Supporting Developmental Milestones at Project Eagle

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Background

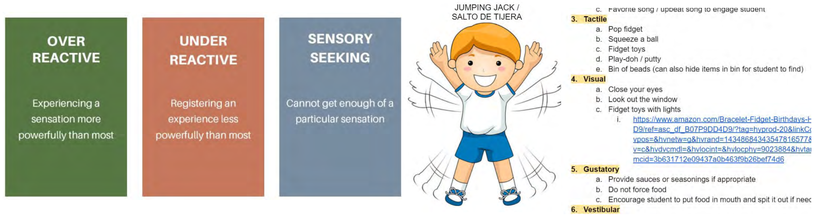
- Early childhood education service in Wyandotte County
- Early Head Start / Head Start program
- Services at home and center-based
- Fully grant funded
- Working towards healthy development and school readiness

Rationale

- Support growth and development
- Address barriers, such as the environment, community, social determinants of health, and adverse childhood experiences

Role

- Educated staff on OT roles in early education
- Created a professional relationship with KUMC OT Education program
- Became familiar with all parts of Project Eagle
- Developed rapport with students and staff
- Worked 1-on-1 with students and with whole classrooms



Learning Objectives

1. OT's unique role in an early education community setting
2. Demonstrate skills with identifying and supporting sensory preferences in a preschool setting
3. Barriers that exist for underrepresented populations accessing early intervention resources

Project Description

- OT in early education: developmental milestones, developmental delays, sensory preferences, and fine motor skills
    - Impact on overall development and school readiness
- Birth through five is a critical period of growth and development
    - OT interventions plays an important role in the development of cognitive, motor, social-emotional, and self-care skills, (Clark & Kingsley, 2020)

Project Question

Do the educational resources provided to Project Eagle's teachers increase their understanding of how to support sensory differences of children in their classroom?

Criteria

	Met?
75% of teachers will self-report their confidence in utilizing educational resources on how to support sensory differences in a preschool classroom setting	✓
75% of teachers will self-report their confidence in understanding of sensory differences	

Methods

1. Pre-questionnaire: 3 closed and 1 open ended questions
2. Created, distributed and modeled specific sensory resources for student
3. Post-questionnaire: 4 closed and 1 open ended questions

References & Acknowledgments

References

Acknowledgements

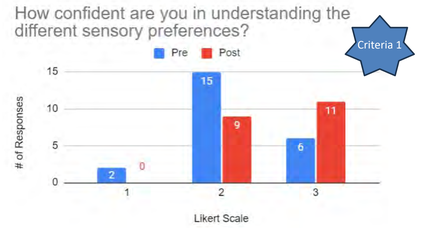
Resources Created

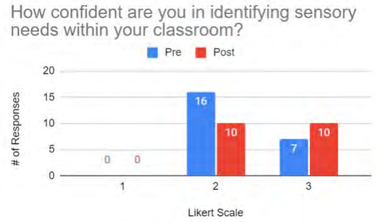
Results

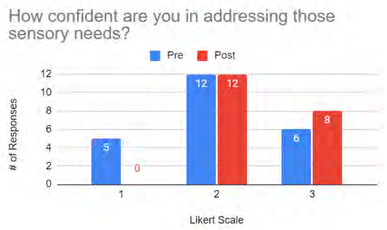
1 = Not confident

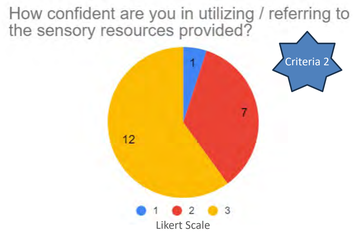
2 = Semi-confident but needs more clarification

3 = Confident









Conclusion

- Confidence levels increased after resources were provided
- Learning objectives met through shadowing, researching, collaboration, and implementing interventions
- Planned a tier 1 approach and moved to a tier 3 approach
- Busy time of year contributed to less responses on post questionnaire
- Recommend purchasing Sensory Processing Measure 2 to Policy Council

Future Directions

- Continue assisting with sensory preferences
- Supporting students with self-regulation
- Assist staff in understanding and administering SPM-2
- Expand into home-based services
- Grant funding for an OT position