Learning Conversation Notes	
Name of Partner: Placer Community Action Council, Inc.	**Date:** June 27, 2006
Number of Children Served: 119 Early Head Start = 39 Head Start = 80	**Ages:** EHS **-** 0 yr 17, 1 yr 10, 2 yr 10, 3 yr 2, HS - 3 yr 1, 4 yr 47, 5 yr 5
When Served: January 27, 2006 – April 17, 2006	**Gender:** **Ethnicity:** EHS: EHS: 18 Males 27 - Caucasian 21 Females 1 – Asian 7 – Hispanic 1 – Native American 3 – Other Mixed HS: HS: 44 Male 54 - Caucasian 36 Female 2 - African Amer. 16 – Hispanic 1 – Asian 7 – Other Mixed
Conversation Participants: Robyn Mello, Nancy Baggett, Don Ferretti, Judy Marston, Janice Critchlow, Mike Romero	
Outcome: Training participants to independently use the Sensory Integration Dysfunction (SID) Inventory and implement appropriate sensory activities so that children ages 3-5 in their care are achieving enhanced sensory processing and are able to participate appropriately in classroom educational goals.	
Performance Measures: • Demographics - Number of people trained by affiliation - Number of trainings provided and when - Number of children served by training participants broken down by age, gender and ethnicity • Participant survey that measures knowledge gained and ability to apply that knowledge • Results of the Sensory Integration Dysfunction (SID) Inventory for all case studies • Summary of sensory inventory progress case studies showing change in child behaviors • Summary of program approach	

What is this data telling us about achievement of outcomes?
A total of 31 Head Start teachers participated in trainings. The trainings were held January 27, March 31, and April 17, 2006, at Auburn Grace Church,

Shepherd of the Sierra Presbyterian Church, and Placer Community Action Council Office. There were 29 people at training #1, 10 at training #2, and 4 at training #3 (these 4 teachers attended all three trainings and children mentioned throughout these notes are from their four classrooms). Teachers gained awareness through the training of Sensory Integration Dysfunction.

The data shows that there is a good representation of the demographics for age and ethnicity correlating with the demographics of Placer County.

The pre-training questionnaire has two sections. The first section had 2 questions and the second section had 4 questions. Each question had a "give me an example" portion to establish if the participant rating was a true reflection of their knowledge/self-rating.

Pre-training questionnaires received:
Twelve of the 29 surveys were collected at training #1, 10 of 10 surveys were collected at training #2, and at training #3 four surveys were collected.

Individuals that rated themselves the highest on the pre-survey, when answering the question about their current knowledge level regarding understanding sensory processing/integration could not give the correct definition in the "give me an example" section.

Post Survey:
In the post survey the participants rated themselves a 4 out of 5, but they all supplied a good definition of sensory processing.

Teachers showed knowledge of linking a sensory activity to a sensory concern.

The training participants are able to identify activities for appropriate sensory processes in the classroom. The post-questionnaire reflected a greater understanding in linking a behavior and its impact on a child's ability to function adequately in the classroom. There is an impressive increase in knowledge from the pre-questionnaire to the post-questionnaire.

From the narrative responses to question 1 on the post-survey, teachers were able to independently identify issues that make children unable to participate adequately in classroom activities. For example, visual and sensory processing and socialization deficiencies related to sensory processing.

Based on the scores of the 4 teachers who completed the pre and post surveys, they can independently utilize the SID inventory to identify sensory concerns, implement sensory based activities and refer appropriately.

The SID inventory used for the case studies has 9 subsections. Depending on the child's results, excessive clustering or patterns in any subsection is indicative

of an area of concern by which the teacher can develop an accurate action plan to help the child become more successful.

All the case studies summaries indicate that those participants were independently using appropriate sensory activities for children. As an added benefit the summaries demonstrate that the teacher/participant was able to transfer knowledge to other staff and families. Additionally a teacher/participant was able to appropriately refer a child requiring additional services.

A summary of the program approach is provided and attached.

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

There was an assumption at the first training that everyone would complete the surveys and return them before leaving, but people did not return their surveys as expected. After the first training the survey was completed and collected at the beginning of the training resulting in a 100% response rate at trainings 2 and 3.

It was difficult to rely on outside agencies to provide locations, dates and participants this is evident in only 4 participants completing all 3 trainings. With this topic consistent attendance is necessary to develop independence in identifying sensory-based concerns and implementing appropriate sensory-based activities.

Based on the 3 case studies the ability to identify sensory-based concerns did not open the floodgates as only one child was referred for further services. The other 2 children showed drastic improvement after the teacher applied the strategies taught through trainings.

Next Steps:

Continue to follow Placer First 5 activities and participate where appropriate.