Supporting Relationships with Children and Families: Outcomes from Getting Ready

Lisa Knoche, HyeonJin Yoon, Sue Sheridan, Sandra Scruggs

Session Outline

GettingReady

- What is Getting Ready?

- How does Getting Ready support relationships in infant/toddler center-based programs?

- What are the implications of this research?

Acknowledgements

Research Team, Key Personnel and Research Assistants:

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![GettingReady logo]

Promotes children's learning and development by **strengthening relationships** and **building competencies** among families and educators in all early childhood settings

**GettingReady** is about *enhancing family engagement* through *partnerships*.

GettingReady

Disconnected	Parent Involvement	Parent Partnership
Educators and parents each "do their own thing" to promote child learning.	A "one-size fits all" families approach is used to promote child learning.	An individualized approach is used to promote child learning considering unique family strengths, culture, priorities, and composition.
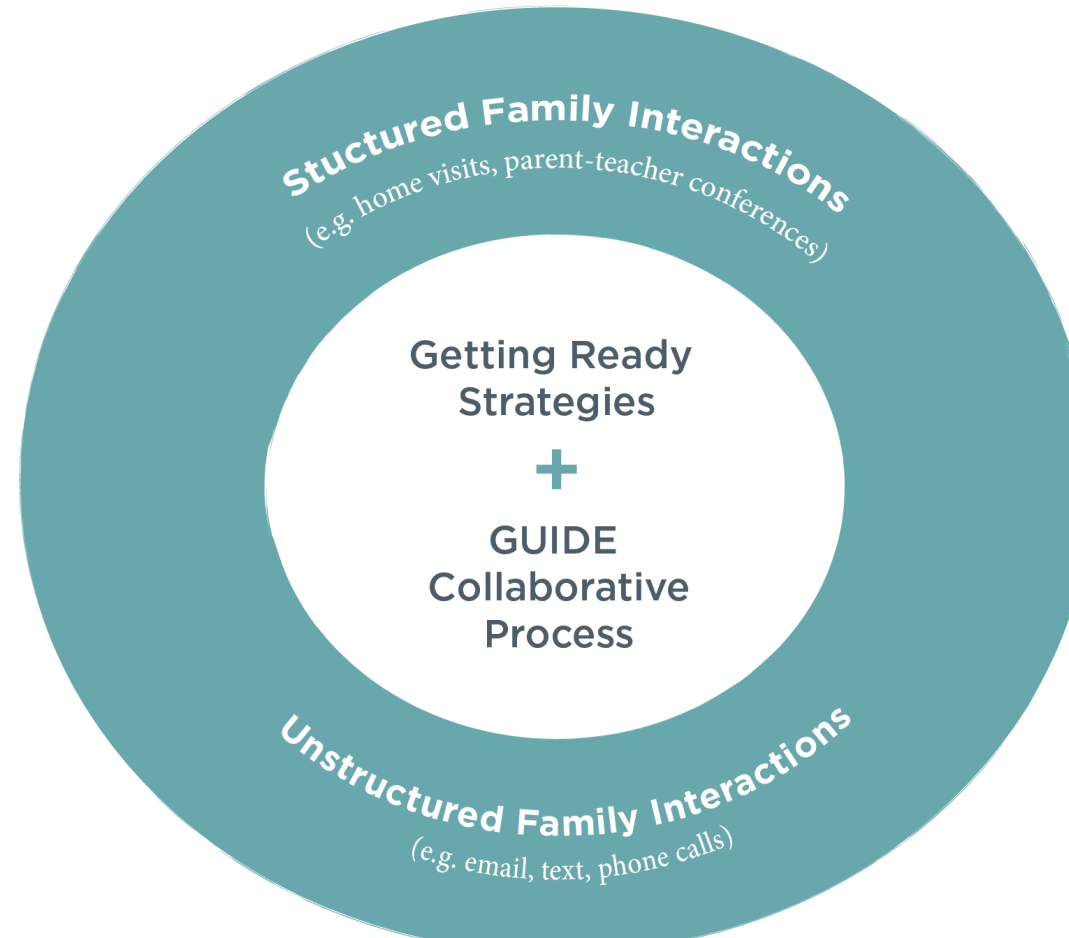
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Parent Engagement Strategies

In Getting Ready, educators:

1. Facilitate connection between parent-child
2. Communicate openly and clearly
3. Affirm parent's competencies
4. Encourage mutuality in decision making
5. Focus attention on child's development
6. Share information and resources
7. Use observations and data to guide decisions
8. Model and suggest

GettingReady

Strategy:

Affirm
Comp

INTENTIONALITY

...That's really good to draw her attention to that, other things that they might stick to. It awakens their scientific inquiry!"

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Adult-Child Interaction Practices

In strengthening the **adult-child relationship**, educators and parents:
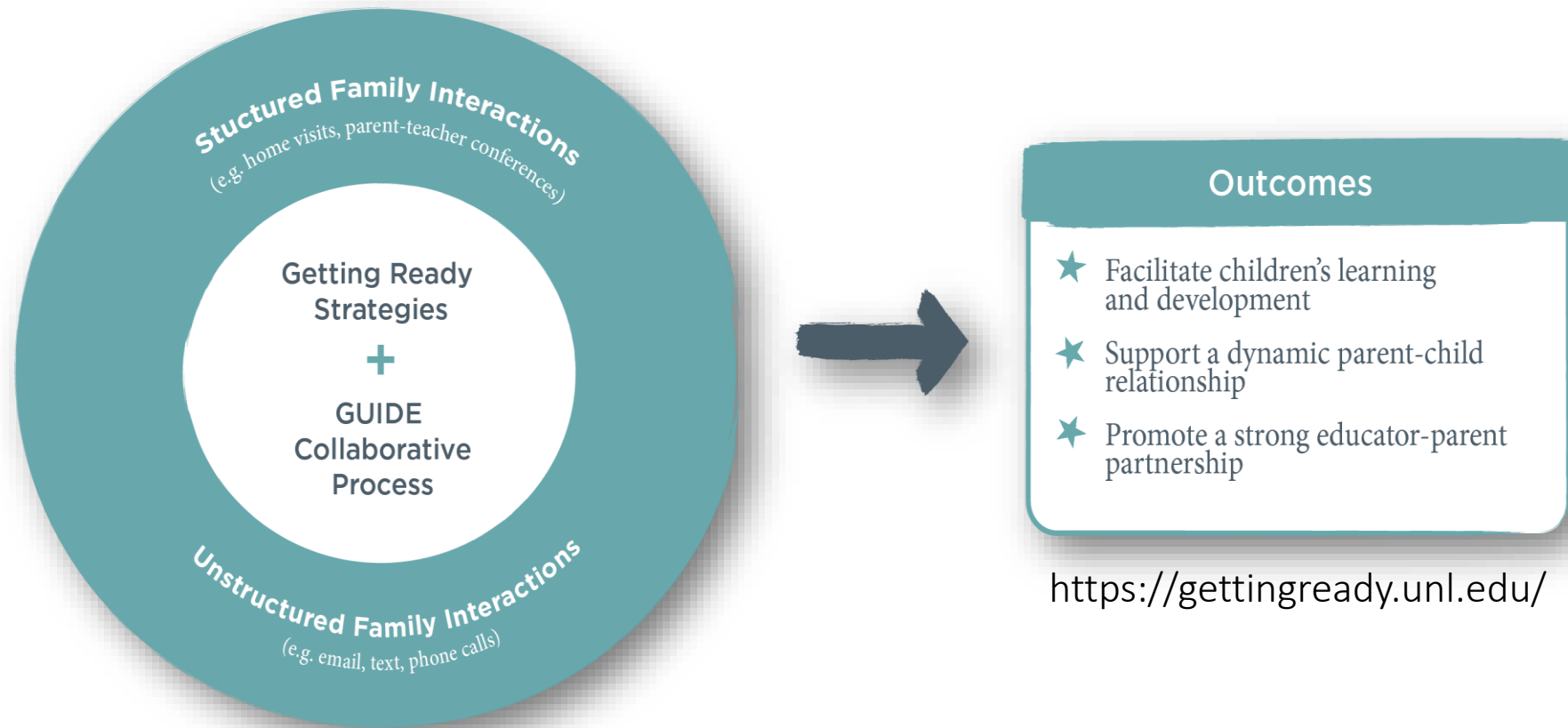
1. Interact with Child in Sensitive and Responsive Ways
2. Establish and Sustain Child's Interest
3. Encourage Turn-Taking
4. Follow the Child's Lead
5. Challenge and Support the Child to Scaffold Learning

GettingReady

- ✓ **Supplements and extends** early childhood curricula and programming (*e.g. Growing Great Kids, Parents as Teachers, HFA, Early Head Start, Sixpence*). **VALUE ADD!**
- ✓ NOT a curricular program or standardized protocol.

Early childhood programs are committed to family engagement and partnership…… but often don't know *HOW* to implement strategies to support engagement.

Professional Development

- Initial Training

- Coaching sessions with a UNL Getting Ready Coach

Video Submission → Coaching Session → Action Plan

Building the Evidence

Home-Based Infant/Toddler

Center-Based Preschool/K

Center-Based Infant/Toddler

Home-Based Part C

Early Childhood Programs (PDG)

2004 - 2010

2016-2022

2019-ongoing

2011-2016

2017-ongoing

Building the Evidence

Home-Based
Infant/Toddler

Center-Based
Preschool/K

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Purpose of Current Study

The purpose of this study is to explore the effects of the Getting Ready 0-3 approach on **teacher-child relationships** and **parent-teacher relationships in infant/toddler center-based programs**.

Photo by: Dmitry Pichugin

Setting

- **Early Head Start center-based classrooms**
  - 56 rural and urban classrooms in Nebraska and South Dakota
  - Full-day, year-round services

- **Variability in program size**
  - 2 classrooms to 9 classrooms
  - 1 to 3 educators/teachers per classroom

- **Up to 2 families/educator**

- **Families and educators involved for two years**

Participants

- Educators/teachers (N=87)

- Parents/families and children (N=152)

Gender	100% Female
Race	81.6% White 3.4% Black or African American 1.1% Asian 1.1% Other 2.3% Prefer not to answer
Ethnicity	14.8% Hispanic/Latino
Language Spoken in the Classroom	77.0% English only 14.9% English with other languages

Educators

Educators

Education	2.2% High school diploma/GED or less 9.2% Some college credit but no degree 32.2% Associate's degree 43.7% Bachelor's degree 5.7% Graduate or Professional degree
Years of Experience Working with Infants	M= 7.08 years (5.92 SD)
Years of Experience Working with Toddlers	M= 8.12 years (5.94 SD)

Relationship to Child	87.5% Mother 5.3% Father 0.7% Other (foster mother)
Race	53.1% White 26.3% Black or African American 12.5% American Indian or Alaska Native 2% Asian 1.3% Native Hawaiian or Other Pacific Islander 6.6% Some Other Race 3.3% Prefer not to answer
Ethnicity	41.4% Hispanic

Parents

Research Design

- Randomized controlled trials (RCT)
  - Educators were randomly assigned either to the Getting Ready intervention group or the EHS "business as usual" group.
  - Outcomes for the intervention group and the comparison group were compared.

- A longitudinal multilevel (i.e., hierarchical linear) model was used for analyses.
  - 3-level complex sampling design (observations [level 1], nested within children [level 2], nested within teachers/educators [level 3]).
  - A set of covariates were included in the models to statistically control for baseline inequivalence: child age in months, child gender, child race, parent education, parent employment, parent age, parent having concerns about delays/differences in child development, parent-report economic pressure

RESEARCH QUESTION #1

*What is the effect of Getting Ready on **responsive caregiving practices** used by infant/toddler educators?*
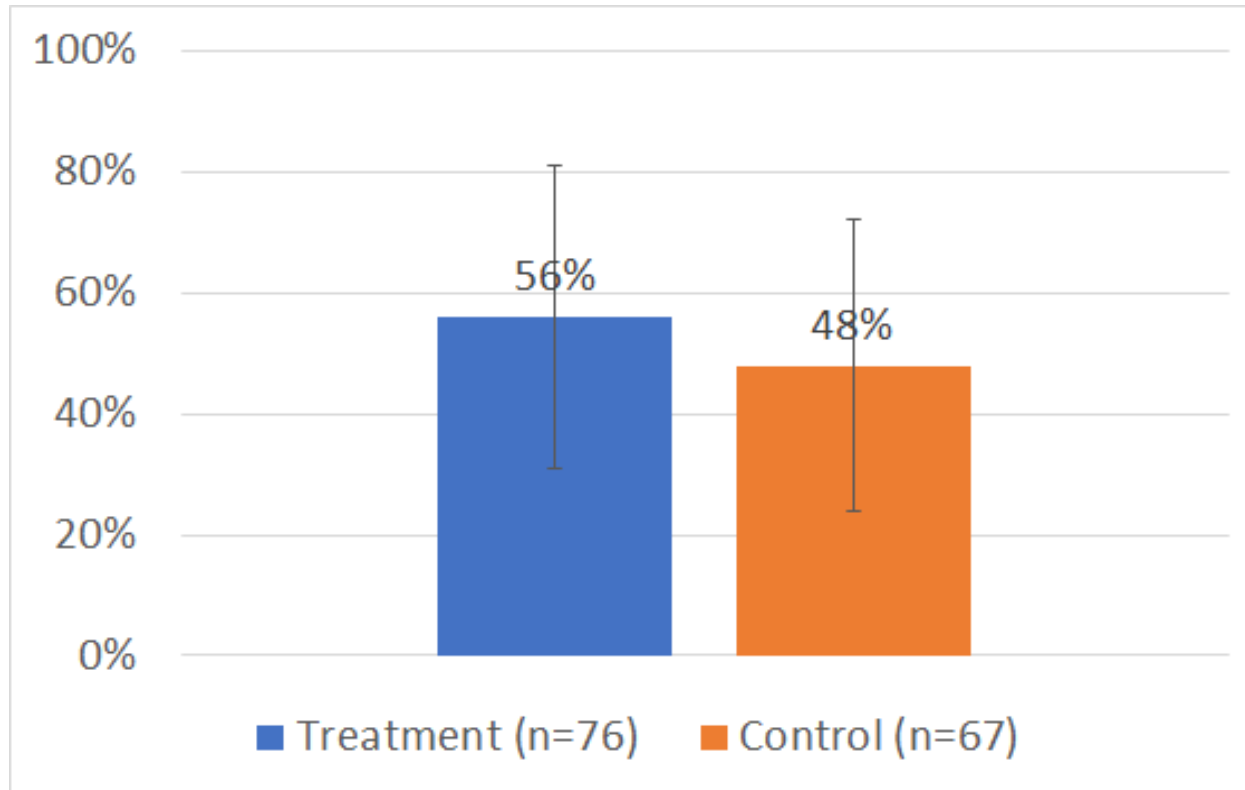
Measure – Responsive Caregiving

- **Adult Involvement Scale** (AIS; Howes & Stewart, 1987)
  - Coding of teacher behavior during live teacher-child interactions by trained observers
  - 20-second interval coding for 4, five-minute long coding cycles in EHS classrooms
  - Intervals collected across a 2-hour observation period two times each year.

Measure – Responsive Caregiving

– Teacher-child interaction was coded as <u>responsive</u> if teacher:

- *Engaged in **warm, helpful physical touching** and/or **verbally responded to child***

- *Initiated **social interactions** with child and **answered complex questions***

- ***Verbally acknowledged and extended** upon child's statements and/or **individualized** response to child*
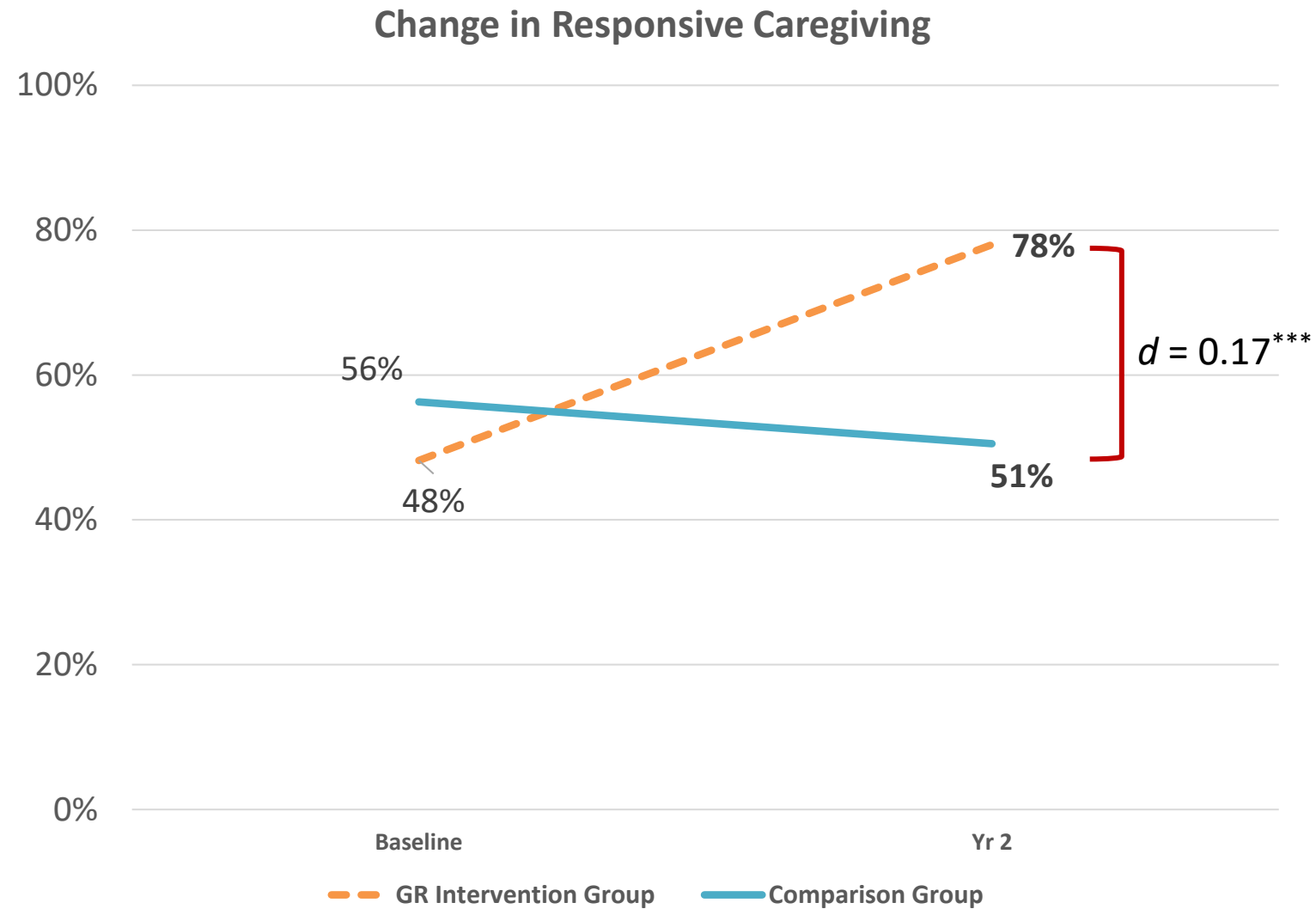
What are rates* of responsive caregiving at baseline?

Approximately ½ of all interactions were coded as responsive at baseline

No significant baseline differences between intervention and comparison educators.

*Rate calculated by # of 20-sec intervals with responsive caregiving/total # of 20-sec intervals coded

Change in Responsive Caregiving

56%

78%

48%

51%

$d = 0.17^{***}$

100%

80%

60%

40%

20%

0%

Baseline

Yr 2

- - - GR Intervention Group ——— Comparison Group

Educators in the Getting Ready intervention group exhibited significantly greater gains in their **observed responsive caregiving practices** over the two-year intervention compared to educators in the comparison condition
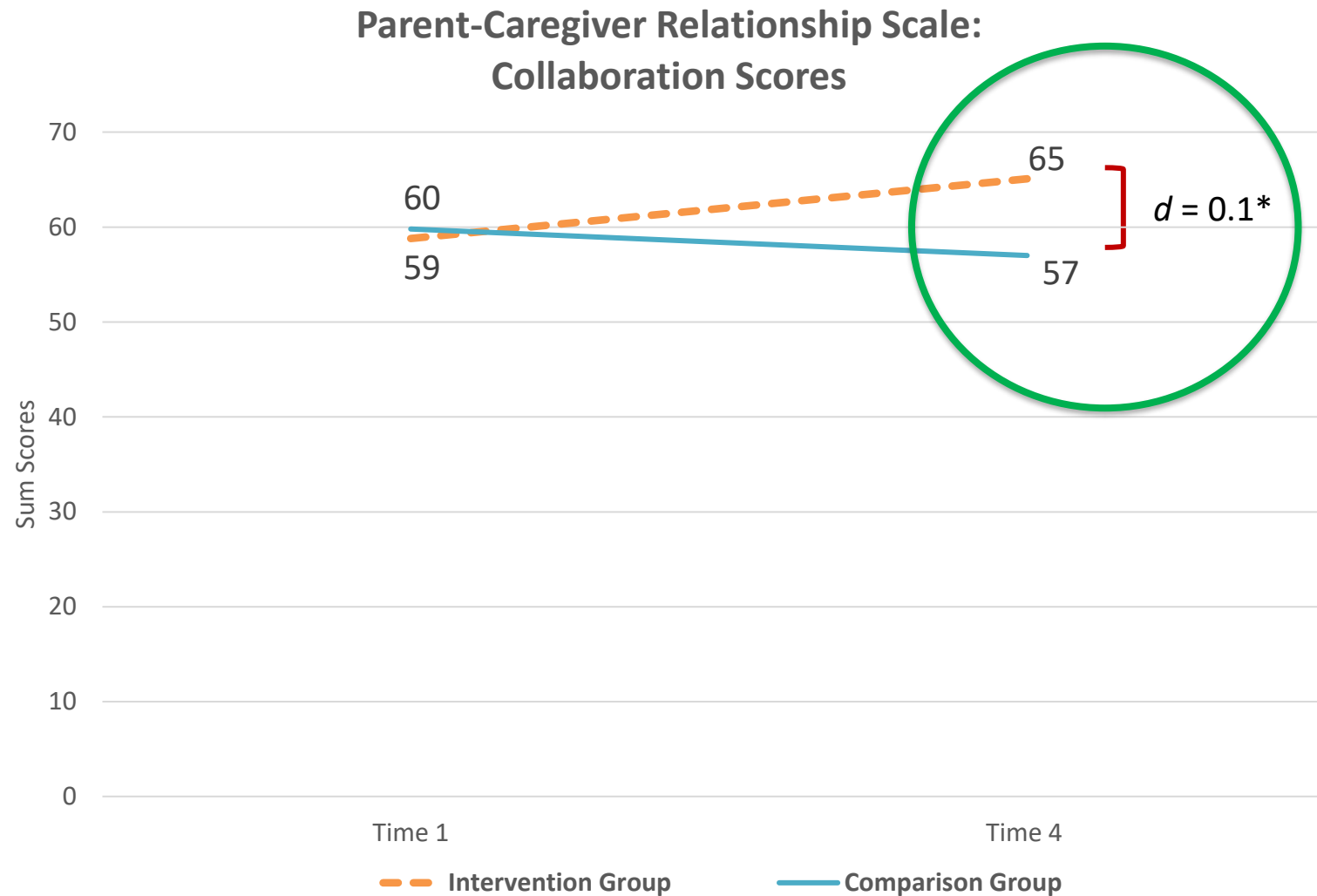
Change in Responsive Caregiving
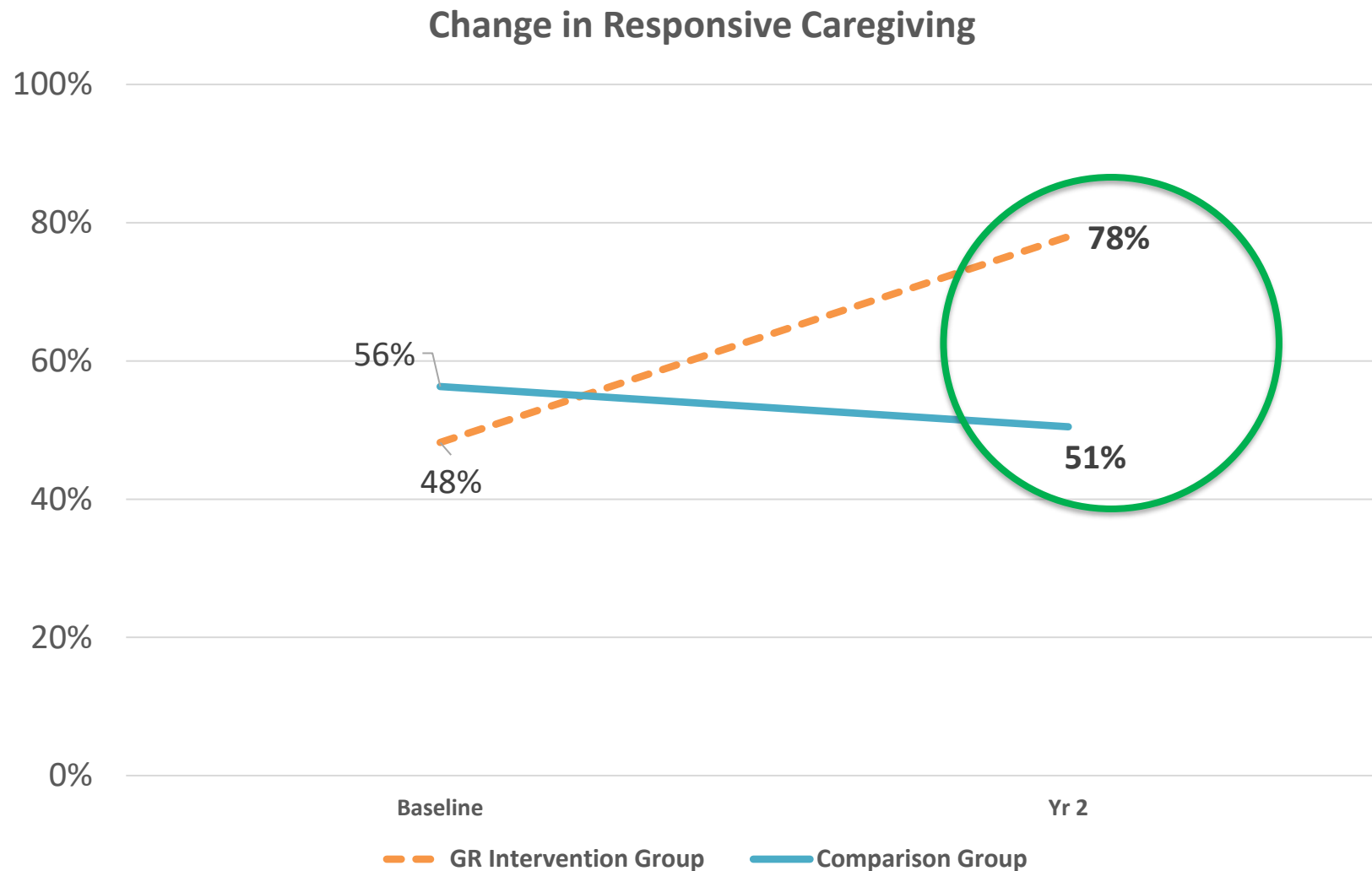
Educators in the Getting Ready intervention group exhibited significantly greater gains in their **observed responsive caregiving practices** over the two-year intervention compared to educators in the comparison condition (**¾ vs. ½ interactions responsive**)

RESEARCH QUESTION #2

What is the effect of Getting Ready 0-3 on *parent-teacher relationships?*

Measure – Parent Teacher Relationships

- ***Parent Caregiver Relationship Scale*** (PCRS; Elicker, Noppe & Noppe, 1996)

  - 35-item questionnaire assessing parent perceptions, attitudes and feelings about his/her relationship with child's teacher.

  - Three subscales:

    - Trust/Confidence (I trust that my child's teacher will tell me important things about my child.)

    - Collaboration (My communication with my child's teacher is always very open and honest.)

    - Affiliation (My child's teacher and I really seem to value our relationship with each other.)

Parent-Caregiver Relationship Scale:
Collaboration Scores

70

65

d = 0.1*

60

60

59

57

50

40

Sum Scores

30

20

10

0

Time 1   Time 4

- - - Intervention Group   —— Comparison Group

Parents in the Getting Ready intervention group experienced **_significantly greater gains in their perceptions of collaboration with their child's teacher_** over the two-year intervention compared to families in the comparison condition.

Other Findings

There were no significant effects on **trust/confidence** or **affiliation**.

Take Aways

- Getting Ready had a **positive effect on infant/toddler educators' responsive caregiving practices**.
  - *Getting Ready is a value add for EHS center-based programs; over half of interactions at baseline were responsive but GR03 encouraged improvement and growth over time in the amount of high-quality interactions (51% vs. 78%).*
- Educators with **varying levels of education and experience** and across rural and urban program sites demonstrated improved interaction skills with children.
- **Getting Ready coaching** allowed educators to plan for intentional interactions with children and develop skills in using adult-child relationship practices.

Take Aways

- Getting Ready had a **positive effect on parent-teacher collaboration.**
  - *Intervention and comparison groups reported relatively high levels of efficacy at baseline, but the GR03 group gained significantly more while comparison group reported slight decline.*
- **Coaching and intentional, guided planning is CRITICAL** to promote educator use of family engagement strategies and practices with children and families to promote positive adult-child interactions.

Take Aways

- Getting Ready is an **evidence-based family engagement approach** comprised of **eight strategies** and a **collaborative structure** for use by educators during family contacts.

- Getting Ready **strengthens adult-child relationships** and **parent-educator partnerships** and **promotes positive outcomes in children and families** when used across early childhood settings. Three randomized trials have provided evidence of the intervention's effectiveness.

Thank you!

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