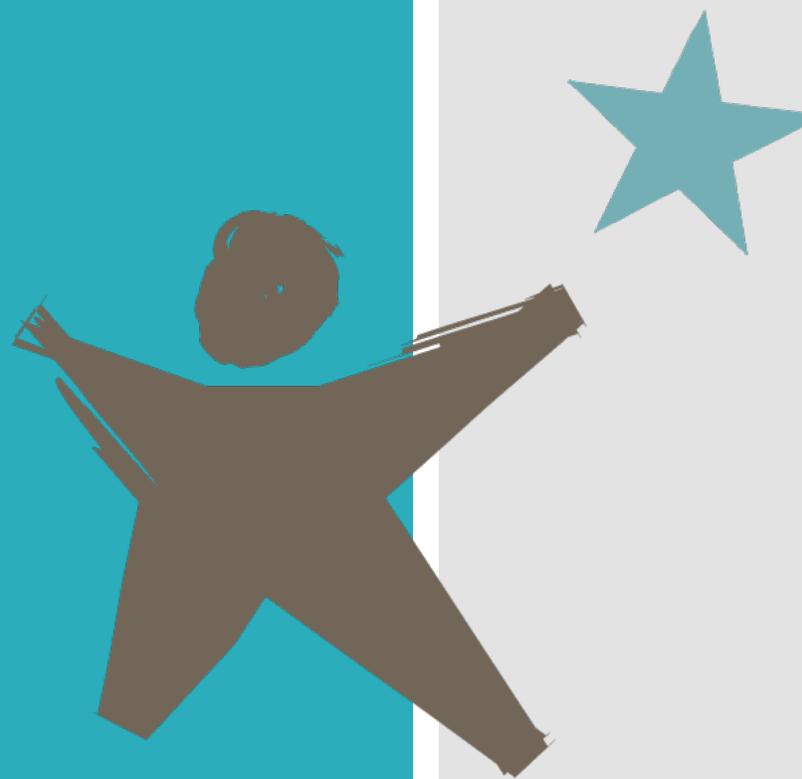


Getting Ready: A Partnership-based Approach for Promoting Children's Development

Lisa L. Knoche

Nebraska Center for Research on Children, Youth,
Families and Schools; University of Nebraska-Lincoln



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Research Collaborators:

Susan M. Sheridan
Carolyn Pope Edwards
Christine A. Marvin

Methodologists/Analysts:

James Bovaird
Houston Lester
Kevin Kupzyk
Kat Cheng

Key Personnel/Research Assistants:

Keely Cline
Courtney Boise
Amanda Moen
Sandra Scruggs

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What is the *Getting Ready* Intervention?

A partnership approach that promotes children's learning and development by strengthening relationships, building competencies, and promoting collaboration among families and early childhood educators.



Goals of the *Getting Ready* Intervention



- To promote *young children's development* by engaging parents in early and sustained relationships and partnerships;
- To *enhance relationships* between parents and children, and build *parents' competencies* as children's first "teacher";
- To strengthen *collaborative partnerships* between parents and early childhood educators (ECEs).

Getting Ready Intervention ("Approach")



A flexible and responsive method for engaging and interacting with families using partnership-building strategies across structured and unstructured programming contexts

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

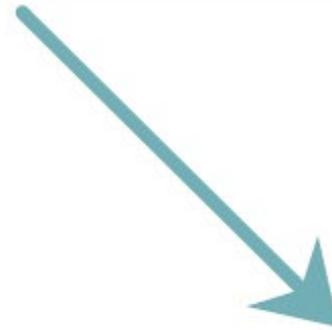
Strategies to Enhance Relationships & Strengthen Partnerships:

- 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)



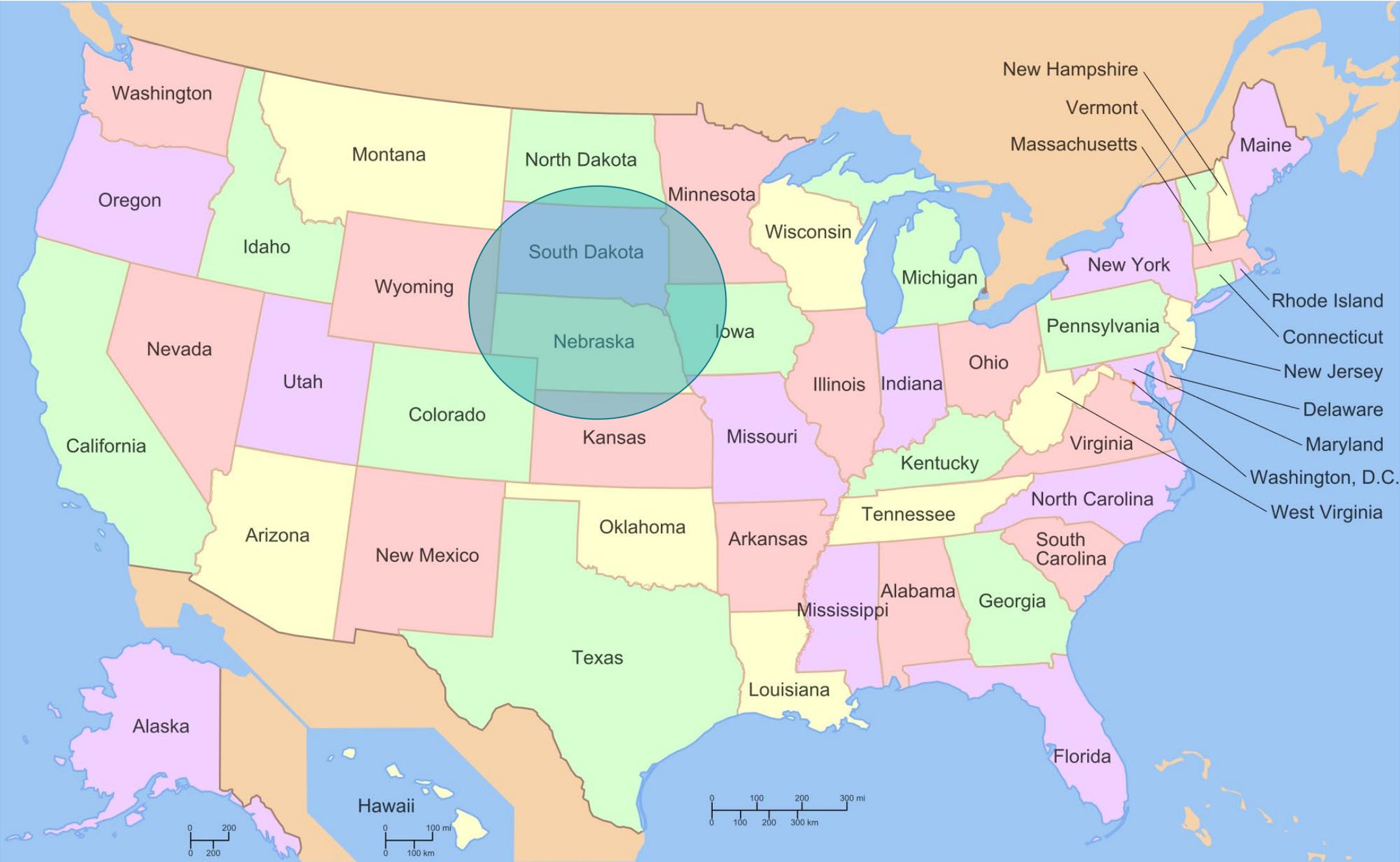
Structured Opportunities/ Collaborative Planning Process

(e.g., home visits, parent-teacher conferences)

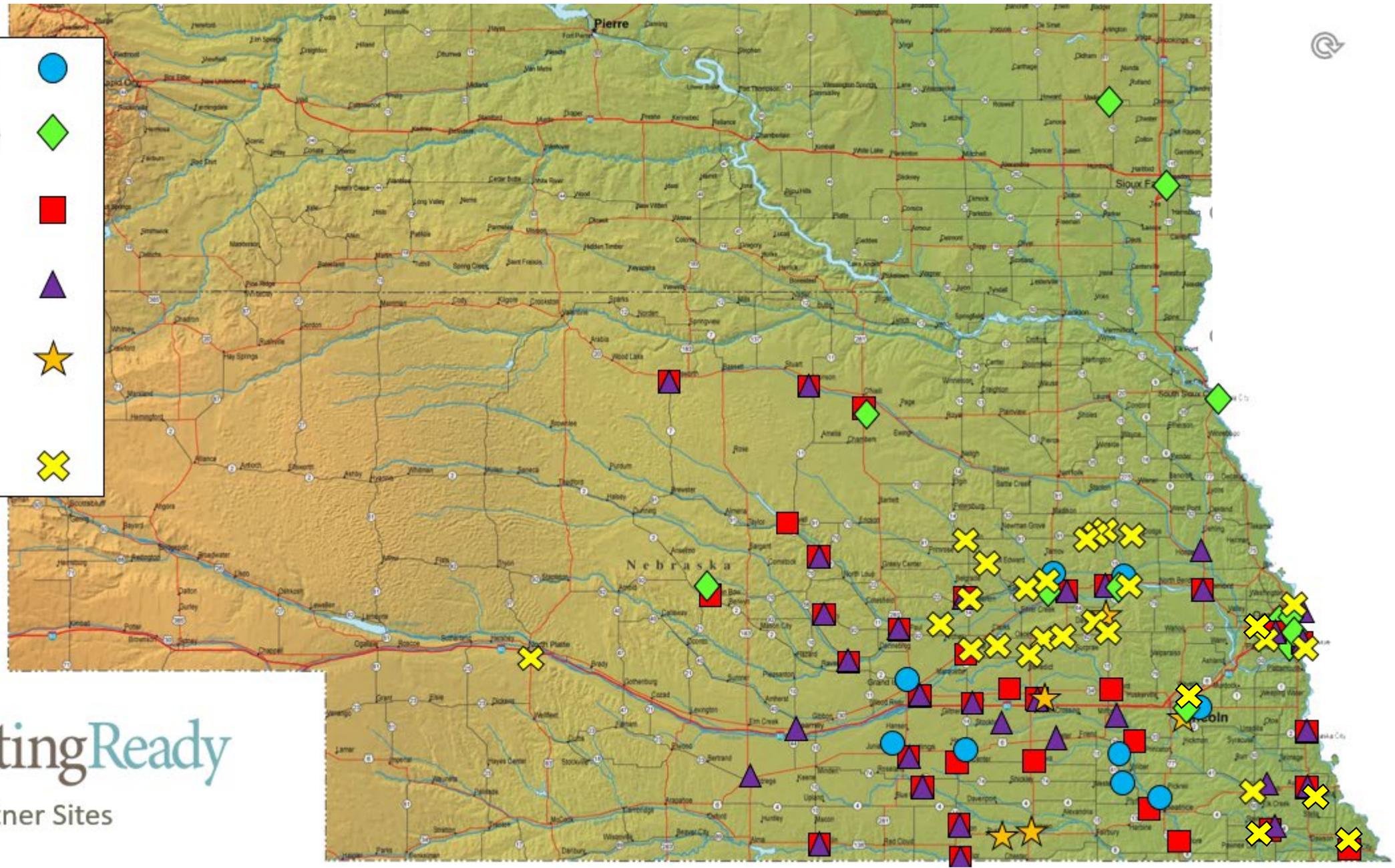
'Getting Ready' in Rural Communities



- Connections between home and educators may be particularly advantageous in bridging the resource-access gap in rural communities.
- Early, positive home-educator relationships accentuate parent engagement at a pivotal time in a child's development.



- 0-3 (home-based) ●
- 0-3 (center-based) ◆
- Pre-K ■
- K ▲
- Pre-K & K (same agency) ★
- 0-3 Part C ✕





Establishing the Evidence Base: Study 1

Effects on Parents, Social-behavioral and Language/Literacy Skills

Summary of Research

Data from our work to date in rural communities indicate that the ***Getting Ready Intervention is effective*** at supporting:

- *social-emotional competencies* in preschool children (Sheridan et al., 2009; 2014);
- *language and literacy skills* in preschool children (Sheridan et al., 2014);
- *parents' interactions* with their children (Knoche et al., 2012);
- early childhood providers' abilities to *encourage active parent engagement and partnership* (Knoche et al., 2010).



Establishing the Evidence Base: Study 2

Effects on Preschoolers with Developmental Delays

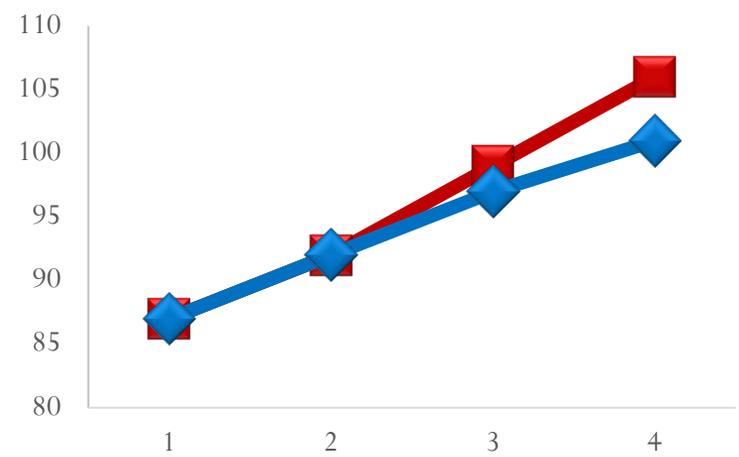
Study Context

- Publically-funded rural preschool classrooms
 - 76 rural preschool classrooms; 267 children
 - Part-day, part-year, center-based services
 - Families enrolled for two years
 - Children identified with developmental concern at preschool entry
- Meaningful family contacts
 - EC providers use Getting Ready approach as a method of interacting with families
 - Intervention includes six meaningful family contacts per year (home visits)

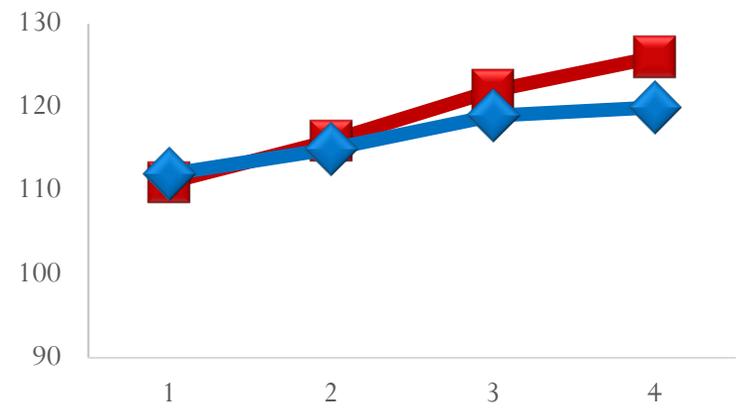




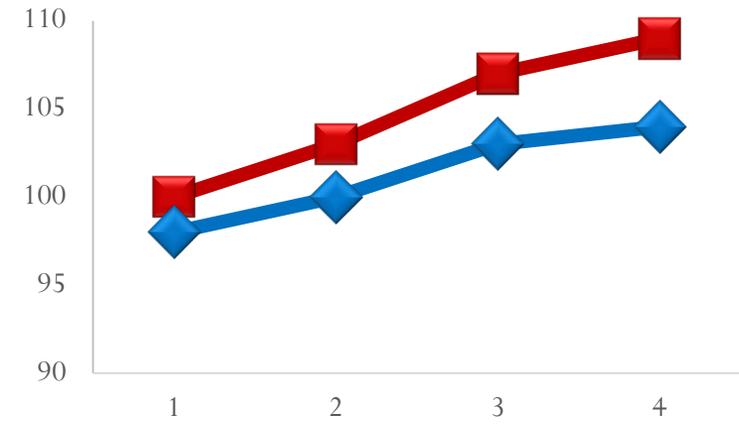
Effect on Relationships



Social Skills



Student-Teacher Relationship



Parent-Teacher Relationship



(Sheridan et al., in submission)

*What
Influences
Outcomes of
Getting Ready
for Children
with Delays?*



Children in Getting Ready experienced greater levels of language growth from age 3 to 5 than comparison group when parents reported:

- ***low levels of stress*** at program entry and/or
- ***low levels of home learning*** activities at program entry.

Conclusions



Getting Ready:

- is a **value-added** approach to early childhood services;
- **promotes parent engagement** and parenting behaviors;
- **supports children's learning and development;**
- requires training and **ongoing PD;**
- is appropriate for use in a **variety of rural programs** serving children and families, including Early Head Start and Part C Home-Based Early Intervention.



For more information on this and related research studies, please contact ...

Lisa L. Knoche
University of Nebraska-Lincoln

lknoche2@unl.edu

<https://gettingready.unl.edu/site/>

Discussion

- *How do these findings apply to you, your program, and/or your setting?*
- *What are key take-away points?*