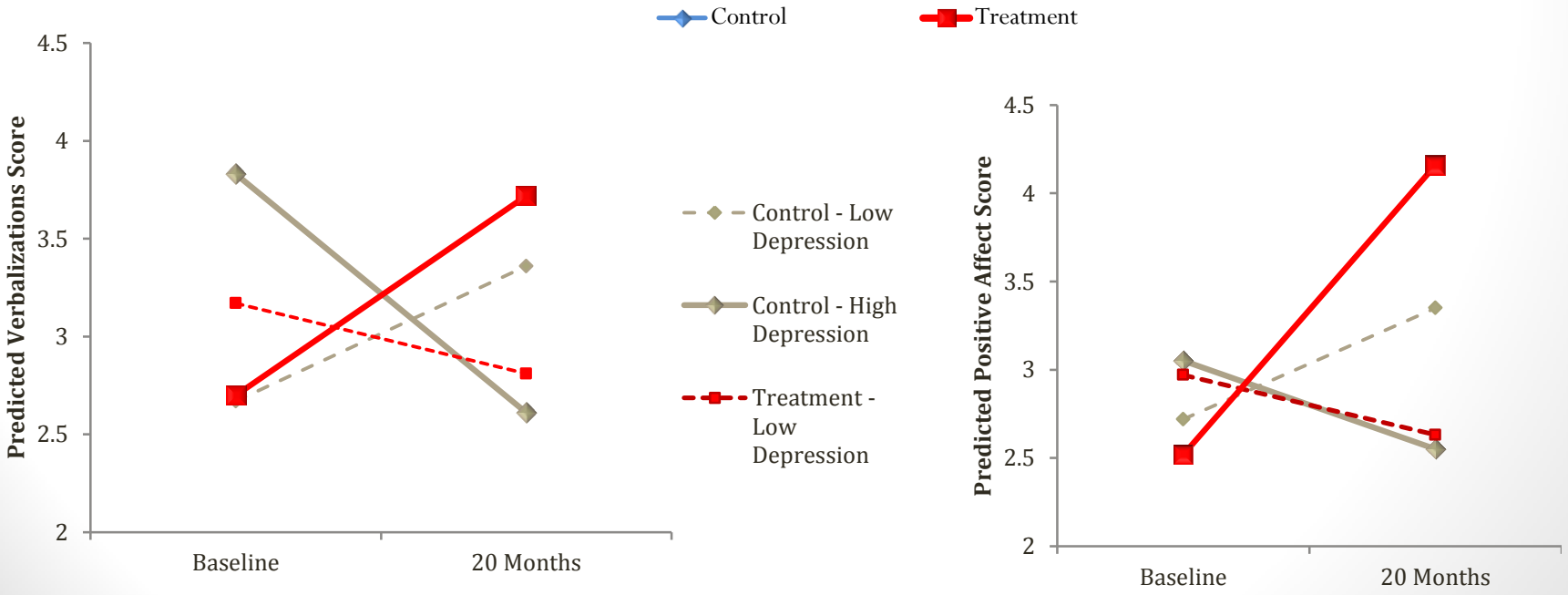


Figure 4. **Guidance/Directives - Appropriateness**



Research on Children (PreK)





What Does This Suggest?

- Parent-teacher relationships matter
- Parent-child relationships matter

- Effective collaborative partnerships are a philosophical approach and integral to quality programming

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