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 (Cutler, 1991).
• Home visiting is “an evidence-based strategy in which a professional…renders a service in a community or private home setting” (Duffett et al., 2017, p.i)
• Positive effects have been found between home visiting and parent-child interactions (Bialkowski et al., 2020; Conti et al., 2021)
• A positive effect was found between a home visiting program and maternal self-efficacy (Canes et al., 2007).
• Parenting efficacy is “one’s perceived ability to exercise positive influence on the behavior and development of one’s children.” (Coleman & Kasnir, 1998, p.38)

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

RESULTS

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

- Focusing parent’s attention on child’s strengths was marginally significantly related to parenting efficacy.
- Parents with more education demonstrated more adaptability and scaffolding with their children.

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 parenting efficacy.
- 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.

DISCUSSION

• These results add to the understanding of home visits and use of partnership strategies
• Like previous research (Bialkowski et al., 2020; Conti et al., 2021), there were some associations between home visits and parent-child interactions.
• Unlike previous research on home visits (Canes et al., 2007), strategy use was negatively associated with parenting efficacy.
• Like previous research (Cas & 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.