



Sutter County & Families Commission
Child Development Behavioral Specialist Program
2018-19 Annual Evaluation Report
provided by Duerr Evaluation Resources



PROGRAM OVERVIEW

The Child Development Behavioral Specialist (CDBS) provides services to the county in two primary categories: (1) personalized intervention services for families with children 0-5 who exhibit behavioral concerns and (2) educational presentations and community outreach.

CDBS Individualized Services

The CDBS provides early screening and intervention for children under six in Sutter County who have been identified in pre-school, kindergarten, health or childcare settings as having behavioral concerns. The goal of the CDBS is to help improve children's behavior so they can be more successful in a school setting. In most cases, improving the skills and understanding of the adults that interact with the child and establishing a plan to modify their behavior can remedy the problem. In some cases, the child may need to be referred for specialized services.

The CDBS utilizes the Great Kids Home Visiting Curriculum (GGK) for families of children 0-3. This curriculum offers parenting and child development modules aimed at enhancing understanding of the needs and development of young children while growing parenting skills for interacting with their children in ways that build self-esteem, self-regulation and other developmental foundations for school success. The GGK home visiting program varies in the number of visits to complete, depending on the family and child's needs. Requirements for the GGK Program may include:

- Pregnant or less than 6 weeks postpartum
- First-time parent or second-time parent with first child under age 3
- Under age 20 or have risk factors (i.e., lack of support system, history of depression)

While this component is not separately evaluated by the local evaluator, it is part of the overall service model.

CDBS Educational and Other Community Activities

In addition to working with the individual families, the CDBS is involved with a wide array of activities:

- **Community outreach** promotes the program through meetings with school staff, Bright Futures, and "meet and greets" at various agencies such as Creative Kids, Head Start, Children's Home Society, First Steps, etc.
- **Community support** includes being involved with agencies such as Head Start, Child Death Review Team, Childcare Planning Council, etc.
- **Non-client consultations** is when the Behavioral Specialist is contacted by non-clients who are in

search of assistance but aren't eligible for the program.

- **Providing workshops** to parents and agency staff.
- **Coordination/collaboration activities** such as BEST Parenting
- **Community Education** such as Bright Futures at the schools
- **Attendance at trainings** such as the Napa Infant-Parent Mental Health Fellowship, the Nurtured Heart Approach, Building Trauma Sensitive Classrooms and Schools, and Growing Great Kids Home Visiting Curriculum.
- **Participation** in approximately 12 regularly scheduled monthly Bright Futures Events each year. During the 3-4 hour event, she answers parents' concerns regarding behavior, provides them with parenting information, and may schedule individual in-person meetings (a Bright Futures identified referral).

EVALUATION COMPONENTS

The Child Development Behavioral Specialist Program is evaluated using the following components:

Client Online Database

The Client Online Database is provided by the evaluators and updated by the Behavioral Specialist. In this database the Behavioral Specialist tracks services, general demographic data, client status at closing, and results of assessments.

Parent Satisfaction Survey

Parents are asked to complete a retrospective parent survey when services end. The survey is used to gauge parental opinions of the program, as well as the level of parents' perceived growth in dealing with their child's behavioral issues. Parent Satisfaction Surveys are submitted to DER on a monthly basis. DER analyzes the forms for the annual evaluation report.

Behavioral Specialist's Assessment of Parenting Skills

The Behavioral Specialist rates the parent's skill level at the start and end of program participation.

Child Assessment Results

The Behavioral Specialist has three instruments to assess children's behavior. Not all forms are used with all clients:

- The Temperament and Atypical Behavior Assessment (TABS) Screener determines if the child is in need of Behavioral Specialist services for developmental issues related to temperament and self-regulation.
- The Ages & Stages Questionnaire: Social Emotional (ASE : SE) helps determine the need for further social or emotional difficulties in children ages 3 months to five years.
- The Child Behavior Checklist (CBCL) is a widely used method of identifying problem behavior in children. The CBCL 1.5-5 can be used for identifying behaviors/problems interfering with client's functioning, measuring initial behavior severity, tracking changes in emotional, acting out or

behavior problems over the course of treatment, and treatment planning.

Community Education/Outreach

There were many opportunities for the Behavioral Specialist to provide community education/outreach, including Bright Futures events and several workshops/classes where the content varied. At times evaluation forms were distributed to participants, primarily at workshops/classes, to evaluate the quality. Evaluation forms were collected from Positive Discipline workshops/classes and Sensory Play workshops.

EVALUATION RESULTS

Although three families self-referred to the program, most entered the program as the result of a referral by another program or agency. Table 1 displays the referrals made to the program this year, including self-referrals.

Table 1 Referral Source of 2018-19 Families		
Source of Referral	Number of Referrals	Percent of Referrals
Schools	13	40%
Pediatrician	4	12%
WIC	4	12%
Parent of Child Self-referred	3	9%
PIP	3	9%
Alta Regional	2	6%
Public Health Nurse	1	3%
Bright Futures	1	3%
Social Worker	1	3%
CPS-Foster	1	3%
Total	33	100%

The majority of the 33 referrals to the program (40%) came from schools (a combination of counts from Head Start, State Preschool, preschool and other schools), which is consistent with last year's assessment.

The Behavioral Specialist's approach to engaging families includes the following steps:

- Meet with parent(s) alone in the office to gain as much information about the child and their family as possible and fill out the assessments and other paperwork.
- Observe the child in their school or daycare setting to see if the identified problem behaviors are consistent in all settings and to gain information from the teachers/day care employees.
- Meet with the family in their home to build rapport and observe the child in their natural environment and in relationship with their parents.
- Develop a treatment plan addressing the parents top concerns and providing specific techniques to intervene.
- Make additional home visits to go over the plan and teach the techniques.
- Refer parents to parenting classes provided by the Behavioral Specialist. Families that attend the classes will gain a community support group and have access to more skills and tools that will assist them in any other behavior issues that might come up.

Of the 33 families referred to the program in 2018/19, 10 became engaged in the program and 23 did not engage for reasons shown in Table 2. In any voluntary program such as this one, families referred from another agency may be difficult to contact, can and will decline services, or do not actually qualify for the program (typically because the child is over 5, not living in Sutter County, or having a presenting problem that is not appropriate for this program’s services).

Table 2 Reasons for Family Non-Engagement 2018-19	
Non-Engaged Families:	
Contact never established	7
Declined services	8
Assessed: Did not qualify for the program	6
Qualified but did not begin a treatment plan	2
<i>Non-engaged total:</i>	23

The remaining 10 of 33 referred families did agree to family services. In addition, six families who had entered service in the prior year continued to receive services this year, for a total of 16 engaged families. The Behavioral Specialist provided a number of different types of services for these clients, as shown in Table 3.

Table 3 Engaged Family Service Contacts N=16 Families 2018-19	
Home Visits	79
Behavior observations	19
In-Person Consultation/Services	13
Phone consultation s	10
Behavioral Intervention Follow-Ups	4
Case Conferences	1
Total	126

On average (although this varied), engaged families participated in 1.4 in-person consultation/services or phone consultations with the Behaviorist. During home/office or early care site visits, the Behaviorist also conducted a behavioral observation of most children. Screenings, assessments, and behavior observations can also be used to determine if the family would benefit from participation in the program. Behavior observations generally occurred within the first few weeks of service.

The Behaviorist also conducted behavioral intervention follow-ups where she periodically calls parents to see how the intervention is progressing and to determine if the parents are practicing the skills they learned during service. Parents can also call the Behavioral Specialist with questions and concerns while they are integrating the new skills into their daily life.

Table 4 displays the goal attainment for this year’s 16 engaged families. Two of the 16 families were still receiving services at the end of the fiscal year and their findings will be provided in next year’s report. Of the remaining 14, two met no goals, three met “some goals,” and nine met “all goals.”

Table 4 Family Goal Attainment 2018-19	
Engaged and Served Families:	
Closed: No goals achieved*	2
Closed: Some goals achieved	3
Closed: All goals achieved	9
Still open and receiving services as of June 30, 2018	2
Engaged Total:	16

*Contact established and treatment plan made but family moved or lost contact after some services provided but no goals achieved

Facilitated Referrals for Other Services

Table 5 on the following page details the status of the facilitated referrals provided during 2018-19. During the current program year, the Behavioral Specialist facilitated 29 referrals to outside agencies for 21 children (not just engaged clients). These facilitated referrals included any specialized services such as mental health or counseling. Of these facilitated referrals, fully 86 percent (25 total) resulted in accessed services.

Table 5 Facilitated Referrals 2018-19	
REFERRAL STATUS	Number of Referrals
	29
Accessed services	25
Application in process	2
Waiting List	2

Table 6 shows the facilitated referrals by agency for the current year. The most common referrals were to Family SOUP and other preschools, each accounting for 17 percent of referrals.

Table 6 Facilitated Referrals by Agency for 2018-19	
Agency	Number of Referrals
Family SOUP	5
Other preschool	5
Sutter Yuba Mental Health (Triage or 0-5)	3
Parenting class	3
Alta Regional	3
New Day Family Counseling	3
Preschool Intervention Program	2
Yuba County CDBS	2
Sutter County CPS	1
State preschool	1
Sand Tray Therapy	1
Total number of referrals	29

Child Assessment Results

As described in the evaluation design, the behaviorist has several child assessments to choose from (the CBCL, ASQ, and TABS), and utilized some or all of them at family intake as an assessment tool. All three of these assessments rely on reporting from an adult family member, and thus represent a significant time investment. Not all families received all assessments, based on the judgment of the behaviorist. If administered at intake, the evaluation plan called for the family to answer the assessment questions again after services ceased. The behaviorist continues to find it very difficult to collect these forms from families at the end of services, and, of course, impossible for families who chose to end services before the behaviorist felt they were ready. As a result, most of the post assessments for the CBCL, ASQ, and TABS were not obtained for the 9 clients who completed services this year. The behaviorist found, in part, that clients seemed overburdened with paperwork.

CBCL Results

There were five matching pre-post CBCL assessments. The pre raw scores totaled 320 (64 problems, on average), and the post raw scores were 104 (21 problems, on average). Lower scores indicate better child behavior, indicating positive change for these families.

ASQ Results

There are no ASQ results to report at this time. The Behavioral Specialist reported that only pre-ASQs were completed in 2017-18; while post-ASQs were to be completed near the end of client services in 2018/19, the Behavior Specialist found, in part, that the ASQs required additional paperwork for clients that she felt were already burdened with it.

TABS Screener Results

The rubric for the *TABS Screener* is:

- Not at-risk
- At-risk
- Atypical - high risk

Pre-post TABS were available for four families. All four clients pre-assessed as at-risk. All four had improved scores and were not at-risk at the end of services.

Behavioral Specialist's Assessment of Parental Skills

The Behavioral Specialist assessed the parent's skill level at the beginning and end of program on the ten statements listed in Table 7 on the next page, which are based on the "Positive Discipline" model which teaches important social and life skills. Parents were assessed on a five-point scale, with five indicating the highest level of skill (higher scores are preferred). The Behavioral Specialist completed pre-post ratings on eight families. As a group, parents increased their skill level to an "extremely" statistically significant degree.

Table 7 Behavioral Specialist’s Assessment of Parents’ Skills July 2018 to June 2019		
Skill	Pre	Post
Parent is mutually respectful and encouraging (kind and firm at the same time).	2.4	3.6
Parent is investing in long-term development (character building), rather than quick fixes.	2.4	3.6
Parent helps their child develop the belief that they are capable.	2.3	3.6
Parent uses appropriate tools to manage behavior.	1.9	3.5
Parent feels confident in their parenting skills.	1.5	3.4
Parent helps their child feel a sense of connection (belonging and significance).	2.9	3.4
Parent has age appropriate expectations.	1.6	3.4
Parent follows through on consequences and promises.	1.5	3.3
Parent offers limited choices and does not engage in power struggles.	1.3	3.3
Parent makes decisions and gives clear directions.	1.4	3.1
Average	1.9	3.4

Parent (Satisfaction) Survey Results

A parent survey was given to families at the beginning and end of services. The survey is used to gauge parental opinions of the program as well as the level of parental growth in dealing with their child’s behavioral issues. Collecting surveys from parents participating in a voluntary program is problematic because parents can stop services without notice and/or not respond to requests for the survey. Six of the closed/engaged parents completed pre and post surveys. The five-point Likert scale ratings were converted to a 0 to 100-point percentile scale for presentation in Table 8 on the following page; in all cases, higher scores are better.

Table 8 Parent Survey Results July 2018 to June 2019		Average Percent
1. Has your child’s behavior improved as a result of participating in the program?		63%
2. I feel more knowledgeable about how to handle my child’s behavior.		83%
3. I know how to use what I learned in the program to help handle my child’s behavior.		83%
4. My child is more prepared to start kindergarten as a result of participating in the program.		75%
5. Overall, I am satisfied with the services provided in this program.		100%
OVERALL AVERAGE PERCENT		81%

The highest average percent (100%) was for parents’ satisfaction with the services provided in the program. Next to satisfaction with the services provided, the highest ratings (83%) were given for knowing how to use what was learned in the program to help handle their children’s behavior and for feeling more knowledgeable about how to handle their children’s behavior. Written comments from parents are listed in Appendix Table A.

Behavioral Specialist Educational Activities

As described in the Introduction, the Behavioral Specialist is also involved with the following educational activities:

- Community outreach
- Community support
- Non-client consultations
- Providing workshops
- Coordination/collaboration
- Policy activities
- Community Education
- Attendance at trainings
- Participation in approximately 10 regularly scheduled monthly Bright Futures Events

Table 9 lists the activity categories along with the number of activities and individuals involved.

Table 9 Behavioral Specialist Activity Categories July 2018 to June 2019		
Categories	Number of Activities	Number of Individuals Involved
Parent Consultation-non client	14	14
Community Outreach	11	185
Workshops	19	273
CDBS attended training	33	765
Community Support	12	176
Coordination/Collaboration Activities	11	41
Policy Activities	15	139
Community Education	2	88
Total	117	1,681

The Behavioral Specialist was in contact with almost 1,700 individuals through these activities. The entire list of Community Outreach and Community Support activities is provided in the Appendix Tables B and C.

Table 10 on the next page displays the workshops provided by the Behavioral Specialist, their dates and the number of individuals participating. There were 19 workshops with 273 total in attendance.

Table 10 Workshop List 2018-2019		
Behavioral Specialist's Activities	Date	Number of Individuals Involved
Positive Discipline 7-Week Classes (2 sessions)		
Week 1	9/26/18	9
	4/17/19	21
Week 2	10/3/18	7
	4/24/19	26
Week 3	10/10/18	5
	5/1/19	21
Week 4	10/17/18	4
	5/8/19	17
Week 5	10/24/18	4
	5/5/19	18
Week 6	11/7/18	4
	5/22/19	19
Week 7	11/14/18	3
	5/29/19	16
Positive Discipline Workshop (single workshop)	9/12/18	58
YCUSD All Staff Meeting: Challenging Behaviors	11/5/18	7
Sensory Play Workshop 9/20/18 & 9/27/18	9/20/18	9
Total:	19	248

There were 12 attendance averaged 12 individuals over all Positive Discipline 7-Week Classes (range: 3-26) between the fall and spring series. The fall series averaged 5 in attendance (range: 3-9) and the spring series (in conjunction with Yuba County) averaged 20 (range: 16-26). The Sensory Play Workshops had 9 total between the two (4 at one and 5 at the other).

The Behavioral Specialist provided workshop/class evaluation forms at the end of each workshop/series to evaluate the handouts, content, instructor's knowledge, discussion time, instructor's answers to questions as well as the overall workshop/class.

Table 11 below displays the results of the Positive Discipline 7-Week Class Series/Workshop surveys held in the fall. [Note: The Behavior Specialist also provided a single workshop to a class of 58 in the fall but

only had the teacher complete the survey, which is included in the results.]

Table 11 Positive Discipline Class Series/Workshop Fall 2018-19 (n=11)	
WORKSHOP AREAS	AVERAGE PERCENT
Handouts	94%
Content of workshop	91%
Instructor’s knowledge of topic	100%
Discussion time	91%
Instructor’s answers to questions	97%
Overall rating this workshop	94%
Overall Average Percent	95%

Respondents overall rated the fall series/workshop at 94 percent. The instructor’s knowledge of the topic was rated the highest at 100 percent. The overall average percent was 95.

In spring 2019, the Positive Discipline 7-Week Class was presented in conjunction with the Behavior Specialist in Yuba County. Again, surveys were completed by parents anonymously at the end of the series (with permission, Yuba County surveys were used for all attendees). Of 16 participants, three surveys could be positively attributed to Sutter County clients (the Sutter County Behavior Specialist reported that about eight of her clients attended the series but five left the program early). All surveys (from both Yuba and Sutter counties) are included in Table 12 on the next page.

Table 12 Yuba-Sutter Positive Discipline Class Series/Workshop Spring 2018-19 (n=16*)	
WORKSHOP AREAS	AVERAGE PERCENT
Relevancy of topics	90%
Content organized and easy-to-follow	85%
Trainer modeled PD skills	92%
Sufficient class time allotted	83%
Convenient location	85%
Overall satisfaction this workshop	92%
Recommend class to another parent (% yes)	100%
Overall Average Percent	90%

*3 of the 16 completed forms can be attributed to Sutter County clients

Respondents overall rated the spring series/workshop provided by Yuba and Sutter County Behavioral Specialists at 90 percent, and they rated their overall satisfaction at 92 percent. The modeling of Positive Discipline skills by the trainer (unknown which trainer or both) was rated the highest at 92 percent.

There was one workshop series of three classes for Sensory Play held in fall 2018 with 9 total in attendance. Four surveys were completed for a response rate of 44 percent. The results are in Table 13 on the next page.

Table 13 Sensory Play Workshop Series 2018-19 n=4	
WORKSHOP AREAS	AVERAGE PERCENT
My knowledge of these activities:	
Pre Play Group	50%
Post Play Group*	75%
Change	+25%
My child's focus and attention:	
Pre Play Group	50%
Post Play Group*	83%
Change	+33%
Comfort/location	100%
Handout	100%
Instructor's knowledge	100%
Overall Average Percent	92%

*Only the post percent is included in the Overall Average Percent

Respondents rated the workshop at 100 percent for comfort/location, handout and instructor's knowledge. They increased their knowledge of sensory play activities after the play group by 25 percentage points to 75 percent, and they reported an increase in their child's focus and attention after the play group by 33 percentage points to 83 percent. The overall average percent was 92.

EVALUATION SUMMARY

- Thirty-three families were referred for individualized services during the 2018-19 program year. Ten of these families became engaged in services and joined another six families still being served from the previous year for a total of 16 engaged families. Two-thirds of these families met all the goals set at the start of services.
- The Behavioral Specialist assessed the parent's skill level at the beginning and end of program participation. As a group, parents increased their skill level to an "extremely" statistically significant degree as based on the observations of the Behavioral Specialist.
- Parents were extremely well satisfied (100%) with the individualized services provided by the program. Following satisfaction with the services provided, the highest ratings (83%) were given for knowing how to use what was learned in the program to help handle their children's behavior and for feeling more knowledgeable about how to handle their children's behavior. The overall average percent (81%) indicated above average satisfaction with their children's behavior after the program.
- The Behavioral Specialist provided parents with assistance at 11 Bright Futures events.
- The Behavioral Specialist also provided community support that included being involved with agencies such as the Teen Parent Collaborative; Child Care Planning Council; and BEA.
- Ms. Ybarra provided 19 workshops for almost 300 participants. Generally, the quality of workshops received high ratings.
- The limited data from the CBCL and TABS assessments were all positive, showing change due to program services.

Appendix Table A

Parent Survey Comments:

Please give an example of how the program has helped you and your child.

We have learned new ways to cope with the emotional needs of my child.

It has bettered our communication.

Learning about e-Parenting tool to help calm my child.

I was able to learn of my son's temperament and about his possible sensory issue that help to explain why he has certain behaviors.

I was able to learn parenting tools to help my child with behavior.

It helped me by being positive with her when she does good things or listens and me responding with a positive attitude.

How would you improve the program?

No improvements were suggested.

Appendix Table B

List of Community Outreach Activities

2018-2019

Description	Location	Number of people	Target Audience
Bright Futures Event	Head Start Cooper Site	29	Parents
Bright Futures Event	Sutter County Library	21	Parents
Bright Futures Event	Mahal Plaza	30	Parents
Bright Futures Event	Playzeum	46	Parents
Bright Futures Event	Veterans Hall	10	Parents
Bright Futures Event	Richland Housing	6	Parents
Bright Futures Event	Richland Housing	Missing	Parents
Bright Futures Event	Live Oak	29	Parents
Bright Futures Event	Vets Hall	6	Parents
Maternal Tea	SCCFC	6	Parents
Meet and Greet	New Day Counseling Center	2	Agency Staff
Count of activities: 11		185	—

Appendix Table C
List of Community Support Activities
2018-19

Description	Location	Number of people	Target Audience
BEAS	Sutter County PHD	11	Agency Staff
BEAS	CCPC	15	Agency Staff
BEAS Meeting	CCPC	20	Agency Staff
BEAS Meeting	CCPC	15	Agency Staff
BEAS Meeting	SCPHD	22	Agency Staff
BEAS Meeting	Sutter County PHD	10	Agency Staff
Bright Futures Luncheon	SCCFC	35	Agency Staff
Child Care Planning Council	CCPC	11	Agency Staff
Dr. Bruce Perry Discussion	SCCFC	9	Agency Staff
Regional Coaches Meeting	SCCFC	11	Agency Staff
Teen Parent Collaborative	CCPC	12	Agency Staff
Teen Parent Collaborative	CCPC	5	Agency Staff
Count of activities: 12	—	176	—

Appendix Table D
Positive Discipline Parenting Class Comments
2018-19

Fall 2018

What did you like best?

I like everything.

The science behind why children do what they do.

No judgment, open form, feels like it's tailored to us. Group, role play... what to do instead of. Eye opening (feel like you know something but when told a different way it really makes you see it or see it differently)

Gave us resources that we can use in the classroom.

The resources and knowledge of instructor.

I like the info that was given.

She was very good at explaining why children act certain ways. Examples the sensory processing disorder.

How positive and uplifting it was and how it offered positive ideas for us to do with the kids.

The handouts are very useful for students to review and reference as they learn more.

Statement directions for student to follow.

Good handouts to help children with behavior.

The tools we got for Positive Discipline

What would you change?

I like it so far. It's an awesome class.

I wouldn't change anything.

It was great.

I would try different things that I haven't tried.

I like the handout and resources that she brought. I think she's very informative.

I would encourage the use of technology. Displaying the handouts or video examples might allow for better buy-in/understanding with connection to real world.

Suggestions

Parenting styles in relation to a child's behavior

Spring 2019 (in conjunction with Yuba County)

What part of the class did you find most helpful? Why?

Positive Discipline Skills

How to use different techniques for different children in a positive way

Communication, Ages & Stages

All 9 yards

The entire class was very helpful

Relating to others and their situations, "Jared's space". How to talk to your child/permanent behavior

The many ways that topics were covered. I have great imprints in my mind for futures us.

Presentation

How each of my children are different and how to deal with better understanding each one of them more any why they act out of different feelings

Brainstorming - multiple points of view

How to speak to my children to help aid cooperation and ease of diverting attention to prevent tantrums and misbehavior

Presentation

I think the most helpful tool for me was learning to communicate with the child

Everything special the instructor they explain very well.

What experiences or concepts do you plan to use at home?

Do & Don'ts (3)

One word concept

Encouragement, Positive Diversions in stressful situations, and provide safe, healthy environment, care/attention, decisions and productive learning activities

24/7 all experiences and most concepts

Everything (4)

Having family meetings

Paying more attention to each child individually.

Routines, Identify needs

One word phrases, choices, routines, and many more.

Plan to use most of the things covered in the class

All the advice that I learn in this class was very helpful

Explain why you would or wouldn't recommend the class to another parent (all reported they would recommend the class to another parent).

Every parent has room to grown and learn. I've learned a lot of great tactics to use and feel a lot of parents could benefit from this information.

Very helpful to bond with your children and to know their personality

The class was very helpful

It was very helpful

I feel so much more secure in my knowledge/abilities as a parent than I did before.

It was a really good class. I've learned a lot from it. I would recommend and have already told a few friends about this class.

I feel every parent should take this class.

I would recommend this class to another parent because it has a lot of beneficial information

Appendix Table E

ECE Fall Conference Workshop Comments

2018-19

What did you like best?

All the new information that I can use

Very good information. I didn't understand why children don't let us know when they're wet. Now I understand. Very interesting

The sensory handouts

Understand more of sensory issues

Information I can use in my own life

Sensory base

Loved the video and handouts/noes great speaker

The information regarding sensory

Information regarding sensory

The videos

The topic of the class

The books they gave and shared

The information regarding sensory

Books and info

The handouts

I liked the information that was given and the handouts

Learned about why a child acts the way they do especially during circle time

Activity to include the children

The videos, handouts on creating a sensory handouts, the book on discipline

What would you change?

Nothing. Perfect mix of info

Add more hands on activities to get group involved/participation activities

More visual activities/examples

More information and activities

More activities

I would provide more exciting activities to do. It was boring. A microphone so we could hear better.

The speaker could be more interactive and engaging. Speaker did not keep my attention.

I feel like she needs to provide more info and hands on activities new information

Answer the questions. More activities

Answer the questions being asked and more activities

More question and answer time

More interactive, less lecture type class

More activities

I would maybe suggest giving the child something so they can pay attention during circle time.

More tools to use with the children

The handout information is too small to read

Suggestions for future workshop topics

Different topics circle time. Need microphone. I couldn't hear at all

Discipline stages 3 and 4 years olds

Healthy meals or snacks. Grant writing skills

I would like to see more different topics and instructors

Involve more with participant

It was really nice that we got a gift. Was not expecting it.

Make it less of a lecture class

Maybe more exercises to show how sensory regulation works

More activities, more discipline strategies or what we can do in our classroom with those certain kids

More hands on activities

Nope, it's great thank you

Some texture examples? Answer questions

Appendix Table F

Sensory Play Workshop Comments

2018-19

What did you like best?

There's lots of different stuff

A wide variety of sensory items. But not too much which saves from overwhelming

Sensory activities

Fun sensory activities for older and younger children

No suggestions were offered.