



Promoting Parent-Child Interaction and Parenting Efficacy During Early Childhood: What Support Strategies are Used by Teachers During Home Visits?

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INTRODUCTION

- Rapid brain growth occurs from birth to age 3 (Prenatal-to-3 Policy Impact Center, 2021)
- Increases in parental employment and childcare has caused children to become exposed to other environments before their first year (Institute of Medicine and National Research Council, 2000).
- Teacher-parent partnerships provide a link between the classroom and home (Loughran, 2008) and encourage positive parent-child behavior (Gelfer, 1991).
- Home visiting is “an evidence-based strategy in which a professional...renders a service in a community or private home setting.” (Dueffe et al., 2017, p.1)
- Positive effects have been found between home visiting and parent-child interactions (Betancourt et al., 2020; Conti et al., 2021).
- A positive effect was found between a home visiting program and maternal self-efficacy (Candera et al., 2007).
- Parenting efficacy is “one’s perceived ability to exercise positive influence on the behavior and development of one’s children.” (Coleman & Karraker, 1998, p.58)

Research Questions:

1. What are the strategies used by infant/toddlers' teachers?
2. How do the observed strategies used by teachers on home visits relate to the observed parent-child behaviors
3. How do the strategies teachers use during their home visits relate to parenting efficacy?

METHODS

Participants:

- Families and teachers were part of the Getting Ready intervention, a study that focuses on strengthening relationships between parents teachers to promote children’s development.
- Families were enrolled in Early Head Start programs for infants/toddlers of low-income.

Parents:

- Mean Age – 28.04 years (16 - 44)
- 56.4% White; 3.6% American Indian/ Native Alaskan; 1.8% Asian; 29.1% Black; 7.3% Other; 1.8% Prefer not to answer
- 59.6% Non-Hispanic
- 94.7% Female
- 51.1% English; 10.6% Spanish; 38.3% Multilingual
- 58.9% Unpartnered
- 28.1% Less than HS diploma/ GED; 19.3% HS diploma/ GED; 33.3% some college- no degree; 12.3% Associates Degree; 7% Bachelors/ higher
- 75% Employed

Children:

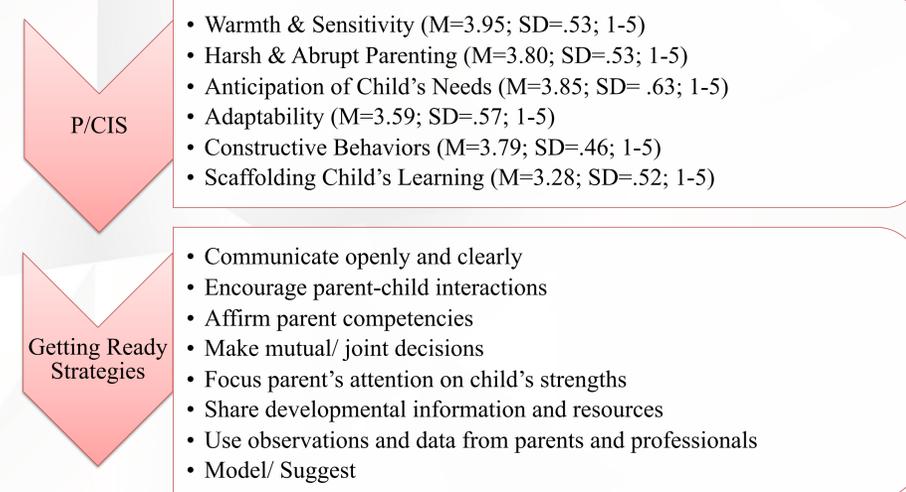
- Mean Age – 12.88 months (2 - 25)
- 53.6% White; 3.6% American Indian/ Native Alaskan; 1.8% Asian; 28.6% Black; 8.8% Other; 3.6% Prefer not to answer
- 56.1% Non- Hispanic
- 50.9% Male

Teachers:

- 92.1% White; 2.6% Other; 5.3% Prefer not to answer
- 84.6% Non-Hispanic
- 2.6% HS diploma/ GED or less; 10.3% Some college- no degree; 35.9% Associates Degree; 51.3% Bachelors or higher
- 64.9% Degree in early childhood
- Mean years of experience working with young children- 8.03 years

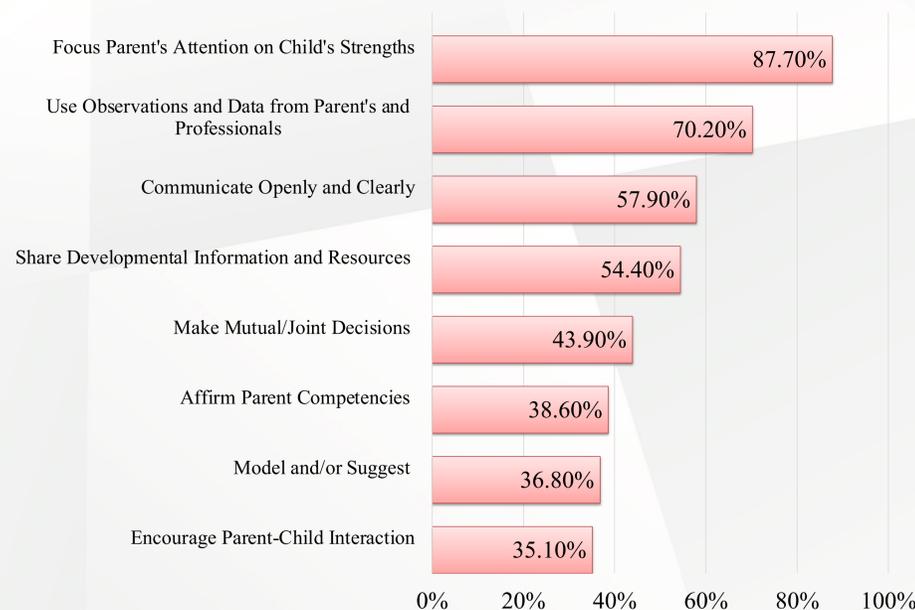
Measures:

- **Parent & Teacher Demographic Questionnaire**
 - Parents and teachers filled out a demographic questionnaire at baseline
- **Healthy Families Parenting Inventory (HFPI)** (Krysik & Lecroy, 2012)
 - Parents filled out the HFPI
 - Parenting efficacy subscale ($M = 26.06$; $SD = 4.041$; 6-30)
- **Parent/Caregiver Involvement Scale (P/CIS)** (Farran et al., 1986)
 - 15–30-minute videos of structured play were recorded
 - Videos were coded by reliable coders
- **Home Visit Coding Guide** (Knoche et al., 2010)
 - 60-minute home visit videos were recorded
 - Videos were coded by trained coders (0 = Opportunity; 1 = Strength)



RESULTS

1. What are the strategies used by Getting Ready trained teachers?



2. How do the observed strategies relate to the observed parent-child behaviors?

- *Focusing parent's attention on child's strengths* was marginally significantly related to parent's observed adaptability in relating to their child.
- Parents with more education demonstrated more adaptability and scaffolding with their children.

3. How do the strategies teachers relate to parenting efficacy?

- *Making mutual/ joint decisions* was statistically significantly related to parenting efficacy.
- Younger parents were more likely to report higher parenting efficacy levels.

Regression analyses on strategies and parenting efficacy and parent-child behaviors

	Parenting Efficacy+		Adaptability*		Scaffolding+	
	β	SE	β	SE	β	SE
Communicate openly and clearly	.01	1.28	.22	.18	.80	.18
Encourage parent-child interactions	.24	1.42	-.09	.20	.03	.19
Affirm parent competencies	.10	1.19	-.06	.16	-.02	.15
Make mutual/ joint decisions	-.39*	1.24	.07	.17	.20	.16
Focus parent's attention on child's strengths	.07	1.65	.27+	.22	.23	.22
Share developmental information and resources	-.12	1.12	.03	.15	-.11	.15
Use observations and data from parent and professionals	-.10	1.31	.10	.19	-.05	.18
Model/suggest	-.17	1.21	-.14	.16	-.17	.16
Parent's age	-.29+	.09	.17	.01	.16	.01
Parent's education	.24	.49	.45**	.07	.42*	.07

Note: No marginal or statistical differences for the other 4 regression models.
 ** <.01, * <.05, + \leq .10,

DISCUSSION

- These results add to the understanding of home visits and use of partnership strategies
- Like previous research (Betancourt et al., 2020; Conti et al., 2021), there were some associations between home visits and parent-child interactions.
- Unlike previous research on home visits (Candera et al., 2007), strategy use was negatively associated with parenting efficacy.
- Like previous research (Carr & Pike, 2012), parents with a higher education were more likely to show more positive parent-child behaviors.
- Future research should look at implementation effects on teachers who received training on the Getting Ready strategies.



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