

## Learning Conversation Notes

<p><b>Name of Partner:</b>          Rocklin Unified School District &amp;          City of Rocklin –Inclusive Preschool          Experience</p>	<p><b>Date:</b>          December 9, 2004</p>
<p><b>Number of Children Served:</b>  <b>Typically Developing Children:</b>          97 typically developing children.</p> <p><b>Children with Special Needs:</b>          11 children with special needs have          been integrated, 5 children with          special needs are acclimating to be          rotated and 3 children with special          needs that are regular attendees in          the class.</p>	<p><b>Ages:</b>  <b>Typically Developing Children:</b>          48 3 year olds          49 4 year olds</p> <p><b>Children with Special Needs:</b>          Of the 11 integrating children there          are 7- 4 year olds and 4- 3 year olds;          of the 3 regular attendees there are          2- 4 year olds and 1- 3 year olds;          and of the 5 children acclimating to          be rotated there were 3- 3 year olds          and 2- 4 year olds.</p>
<p><b>When Served:</b>          August - present</p>	<p><b>Gender:</b>  <b>Typically Developing Children:</b>          48 Boys          49 Girls</p> <p><b>Children with Special Needs:</b>          Of the 11 integrating children there          are 9 boys &amp; 2 girls; of the 3 regular          attendees there are 2 girls and 1          boy; and of the 5 children          acclimating to be rotated there are 4          boys and 1 girl.</p> <p><b>Ethnicity:</b></p> <p><b>Typically Developing Children:</b>          2 Filipino, 4 African American, 4          Hispanic, 1 Other, 7 East Indian, 9          Asian, and 70 Caucasian.</p> <p><b>Children with Special Needs:</b>          Of the 11 integrating children there          are 9 Caucasian, 1 Hispanic, and 1          Pacific Island. Of the 3 regular          attendees there are 2 Caucasian and</p>

	<b>1 Hispanic. Of the 5 children acclimating to be integrated there are 5 Caucasian.</b>
<b>Conversation Participants: Heidi Kolbe, Michele Young, Katherine Magoffin, Betty DiRegolo, Don Ferretti, Nancy Baggett, Kerry Kurtzman, and Tammy Bocksberger.</b>	
<b>Desired Outcomes:</b> <ol style="list-style-type: none"><li><b>1. The parent's support system for children with special needs will be enhanced.</b></li><li><b>2. Children involved in the program will be achieving appropriate developmental milestones in a fully inclusive setting.</b></li><li><b>3. Children will enhance their ability to be ready to succeed in Kindergarten.</b></li><li><b>4. Mutual benefits and awareness will occur for both the children with special needs and typically developed children.</b></li></ol>	
<b>Performance Measures:</b> <ul style="list-style-type: none"><li><b>• Demographics (gender, age, ethnicity)</b></li><li><b>• Parent Satisfaction Survey</b></li><li><b>• Video and Photographs</b></li><li><b>• Inventory of Skills for each child</b></li><li><b>• Early identification rates</b></li></ul>	

## **What is this data telling us about achievement of outcomes?**

### **For the typically developing children and the 3 children with special needs that are regular attendees:**

- The pre skill results are what you would expect of typical three year olds – nothing was alarming. It just reaffirms the importance of exposing them to gross and fine motor skill activities.
- Overall the three year olds have stronger fine motor skills than they do gross motor skills.
- Hopping on one foot and catching a bounced ball are the hardest gross motor skills for the three year olds.
- Building block towers with 5+ blocks is the strongest of the three year olds fine motor skills.
- For the four year olds they are generally overall scoring much higher – 95% of the four year olds are returning students that had attended as three year olds.
- For the four year olds they are generally scoring higher on the gross motor skills than the fine motor skills.

### **For the children with special needs relating to communication:**

- Even though there are 3 and 4 year olds they are all given the assessment for 3 year olds- the data, other than the receptive communication and expressive communication skills, shows that these children may be ready to be assessed with the 4 year old assessment.
- Most of the children have communication delays.
- These children as a group, are pretty much at the same level with their readiness skills, general skills, and self-help skills.
- There is a large amount of disparity in the scores for these children with their social-emotional skills.
- There is a large amount of disparity in the scores for these children with their receptive communication skills and their expressive communication skills.
- These children all did fairly well in the areas of gross and fine motor skills.

### **For the children with more severe special needs (delays across the majority of developmental areas):**

- All of the children scored high on their ability to be away from their parents- this isn't necessarily a good thing because it shows that these children may tend to go to anyone vs having stranger anxiety, which is a typical age-appropriate reaction.
- There is definitely a huge range of scores in all the areas for these children.
- The hardest thing for these children to do as a group is to shift from parallel (solo) play to cooperative play (sharing & playing together).
- All of the children can build a block tower with 5+ blocks.
- For the group as a whole both receptive and expressive communication skills are very low.

**In what ways will we apply what we have learned from our data?**

- **The children are experiencing a tremendous amount of growth and are really flourishing in integrating with each other.**
- **Often times children who have fairly high gross and fine motor skills and lower communication skills, have parents who are getting them involved in physical activities so they can highlight the child's strength to sustain positive self esteem.**
- **The growth in the number of children with special needs wanting to be in the inclusive setting shows that the parents really see the value of the inclusive preschool experience.**
- **For the children that can score well with self-help skills, social-emotional skills, and receptive communication skills they tend to be more successful in their integration with less support.**

**Other points that were made during the conversation:**

- They have worked with Paula Peach to bring music to the classes.
- They now have a parent who is working as a liaison between other support groups and parents.
- The integration of both Rocklin Unified School District and City of Rocklin has been wonderful – much better than expected.
- The parents of the typically developing children can at first be apprehensive when they hear about the inclusive experiences but once they see the integration of the children they are accepting. There has not been one case of a parent pulling their child out of the preschool due to the inclusion.
- There was a breakfast with Santa event for the children with special needs as a partnership between the City of Rocklin and the WarmLine Family Resource Center.
- After they have collected the pre data they do look at the data to ensure that the areas they focus on are what is appropriate for the children they are serving.
- For the children with special needs they initially look at the children's skill scores individually, however they do look at the data in aggregate occasionally.
- They will complete the post scoring of the Inventory of Developmental Skills in April.
- Kerry is available to the parents of children with special needs to provide support and often includes the brain development message.
- It seems that the Rocklin community as a whole sees the value in providing their children with a preschool experience.
- Often times they try and do educational activities in a “moving” kind of way – children can be physically moving and this can help them learn letters, numbers, etc.
- They have only had two coordinator meetings to date -they anticipate that the early identification rates will be greater than they were last year but will not know until the Spring.
- As they develop their lesson plans they make sure that they addressing all of the developmental areas.
- They are continuing to ensure that new students entering the special needs preschool classes are becoming socially-emotionally ready to be integrated into the inclusive preschool setting.
- They are continuing to track the progress on the playground equipment by following up with Mark & Larry.
- Part of the success of the integrated program is having an Integrational Instructional Assistant who can be in the inclusive preschool setting along side the children with special needs who are being integrated. She is able to increase their success in the program by making modifications and adjustments when they are needed.

**Next Steps:**

- **Discuss sustainability, both social capital and financial, as an outcome and how it will be measured.**
- **They will have early identification rates available at the next learning conversation.**
- **The parent surveys will be completed in the spring and be available at the next learning conversation.**
- **They will also be bringing pictures of the children in the inclusive preschool environment interacting with each other.**
- **The next learning conversation will be held in early May.**