Collaborative Early Childhood Home-Visiting: Investigating the Role of Educator Self-Efficacy
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Introduction

- Family-school partnerships are built on a child-focused approach where families and educators coordinate and collaborate to increase children's social, emotional, behavioral, and academic development (e.g., Dunst, Trivette, & Hamby, 2007; Fan & Chen, 2001).
- Family-school partnerships in early childhood also promote positive parenting practices, efficacy for supporting learning, and a greater understanding of child development (e.g., Rickards et al., 2007; Sheridan, Knoche, Edwards, Bovaird & Kupzyk, 2010).
- Home visits can be an important context for promoting these family-school partnerships.
- More efficacious teachers are better able to perform day-to-day skills and manage their classrooms, feel less burnt out, and have students with greater academic achievement (Bruning, Schraw, & Norby, 2011).
- Teacher self-efficacy for partnering with parents could play a role in how partnerships develop between parents and educators.

Study Purpose:
- Question 1: What is educator's sense of self-efficacy for promoting partnerships with families in a publicly funded preschool?
- Question 2: What collaborative strategies do educator's use during home visits with at risk families?
- Question 3: Does educator self-efficacy for promoting family-school partnerships in the fall predict their use of collaborative strategies during home visits in the spring?

Methods

Participants
- The families and educators in this study are a subset of participants from a longitudinal examination of the Getting Ready Project. Both treatment and control families are included.
- Children were screened using the Developmental Indicators for Assessment of Learning, Fourth Edition (DIAL-4; Mardell & Goldenberg, 2011) at preschool entry; those scoring <90 on cognitive, language and/or social-emotional subscales were invited to participate in study.

Table 1. Baseline Demographic Characteristics

	Child (N=94)	Parent (N=94)	Teacher (N=63)
Age	M=4.83 (.3 SD)	M=30.15 (6.3 SD)	M= 36.89 (10.4 SD)
Gender	46.8% Female 53.2% Male	82.2% Female 17.8% Male	98.4% Female 1.6% Male
Race/ Ethnicity	50.2% White (Non-Hispanic) 13.5% Hispanic/Latino 5.7% African-American 12.6% Other	56.1% White (Non-Hispanic) 22.8% Hispanic/Latino 6.7% African-American 14.4% Other	96.8% White (Non-Hispanic) 1.6% Hispanic/Latino 1.6% Asian
Language Spoken	**In the Home** 65.2% English only 16.3% English & Spanish 13.0% Spanish only 5.4% English & another language		**In the Classroom** 72.6% English only 27.4% English & Spanish
Education		21.8% less than HS diploma 31.0% HS diploma/GED 28.7% Some training beyond HS 18.4% at least 2 year degree	10.2% 2 yr college degree 52.5% 4 yr college degree 25.4% some graduate coursework 11.9% graduate degree

Procedures
- Teachers completed 4-6 home visits a year with each family. One of these home visits was filmed and observationally coded.
- Teachers completed a survey packet in the fall and spring of each year.

Measures
- *Teacher Efficacy for Promoting Partnerships* (TEPP; Moen & Sheridan, 2016)
  - 19 items scored on a 5-point Likert scale (1 = Not Effective; 5 = Very Effective)
  - Assesses teachers' confidence in their ability to engage in behaviors that promote partnership.
- *Home Visit Coding Guide* (adapted from the Home Visit Observation Form; McBride & Peterson, 1997)
  - Codes teacher use of collaborative strategies (see Table 2) during home visits.
  - One-minute partial-interval coding to yield rate of behavior.
  - Inter-rater reliability kappa = .86-1.00.

Methods (cont.)

Table 2. Educator Practices to Enhance Relationships and Strengthen Partnerships

Strategy	Definition
Communicate openly and clearly	Educator uses open-ended questions to intentionally promote two-way exchanges of information
Facilitate connection between parent and child	Educator arranges environment to create mutually enjoyable parent-child interactions
Affirm parent's competencies	Educator identifies and recognizes parent's strengths
Focus attention on child's development	Educator draws parents attention to their child's specific developmental strengths and needs
Use observations and data	Educator facilitates the discussion of objective information about the child
Make mutual, joint decisions	Through collaborative discussion, educator and parent agree on goals and next steps to promote the child's development
Share information and resources	Educator provides parents with information about developmental milestones
Use modeling	Educator demonstrates a teaching technique with the child and then invites the parent to use the technique in the moment
Make suggestions	Educator makes explicit statements to parent about behaviors to support child's development

Analytic Approach
- Regression analyses conducted with data from children's second year of preschool.
- To determine whether teachers' self-efficacy predicted their practices during home visits, fall TEPP scores were regressed onto teachers' use of partnership strategies during home visits later that year (spring).

Results

Question 1: What is educators' self-efficacy for promoting partnerships with families in a publicly funded preschool?

Table 3. Educator self-efficacy for partnership

	Mean	Min	Max
TEPP average score per Item	4.17 (0.49)	3.25	5

Overall, educators feel effective in their ability to promote partnerships with families.

Question 2: What collaborative strategies do educator's use during home visits with at risk families?
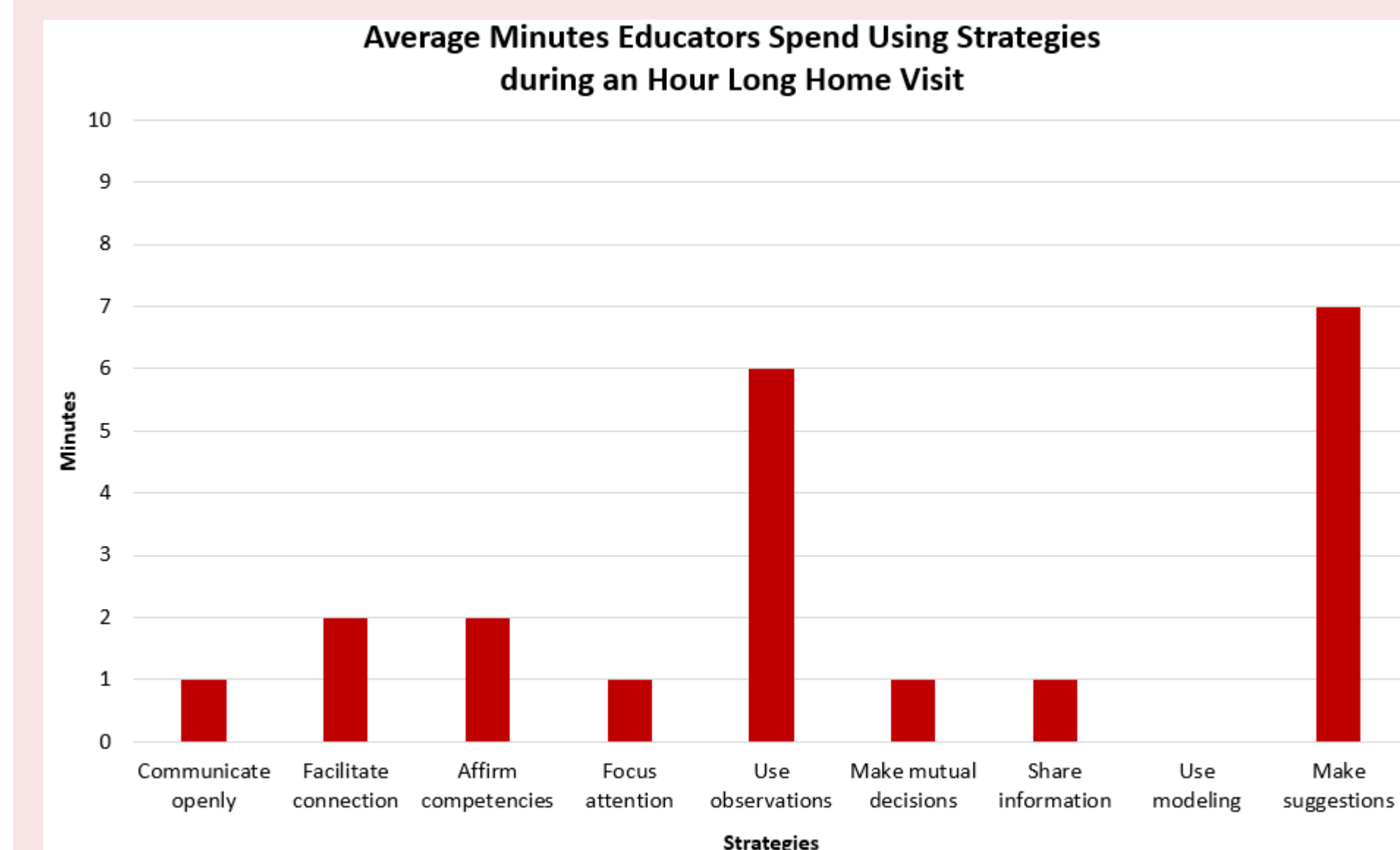
Table 4. Educator's rate of strategy use during home visit

	Mean	Min	Max
Make suggestions	0.12 (.18)	0	1.00
Use observations and data	0.10 (.09)	0	0.44
Facilitate connection between parent and child	0.03 (.04)	0	0.28
Affirm parent's competencies	0.03 (.05)	0	0.26
Communicate only and clearly	0.02 (.04)	0	0.35
Share information and resources	0.02 (.04)	0	0.33
Focus attention on child's development	0.02 (.03)	0	0.19
Make mutual, joint decisions	0.01 (.04)	0	0.30
Use modeling	0.00 (.00)	0	0

Results (cont.)

Average Minutes Educators Spend Using Strategies during an Hour Long Home Visit

- *On average, educator use was low across all strategies.*
- *Educators most frequently used the strategies of make suggestions and use observations and data during home visits.*
- *No educators used modeling during home visits.*

Question 3: Does educator self-efficacy for promoting family-school partnerships in the fall predict their use of collaborative strategies during home visits in the spring?

Table 5. Regression Analyses for Educator Self-Efficacy Predicting Strategy Use

	Communicate openly			Facilitate connection			Affirm competencies			Focus attention		
	B	SE B	β	B	SE B	β	B	SE B	β	B	SE B	β
Treatment	.01	.01	.18	.01	.01	.10	.04	.01	.35***	.01	.01	.11
Language	.00	.01	-.04	-.02	.01	-.17	.01	.02	.11	.00	.01	.02
Efficacy	**.00**	**.00**	**-.09**	**.00**	**.00**	**.02**	**.01**	**.00**	**.26***	**.00**	**.00**	**.07**
F	F= 1.45			F= 1.47			F= 5.04*			F= 0.39		

	Use observations			Make mutual decisions			Share information			Make suggestions		
	B	SE B	β	B	SE B	β	B	SE B	β	B	SE B	β
Treatment	.02	.02	.13	.03	.01	.30***	.00	.01	.02	-.07	.03	-.27
Language	01	.03	.04	.00	.01	.11	.00	.01	.00	.06	.03	.18
Efficacy	**.00**	**.00**	**-.07**	**.01**	**.00**	**.24***	**.00**	**.00**	**.12**	**.00**	**.00**	**-.04**
F	F= 0.70			F= 4.96*			F= 0.43			F= 4.36		

Note. For the F-test, * $p<.006$; For the beta values, ***$p<.001$; *$p<.05$

- *Higher educator self-efficacy for partnership predicted greater use of affirmations.*
- *Higher educator self-efficacy for partnership predicted more mutual, joint decisions.*
- *All other tests were not statistically significant. Teacher' self-efficacy did not predict their use of any other partnership strategies.*

Discussion/Implications

- Most educators felt effective in their behavior promoting partnerships with families.
- On average, use of strategy use during home visits was low.
  - Educators made suggestions and used observations and data most frequently during home visits, while educators made mutual, joint decisions with parents the least often.
  - Interventions could be used with educators to promote greater use of these collaborative, partnership building strategies during home visits.
- No educators used modeling during home visits.
  - Educators often demonstrated teaching techniques for parents, but didn't offer parents the opportunity to try to use the technique themselves during the home visit.
  - Educators may need more training in the second step in the modeling process.
- Higher educator self-efficacy for promoting partnership predicts greater use of affirm competencies and make mutual, joint decisions.
  - Educator professional development trainings and interventions that foster teacher self-efficacy in partnership building may increase use of these collaborative strategies during home visits.

Future Directions
- Examine the role of educator efficacy for partnering in the development of the parent-teacher relationship, as rated by both the parent and teacher.

Getting Ready

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