



MODULE OBJECTIVES

Module Summary

In this module we will take an in depth look at a collaborative process (GUIDE) to be used during structured contacts with parents (i.e. Home Visits, Parent-Teacher Conferences, etc.).

The GUIDE is an evidence-based way of structuring parent contacts which is shown to promote strong parent-educator partnerships. When used consistently, the GUIDE reinforces equal participation and collaboration between parent and educator throughout the interaction.

Handouts Needed/Activities

Along with this Study Guide for Module Four you will be using the following:

- ▶ *Getting Ready* Training Video for Module Four

- ▶ Handout 4-1 GUIDE for Professional
- ▶ Handout 4-2 GUIDE – Video Reflection Tool
- ▶ Handout 4-3 GUIDE for Parents
- ▶ Handout 4-4 Home Visit Plan
- ▶ Handout 4-5 Home Visit Plan (Previous-Sample Completed)
- ▶ Handout 4-6 Home Visit Plan (New-Sample Completed)
- ▶ Handout 4-7 GUIDE Reflection
- ▶ Handout 4-8 GUIDE and Getting Ready Strategies
- ▶ Handout 4-9 Action Plan (How I will move forward.)

Time Needed: 46 minutes



Begin Training Video

- i. Overview of GUIDE process
- ii. Opening @ 4:20
- iii. Main Agenda @ 15:28
- iv. Closing @ 35:50



Review/Reflection Activities

REVIEW: Here's what you learned!

1. During the *Opening* of the GUIDE process, the parent and educator together _____ the agenda for the day. This sets the stage for an equal partnership between parent and educator throughout the structured contact.

2. The three components of the “Let’s Play” are:

a. _____ b. _____ c. _____

3. Prior to the *Main Agenda – Child/Family Goal Setting* it is important to _____ progress on the past goal(s).

4. To promote a positive conclusion to the structured contact, the *Closing* includes an opportunity for both the parent and educator to share what they are each _____.

REFLECT: Using Handout 4-7

How does what you are doing now during Home Visits match what you see happens with the GUIDE process?

How does what you are doing now differ from what you see happens with the GUIDE process?



General Summary/Action Plan

By participating in all four modules you have learned about:

- (a) the history and background of the *Getting Ready* approach as well as the evidence behind it (see **Handout 1-1**);
- (b) the five adult-child practices that support dynamic interactions (see **Handout 2-1**);
- (c) the eight *Getting Ready* strategies that strengthen parent - educator partnerships (see **Handouts 3-2a and 3-2b**);
- (d) the GUIDE process that helps to build collaborative interactions between parents and educators during structure contacts (see **Handouts 4-1, and 4-3**).

In summary, the *Getting Ready* approach is being fully implemented when:

- (a) the *Getting Ready* strategies are embedded into structured and unstructured interactions with parents;
- (b) the GUIDE process is consistently used as the foundation for collaboration between parents and educators during structured contacts;
- (c) adult-child practices are recognized and supported during all interactions between parents and children as well as educators and children.

Intentionally using each of the three components of the *Getting Ready* approach leads to strong parent-educator partnerships, dynamic parent-child interactions, and enhanced outcomes for children’s growth and development.

ACTION PLAN

Use **Handouts 4-7, 4-8 and 4-9** in conversation with your coach or mentor. These handouts are intended to facilitate the development of an action plan to guide your implementation of the *Getting Ready* Approach.

REVIEW ANSWER KEY:

- 1. establish
- 2. confirm play plan; enjoy the interaction; reflect on the play
- 3. review
- 4. feeling good about

