GettingReady

An Evidence-Based Approach for Promoting Strong Partnerships in Early Childhood Settings

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KEY FEATURES OF PARTNERSHIPS

GettingReady

GETTING READY APPROACH

OUTCOMES AND IMPLICATIONS

PARTNERSHIP

Parent Involvement	Parent Partnership
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.
• Communication is ***generally one-direction***. • ***Educators are the primary decision-makers*** about the priorities for the child's learning. • ***Educators determine the role of parents*** in the child's learning.	• Communication is ***bi-directional*** and ***consistent***. • ***Parents and educators*** make ***mutual decisions*** about priorities for the child's learning. • ***Parents and educators mutually determine their roles*** in the child's learning.

HOW?

GettingReady

Promotes children's learning and development by ***strengthening relationships*** among families and educators in home- and center-based early childhood settings serving children birth – five years.

GettingReady Approach

Engaging Parents & Strengthening Partnerships

Outcomes

- Facilitate children's learning and development
- Support a dynamic parent-child relationship
- Promote a strong educator-parent partnership

https://gettingready.unl.edu/

Outcomes

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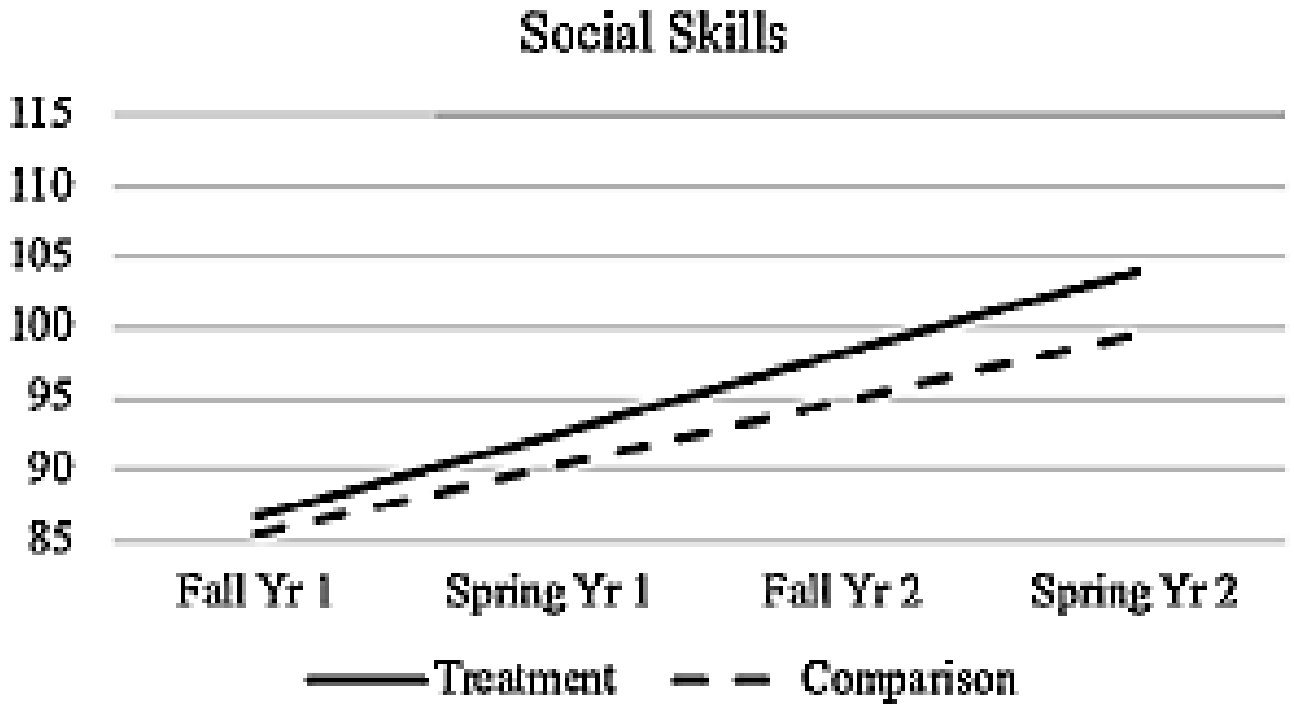
- Children's Learning & Development
- Parent- Child Relationship
- Parent-Educator Partnership

Children's Learning & Development

Preschoolers who received the Getting Ready program were ***better than 75% of their peers*** *in handling their emotions, managing their behavior and developing sustaining relationships.*

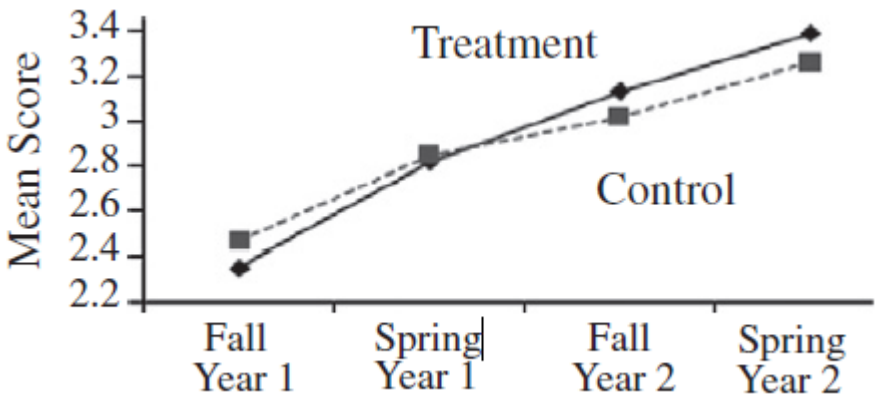


γ=1.15, t(543)=2.26, p=.02, β=.08

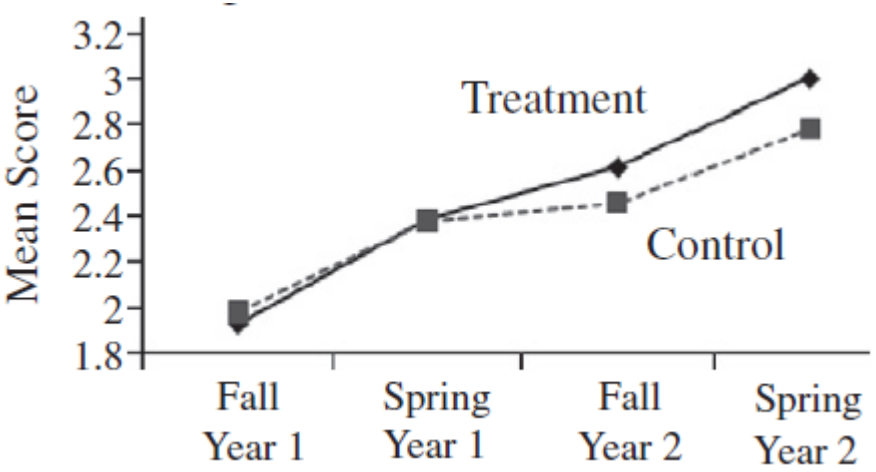
Sheridan et al., 2019 (*N*=267)

Children's Learning & Development

Children who were part of Getting Ready ***scored better than 80% of their peers*** *in language and early reading skills.*



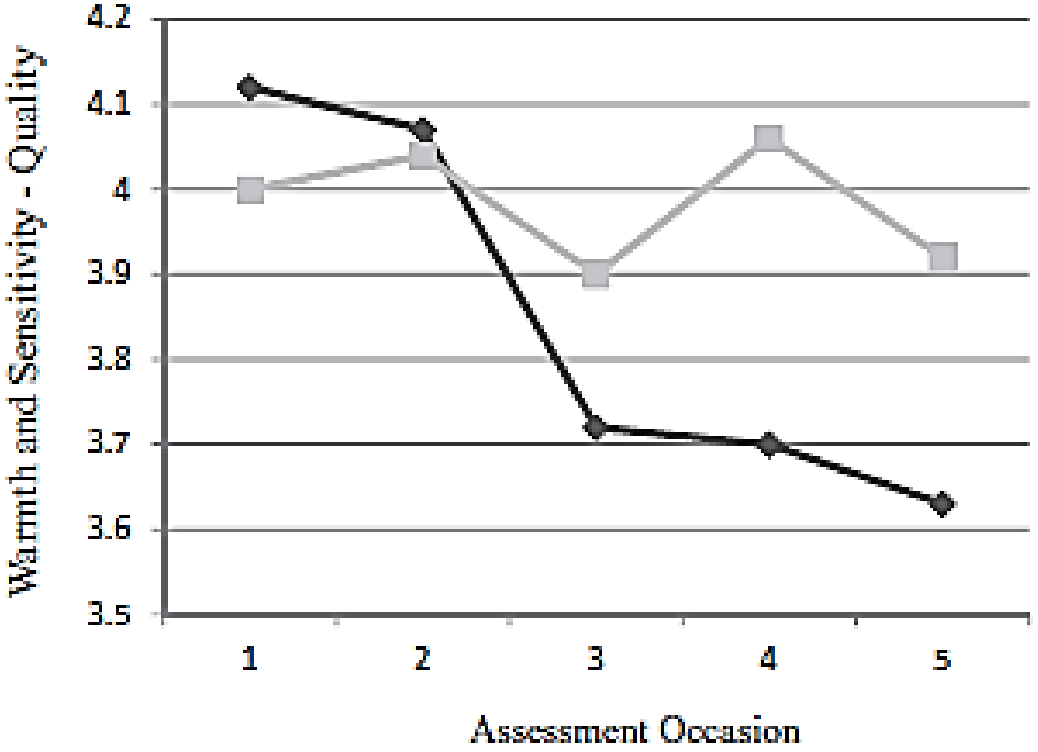
TROLL Language Use significantly different from that of the control group, γ=0.014, t(148)=2.97,p=.004 d=1.11.

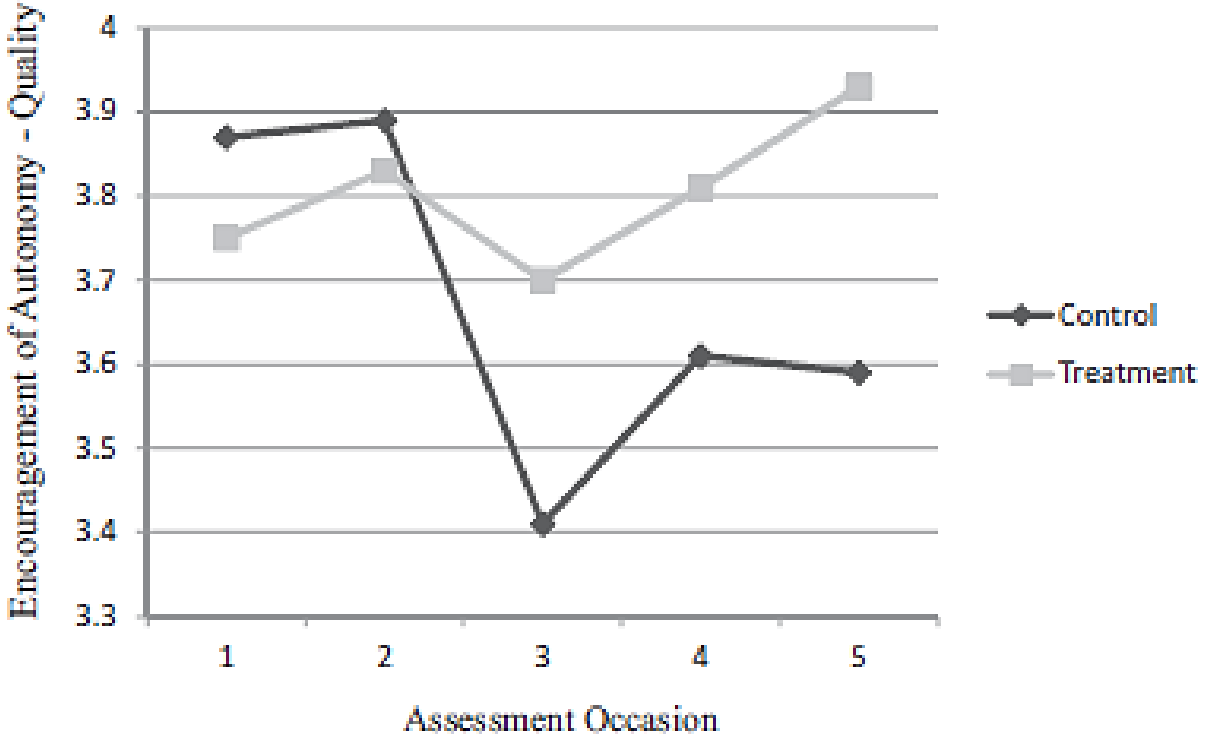


TROLL Reading scores significantly different from that of the control group, γ=0.015, t(138)=3.62, p=.000, d=1.25.

Sheridan et al., 2011 (*N*=217)

Parent – Child Relationships





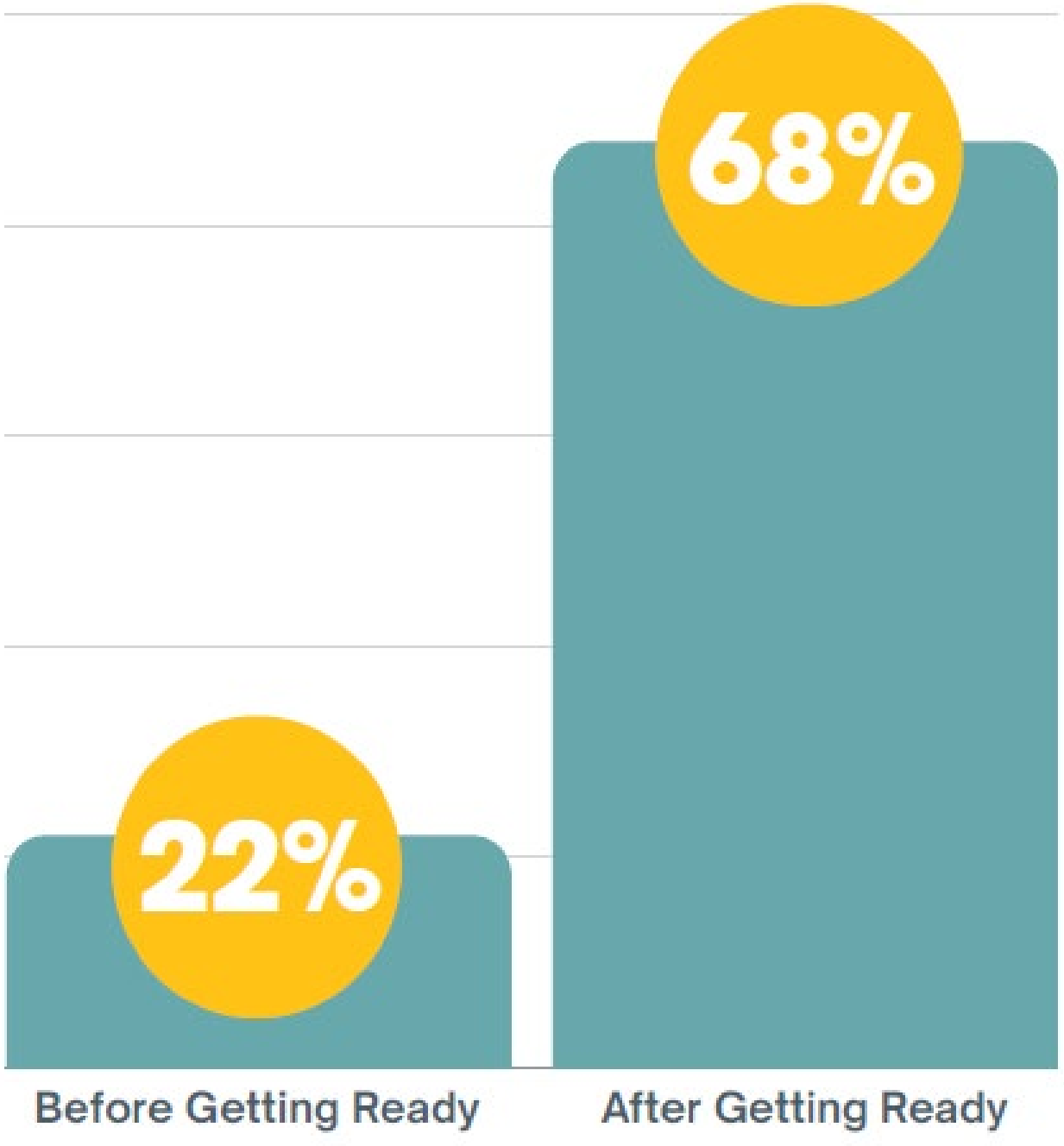
Parents in Getting Ready ***interacted with their children using a greater degree of warmth and sensitivity*** than did their counterparts in the control condition, $\gamma = 0.02$, $t(94) = 2.54$, $p < .05$, $d = 0.83$.

Parents in Getting Ready ***demonstrated greater quality in behaviors that supported their children's autonomy***, $\gamma = 0.02$, $t(106) = 2.06$, $p < .05$, $d = 0.67$.

Knoche et al., 2012 (*N*=234)

Parent-Educator Partnership

*"I **communicate more with the parents** and **parents feel more comfortable** communicating with me."*



After Getting Ready, educators felt ***more prepared*** to interact with parents.

*"I have **more conversations** with parents about **improvements made or struggles**."*

Conclusions

- Getting Ready is an evidence-based family engagement approach comprised of eight strategies and a collaborative structure for use by educators during family contacts in home visiting, family child care homes and center-based programs to promote partnerships with families.
- Data show positive effects on children's development and learning, parent-child relationships, and partnerships with families.
- Training and dedicated resources towards promoting parent engagement is essential.
  - *Administrative policy must allow for planning time and sufficient meeting time with families (e.g., conferences and home visits) to facilitate partnerships.*
- Professional development and coaching are essential.

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Thank you!

Questions? Lisa Knoche, lknoche2@unl.edu or gettingready.unl.edu

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