

Getting Ready: Establishing the Evidence for Effective Parent Engagement

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Session Outline

- What is Getting Ready?
- What is the evidence-base for Getting Ready?
 - Preschool Settings
 - Infant/Toddler Settings
- How will Getting Ready continue to evolve?

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Research Team:

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What is *Getting Ready*?



Getting Ready: A Definition



A *partnership approach* to child and family school readiness that promotes children's learning and development by *enhancing relationships, strengthening partnerships,* and *promoting collaboration* among families and early childhood educators.

Family Partnership Interventions

- Couched in relationships
 - Child is at the center
 - High priority on relationships between parents and children
 - High priority on relationships rather than distinct roles among adults who share responsibility for child
- Grounded in critical relational elements
 - Trust-establishing, mutual respect, bi-directional communication, joint planning
- Goal is to leverage human capital on behalf of a young child's learning and development
 - Strengths in numbers and networks, particularly when access and quality are limited



Getting Ready Intervention ("Approach")

A *flexible and responsive method* for engaging and interacting with families using *partnership-establishing strategies* across *structured* and *unstructured intervention contexts* in home- and center-based settings.

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

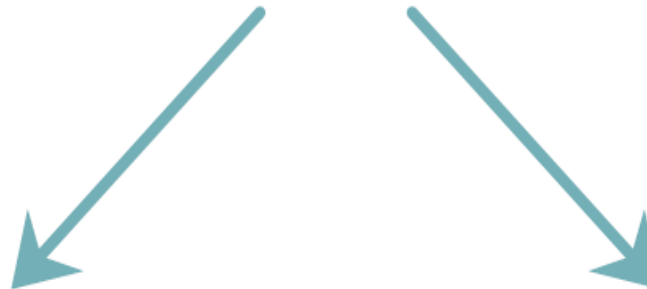




Getting Ready Approach

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:

Strategies for Strengthening Relationships



In strengthening the *parent-child relationship*, ECEs support parents to:

- Interact with Child in Sensitive and Responsive Ways
- Establish and Sustain Child's Interest
- Encourage Turn-Taking
- Follow the Child's Lead
- Challenge and Support the Child to Scaffold Learning



Getting Ready:

Strategies for Strengthening Relationships



In Getting Ready, ECEs:

- Facilitate connection between parent-child
- Communicate openly and clearly
- Affirm parent's competencies
- Encourage mutuality in decision making
- Focus attention on child's development
- Share information and resources
- Use observations and data to guide decisions
- Model and suggest



Purpose of Strategies



- The specific purposes for ECEs use of the Getting Ready strategies are to provide a context for parents to:
 - relate to their child in warm and sensitive ways;
 - develop a positive relationship with their child's ECE, and;
 - create meaningful partnerships between the parent and educator.



Contexts for Partnering: *Unstructured Interactions*



Family-Educator Communications

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



Contexts for Partnering: *Structured Interactions*



Collaborative Planning Process

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



Professional Development

Support and Training includes:

- Initial training session
- Ongoing coaching, including time for reflection and planning





What is the Evidence-base for Getting Ready?

- ✓ **Preschool Settings**
 - Studies 1, 2

- ✓ **Infant/Toddler Settings**
 - Studies 3, 4

(gettingready.unl.edu/site/)

Establishing the Evidence for *Getting Ready*:



Home-Based
Infant/Toddler

2004 - 2010



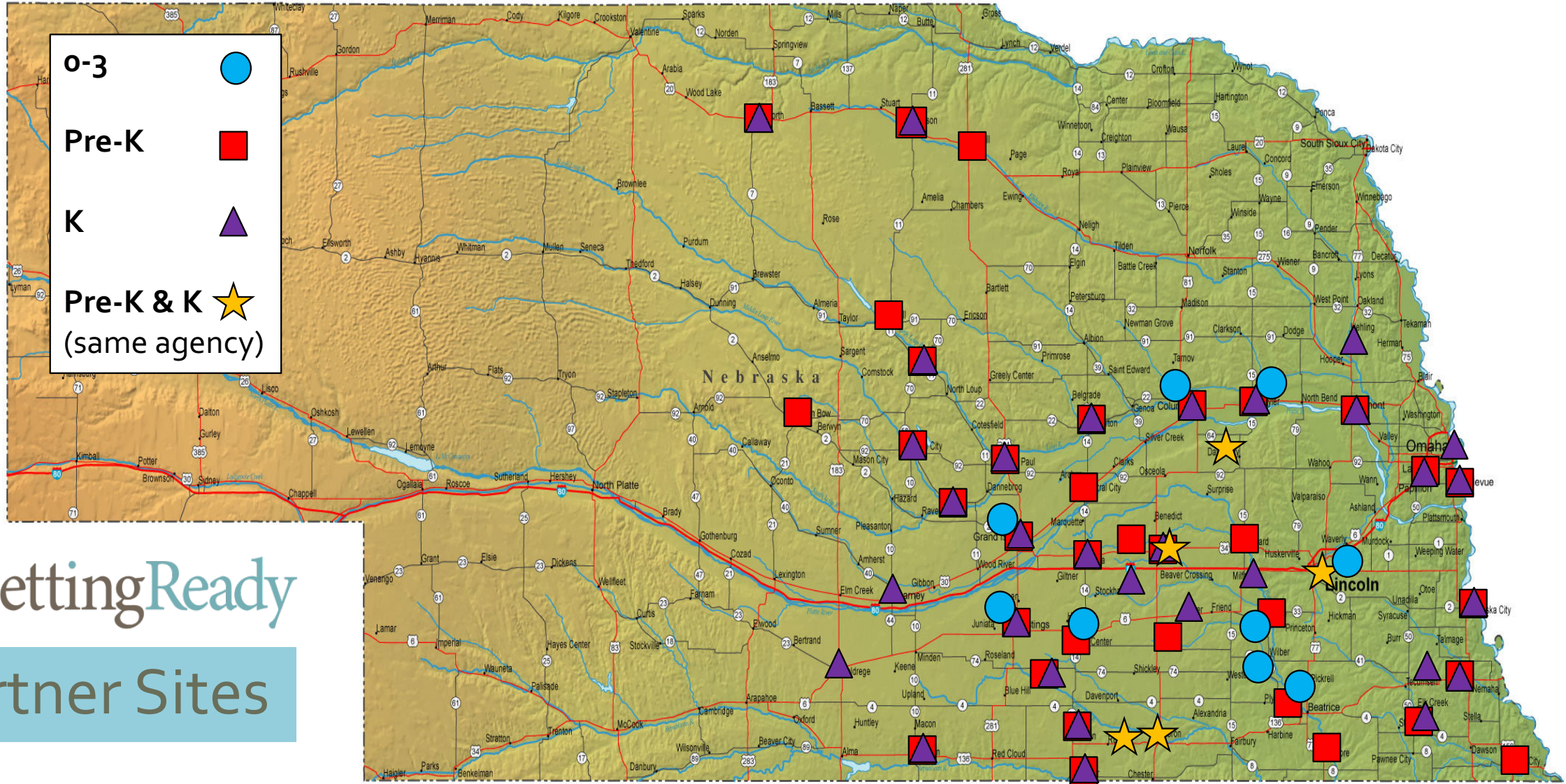
Center-Based
Preschool/K

2011-2016



Center-Based
Infant/Toddler

2016-2021



Partner Sites



Study 1

Establishing the Evidence: *Preschool*

- Purpose: Investigated efficacy of Getting Ready for a ***sample of children entering preschool***; approx. 4 students per classroom.
- Setting: Publicly funded preschool classrooms.

Establishing the Evidence: *Preschool*

Participants: 211 preschool-aged children from public preschool setting; eligible for 2 years of programming.

Compared to peers in a control group, preschool children in the Getting Ready group demonstrated:

- *enhanced social-emotional skills and reduced levels of anxiety and withdrawal.*
- *Improved self-regulation;*
- greater gains in *early reading scores, writing scores, and language use, including verbalizations with parents.*

Establishing the Evidence: *Preschool*



Study 2

- Purpose: Investigated efficacy of Getting Ready for *a sample of children entering preschool with delays* in cognitive, language, and/or social-emotional development
- Setting: Publically funded preschool classrooms in Midwestern early childhood programs; half-day programming

Study 2: Participant Characteristics



Parent Characteristics at Baseline (n = 266)

| | |
|----------------------------|---|
| Mean Age | 29.6 (SD= 5.9) Range 19 - 49 |
| Marital Status | 32.1% Single 67.9% Partnered |
| Employment Status | 64.6% Employed 35.4% Unemployed |
| Highest Level of Education | 22.6% Less than high school 28.6% High school diploma 12.8% Two-year college degree 10.3% Four-year college degree |

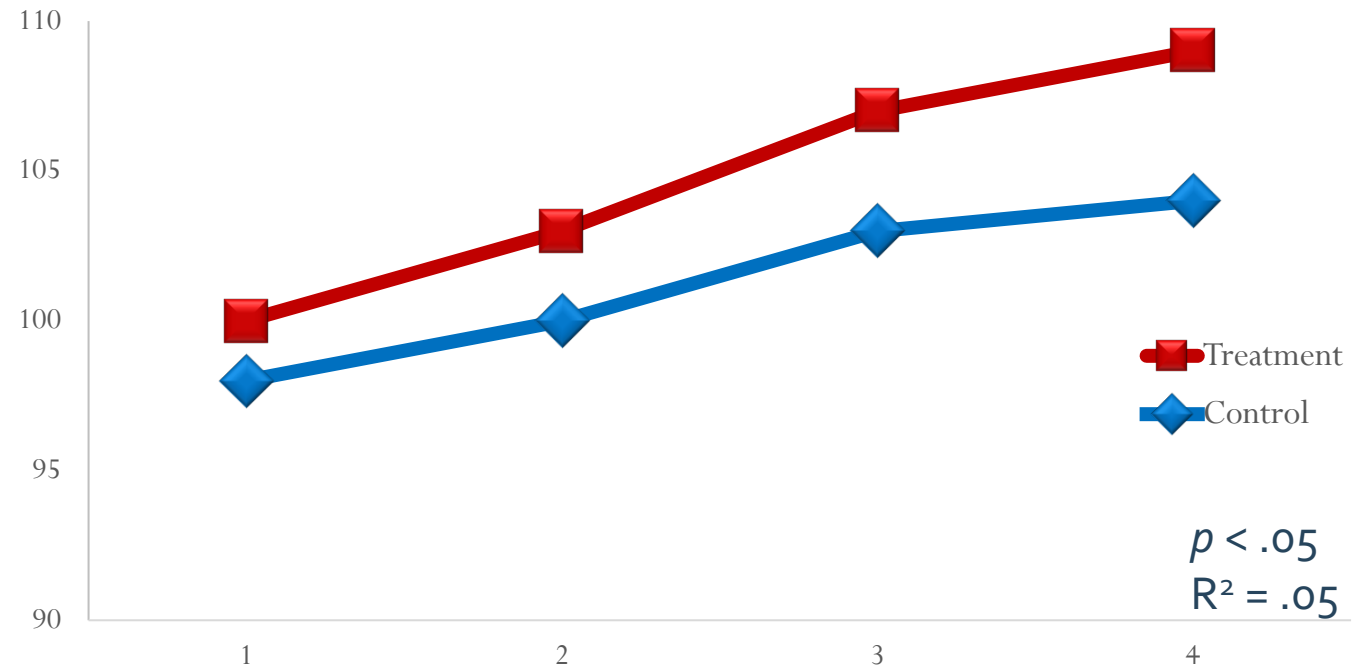
Child Characteristics at Baseline (n = 266)

| | |
|-----------------------|--|
| Mean Age | 46.01 months (SD= 3.67) Range 39 – 54 |
| Identified Disability | 30.2% |
| Language at Home | 70.1% English 12.4% Spanish 13.1% Both English & Spanish |
| Ethnicity/Race | 30.2% Hispanic/Latina 70.8% White |

Measures

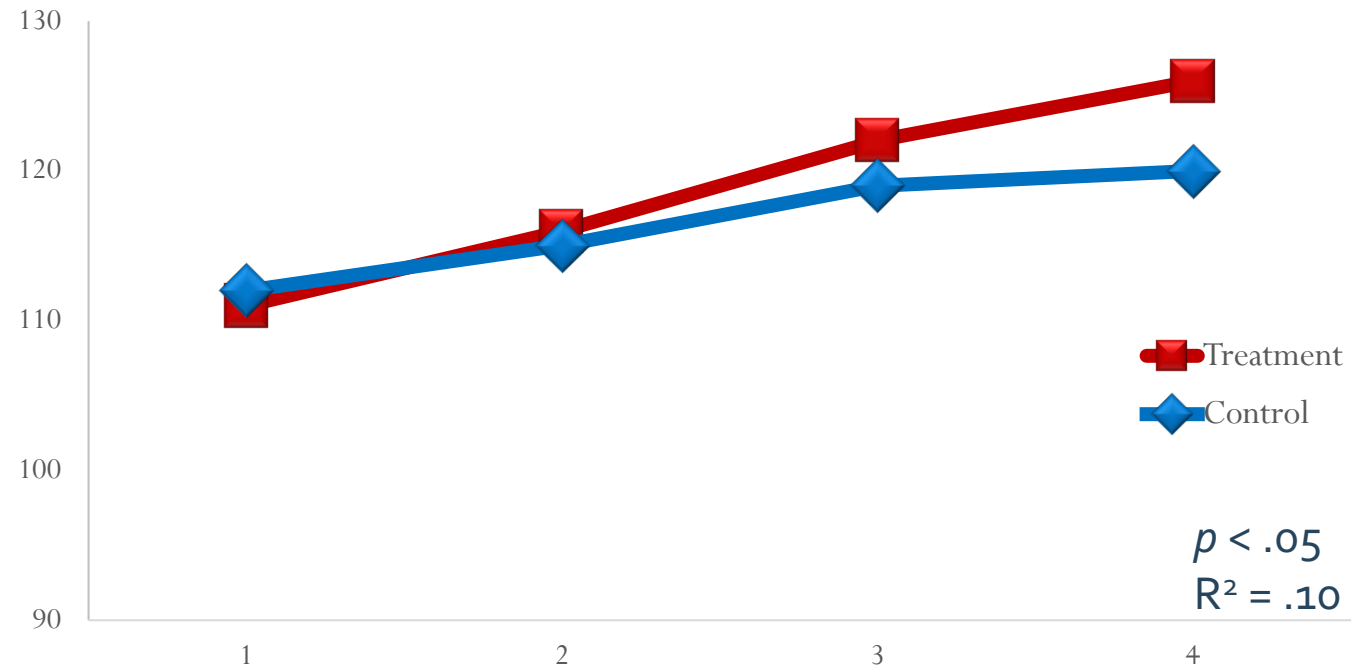
- **Parent-Teacher Relationship Scale** (Vickers & Minke, 1995)
 - Joining, Communication
- **Student-Teacher Relationship Scale** (Pianta, 2001)
 - Conflict, Closeness, Dependency
- **Social Skills Improvement Scale** (Gresham & Elliott, 2008)
 - Social skills, Problem Behaviors

Teacher-Parent Relationship (Teacher Report)



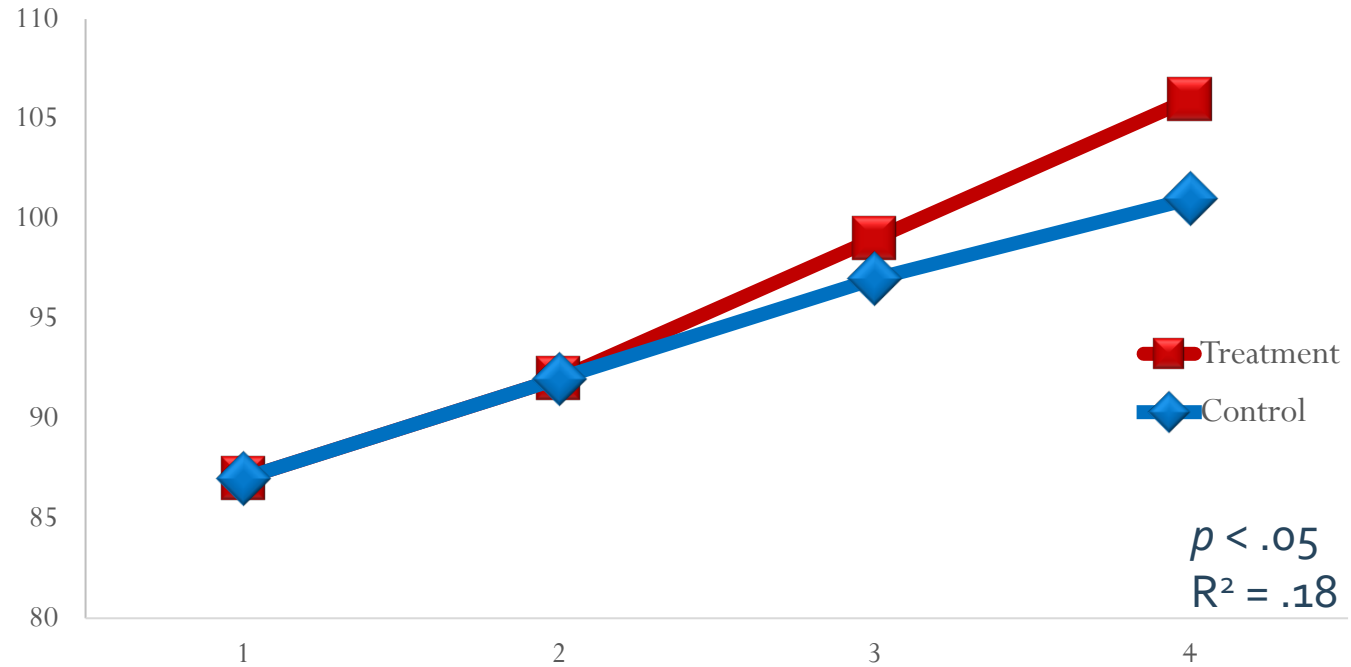
Compared to teachers in the control condition, those involved in the Getting Ready intervention reported ***greater rates of improvement in their relationships with parents***. That is, improvements in interpersonal connections and communication with one another were noted as a function of Getting Ready.

Student-Teacher Relationship



Students and teachers in the Getting Ready intervention were reported to have ***greater rates of improvement in their relationship*** as a function of the GR intervention, relative to controls. That is, treatment group teachers reported feeling closer to and experiencing less conflict with students than controls.

Child-Child Relationship



Compared to students in the control condition, those involved in the Getting Ready intervention were reported to demonstrate ***greater rates of improvement in their social skills***, including cooperation, assertion, responsibility, empathy, engagement, and self-control.



Study 3

- Purpose: Investigated efficacy of Getting Ready for a sample of infants/toddlers and their families.
- Setting: Three Early Head Start home-based programs in rural communities offering visits 60-90 min/week.

Establishing the
Evidence:
Infant /Toddler
(Home Visitation)

Study 3: Early Childhood Educators

Establishing
the Evidence:
Infant /Toddler
(Home Visitation)

Early Childhood Educator/Home Visitor Demographic Characteristics (N = 64)

| | |
|----------------------------------|---|
| Mean Age | 31.9 (SD= 9.4) |
| Mean years in EC | 5.2 (SD = 4.9) |
| Mean years in current employment | 2.0 (SD = 3.6) |
| Highest level of education | 37% high school diploma 8% one-year vocational training certificate 37% two-year college degree 18% four-year college degree |
| Ethnicity | 39% Hispanic/Latina 61% Non-Hispanic/Latina |

Study 3: Participant Characteristics




Parent Characteristics at Baseline (n = 230)

| | |
|----------------------------|---|
| Mean Age | 24.75 (SD= 5.38) Range 12 - 49 |
| Adults in the Home | 25.2% two or more 74.7% one |
| Employment Status | 43.2% Employed 56.8% Unemployed |
| Highest Level of Education | 41.5% less than high school 54.5% high school diploma 2.6% two-year college degree 1.3% four-year college degree |
| Ethnicity/Race | 33.6% Hispanic/Latina 62.9% White |

Child Characteristics at Baseline (n = 234)

| | |
|-----------------------|--|
| Mean Age | 10.30 months (SD= 6.5) Range 1.8 – 24.5 |
| Gender | 51.7% Male 48.3% Female |
| Identified Disability | 5.7% |
| Language at Home | 69.5% English 25.2% Spanish |
| Ethnicity/Race | 39.5% Hispanic/Latina 53.9% White |

Parents who participated in *Getting Ready* interventions demonstrated:

- 
- ***More high-quality, warm and sensitive*** interactions with their children.
 - ***More skills for supporting their children's autonomy*** by being sensitive to the types of goals they set for their children.
 - ***More fitting supports for their children's learning***, including appropriate teaching behaviors, verbal interactions and responsiveness.
 - ***More appropriate guidance and directives for their children*** that were well-matched to the children's developmental level, interest and needs.

Establishing the
Evidence:
Infant /Toddler

(Center-Based)



Study 4

- Purpose: Investigate efficacy of Getting Ready for a sample of infants/toddlers and their families.
- Setting: Early Head Start center-based programs; multiple communities.

Study 4: Early Childhood Educator Characteristics

Establishing the
Evidence:
Infant/Toddler
(Center-Based)



Early Childhood Educator Demographic Characteristics (N = 36)

| | |
|--|--|
| Mean Age | 32.7 (SD= 10.0) |
| Mean years in EHS | 3.69 (SD = 3.6) |
| Mean years in current employment | 3.28 (SD = 3.0) |
| Highest level of education | 8.82% Some college credit but no degree 47.06% Associate's degree 41.18% Bachelor's degree 2.94% Graduate/Professional degree |
| Child Development Associate (CDA) Certif | 29.40% |
| Ethnicity | 78.13% Non-Hispanic/Latina 12.50% Mexican-American 9.38% Other Hispanic |

Study 4: Participant Characteristics



Parent Characteristics at Baseline (n = 61)

| | |
|----------------------------|---|
| Mean Age | 28.7 (SD= 7.6) Range 16-48 yrs |
| Highest Level of Education | 26.2% less than high school 18.0% high school diploma/GED 24.6% some training beyond HS, no degree 9.8% Vocational/technical certificate 8.2% two-year college degree 13.1% four-year college degree |
| Ethnicity/Race | 54% Hispanic/Latina |

Child Characteristics at Baseline (n = 61)

| | |
|------------------|---|
| Mean Age | 14.49 months (SD= 6.0) Range 2-24 months |
| Language at Home | 45.9% English 26.2% Spanish 14.8% English & Spanish 13.1% English & another language |

Measures

Child Care Worker Job Stress Inventory (Curbow et al., 2001)

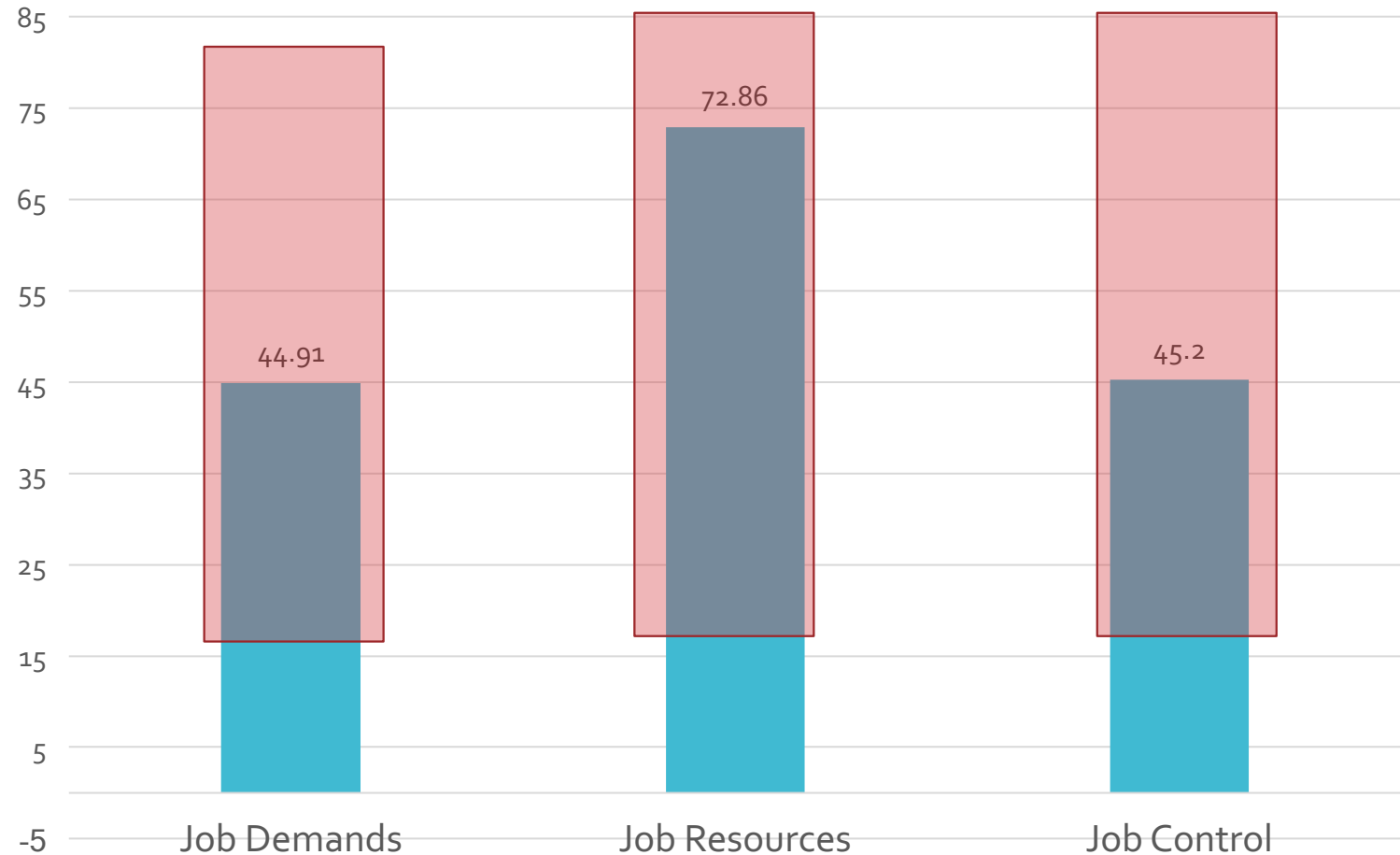
| | |
|---------------|---|
| Job Demands | e.g. work long hours; parent bring children who are sick; parents come late to pick up children |
| Job Resources | e.g. work is important; making a difference; know children are happy with me. |
| Job Control | e.g. when activities take place; hours worked; breaks; amount paid; etc. |

Adult Involvement Scale (one-on-one interactions) (Howes, 1980)

Caregiver Interaction Scale (group interactions) (Arnett, 1986)

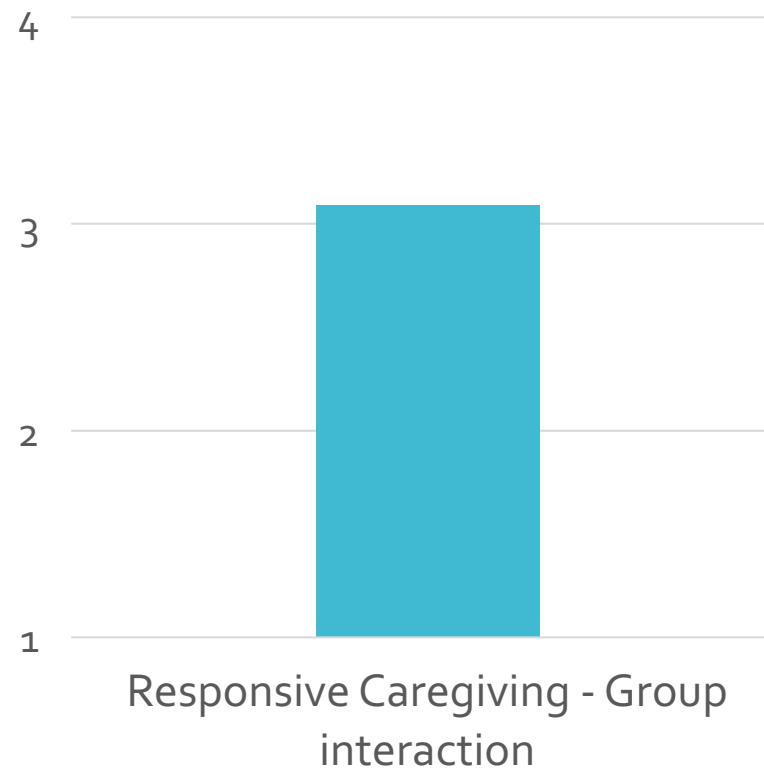
Establishing the Evidence:
Infant / Toddler
(Center-Based)

Child Care Worker Job Stress Inventory



Establishing the
Evidence:
Infant/Toddler
(Center-Based)

Baseline measures indicate that teachers are demonstrating responsive caregiving in approximately 48% of observed intervals with target children in one-on-one interactions.





**How will Getting Ready
continue to evolve?**

Next Steps

- Complete Trial in Infant/Toddler Center-Based Setting
- Ongoing Analyses for Subgroups
 - *What works for whom?*
- Active Ingredients of Getting Ready
- Manualization and Scale Up



Application of Getting Ready:



Home-Based
Infant/Toddler

2004 - 2010



Center-Based
Preschool/K

2011-2016



Center-Based
Infant/Toddler

2016-2021



Home-Based
Part C

2017-2020

Key Take-Aways

Getting Ready:

- Enhances adult-child relationships and strengthens parent-educator partnerships;
- Promotes positive outcomes in children and families when used across early childhood settings, including home visiting and center-based programs;
- Requires intentional planning for and reflection on parent engagement.



Key Take-Aways

When educators engage in the Getting Ready approach:

- **Children** experience improved social- emotional, language and literacy skills;
- **Parents** demonstrate enhanced interactions with their children and;
- **Teachers** report improved relationships with children in their classrooms.



Advancing Early Learning & Development

Getting Ready promotes school readiness for young children, especially those who are growing up in poverty. It is an approach that encourages parental engagement in all aspects of early childhood development, while building on strengths for parents and children.

[LEARN MORE](#)

Thank You!

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Discussion

- *How can information from this study inform or advance early childhood practice?*
- *How can information from this study inform or advance early childhood public policy?*
- *What additional research is needed to inform or advance early childhood practice and/or policy?*
- *How can lessons from practice or policy inform this line of research?*

