



WHAT IS GETTING READY?

Getting Ready is a *strengths-based intervention* aimed at enhancing the school readiness of young children birth to age five who are growing up in adverse socioeconomic conditions. It focuses on *strengthening relationships in children's lives*, including relationships between parents and their young children, their children's caregivers and their educators. Getting Ready aims to support the “curriculum of the home” for young children and families through an individualized and culturally sensitive approach to service delivery in home- and center-based settings. Getting Ready 0-3 aims to support developmentally-appropriate, child-focused practices across home and center to support and maintain children’s development.

HOW IS THE INTERVENTION IMPLEMENTED?

The Getting Ready¹ intervention is a process of interacting with families that occurs during all exchanges with them (e.g., home visits, conferences, informal interactions, drop off, pick up). It builds on culturally relevant family and child strengths. It is not a curriculum or a packaged, stand-alone program, but rather an ecologically sound, intentional approach for infusing meaningful parent engagement and educator-child relationships into all aspects of the natural early childhood environment. It is defined by eight strategies¹⁰ and a collaborative structure used to guide all parent/educator meetings.

Early childhood educators (e.g., teachers, child care providers, home visitors) participate in *formal training* that provides them information on how to blend important developmental objectives with effective parent-child and educator-child interactions. Early childhood educators receive *ongoing coaching* from a master coach to support their use of research-based strategies that promote responsive and effective parent-child and educator-child interactions, as well as parent-educator partnerships. In addition, coaches help educators learn to engage with families in *targeted, collaborative problem-solving* to set goals and support children’s development.

WHAT IS THE EVIDENCE OF IMPACT?

A great deal of support from a randomized trial now points to the positive effects of the Getting Ready intervention on children’s school readiness and family engagement.^{2,3,8,9} *Compared to their counterparts in the control condition, over time, preschool children in the Getting Ready treatment group demonstrated improved:*

- ★ *social-emotional competencies*, including enhanced levels of attachment behavior with adults; increases in self-initiative; reductions in anxiety/withdrawal behaviors; reduction in activity levels and improved social skills.
- ★ *self-regulation*, including declines in overactive behaviors. Importantly, positive affect and verbalizations improved among children whose mothers reported elevated levels of depression.
- ★ *language and early literacy skills*, including children’s use of language, early reading and writing skills. Expressive language improved among children identified as having a developmental concern.

Additionally, data indicate that the Getting Ready intervention is effective at improving parenting behaviors known to support positive child outcomes. *Compared to their counterparts in the control condition, parents in the Getting Ready treatment group⁴:*

- ★ interacted with their children using a *greater degree of warmth and sensitivity*.
- ★ demonstrated more skills to *support their children's autonomy*.
- ★ provided more appropriate *supports for their children's learning*.
- ★ offered their children more *appropriate guidance and directives*.

Finally, data also indicate that the Getting Ready intervention is being *implemented with fidelity* – as evidenced by the observed behaviors of home visitors and teachers in their interactions with families – and is *viewed favorably* by early childhood professionals.^{5,6,7}

A second, federally funded randomized trial of Getting Ready investigated the effects of the intervention for preschool children identified as most at risk at age 3, involving many Head Start partners across the state. A third randomized trial is currently investigating the effects of Getting Ready in center-based EHS and EHS-Child Care Partnership sites (see page 3).

- ★ *Getting Ready has been adopted by the Nebraska Part C Services for Infants/Toddlers as their model for implementing quality home visitation services and is being scaled statewide and is also part of South Dakota’s programming. Getting Ready has been included in the recently funded Preschool Development Grant for expansion across the state of Nebraska in home visiting and center-based programs.*



SELECT GETTING READY PUBLICATIONS

1. Sheridan, S. M., Marvin, C. A., Knoche, L. L., & Edwards, C. P. (2008). Getting ready: Promoting school readiness through a relationship-based partnership model. *Early Childhood Services, 2*, 149-172.
2. Sheridan, S. M., Knoche, L. L., Edwards, C. P., Bovaird, J. A., & Kupzyk, K. A. (2010). Parent engagement and school readiness: Effects of the Getting Ready intervention on preschool children's social-emotional competencies. *Early Education and Development, 21*, 125-156.
3. Sheridan, S. M., Knoche, L. L., Kupzyk, K. A., Edwards, C. P., & Marvin, C. (2011). A randomized trial examining the effects of parent engagement on early language and literacy: The Getting Ready Intervention. *Journal of School Psychology, 49*, 361-383.
4. Knoche, L. L., Edwards, C. P., Sheridan, S. M., Kupzyk, K. A., Marvin, C. A., Cline, K. D., & Clarke, B. L. (2012). Getting Ready: Results of a randomized trial of a relationship-focused intervention on parent engagement in rural Early Head Start. *Infant Mental Health Journal, 33*, 439-458.
5. Knoche, L. L., Sheridan, S. M., Edwards, C. P., & Osborn, A. Q. (2010). Implementation of a relationship-based school readiness intervention: A multidimensional approach to fidelity measurement for early childhood. *Early Childhood Research Quarterly, 25*, 299-313.
6. Edwards, C. P., Hart, T., Rasmussen, K., Haw, Y. M., & Sheridan, S. M. (2009). Promoting parent partnership in Head Start: A qualitative case study of teacher documents from a school readiness intervention project. *Early Childhood Services: An Interdisciplinary Journal of Effectiveness, 3*, 301-322.
7. Brown, J. R., Knoche, L. L., Edwards, C. P., & Sheridan, S. M. (2009). Professional development: A case study of early childhood professionals in the Getting Ready Project. *Early Education and Development, 20*, 482-506.
8. Sheridan, S.M., Knoche, L.L., Edwards, C.P., Clarke, B.L., Kim, E.M, & Kupzyk, K.A. (2014). Efficacy of the Getting Ready Intervention and the Role of Parental Depression. *Early Education and Development, 25*, 1-24.
9. Sheridan, S.M., Knoche, L.L., Boise, C.E., Moen, A.L., Lester, H., Edwards, C.P., Schumacher, R. & Cheng, K. (in press). Supporting preschool children with developmental concerns: effectiveness of the Getting Ready intervention on school-based social competencies and relationships. *Early Childhood Research Quarterly*.
10. Marvin, C.M., Moen, A.L., Knoche, L.L. & Sheridan, S.M. (in press) Getting Ready strategies for promoting parent-professional relationships and quality parent-child interactions. *Young Exceptional Children*.

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