
STARS

Statewide Training and Regional Support

Lee Mitchener Tolbert Center for
Developmental Disabilities - University of
Oklahoma Health Sciences Center

2006 STARS Activities:

Training, Technical Assistance and Family Services Coordinator

July 1, 2005 through June 30, 2006



Through funding provided by: State Department of Education Special Education, the SoonerStart Early Intervention Program, and the Department of Human Services – Developmental Disabilities Services Division

Family Services Coordinator: *Family Support Activities*

1. Serve as parent representative in agency coordinator's meeting, SoonerStart task groups and initiatives; provide linkage between SoonerStart and other organizations; serve as SoonerStart and Family representative at local and national meetings related to Early Intervention and Preschool services.
 - Attended all state-level SoonerStart agency coordinator meetings to provide parent input of program development, policy & procedure and quality assurance.
 - Attended all ICC meetings and ICC subcommittees to provide parent input, as appropriate.
 - December 2005: Attended the 2005 OSEP National Early Childhood Conference.
 - January 2006: Attended the ALLIANCE 10th Annual National Conference for parent training and information.
 - Attended 2006 Oklahoma Governor's Conference for Developmental Disabilities
 - Attended 2006 Oklahoma National Alliance for Mental Illness (NAMI) Conference.
 - Collaborated with Oklahoma Family Network and Integris Baptist Medical Center to provide the 2006 Annual OFN Family Conference.
 - Attended 2006 Central Oklahoma Friends of Early Education Conference
 - Worked with Spanish interpreter and Oklahoma Family Network staff to develop parent-to-parent mentorship training in Spanish.
 - Collaborated with Oklahoma Family Network to train Spanish speaking families to become parent-to-parent mentors.
 - Provided resource training and parents' rights information and training to Spanish speaking families through the OK MAMAS Latino support group.
 - Collaborated with the Central Oklahoma Down Syndrome Association to disseminate information to family members for the 2006 Marriage Conference.

2. Support SoonerStart families, SoonerStart staff, local schools and receiving community programs in the development and implementation of transition plans.
 - Provided a parent's perspective for early intervention transition training workshops through STARS in collaboration with STARS Director and Oklahoma State Department of Education, Special Education Preschool Coordinator.
 - Provided early intervention transition Q&A workshop to OK MAMAS Latino support group in Oklahoma City.
 - Provided individualized transition consultation to fourteen SoonerStart families, SoonerStart staff, local schools and receiving community programs.

3. Assist in the development and /or maintenance of formal systems to assess family satisfaction with the SoonerStart program and family change as a result of SoonerStart services; participate in the development and implementation of action plans to address family concerns; and participate as a member of the state-level Quality Assurance Team.
 - Assisted agency coordinators and ICC Evaluation Committee in the development of the Quality Assurance family survey, Oklahoma State University Annual Family Survey and SoonerStart Quality Assurance forms.
 - Conducted telephone interviews with former and current SoonerStart families to determine level of satisfaction, areas of improvement and trends.
 - Participated in onsite visits made by the SoonerStart Quality Assurance team.

4. Review concerns, complaints or requests for mediation in coordination with agency coordinators to work with families and local team to address family's concerns prior to submitting a formal complaint or request for mediation.
 - Reviewed and responded to four SoonerStart caregiver concerns and / or complaints. Provided additional resources to families and SoonerStart staff as appropriate. Worked with SoonerStart family, state and local teams to resolve concerns and / or complaint issues.

5. Plan and conduct in-service training through the STARS program either as the primary workshop speaker or as a co-presenter; coordinates STARS and SoonerStart training for family members and care providers participate as family faculty in higher education training.
 - Planned and conducted fourteen in-service training workshops through the STARS program as the primary or co-presenter
 - Co-instructed workshops:
 1. Early Childhood Transition (3 workshops)
 2. Assistive Technology: Supporting Children and Their Families (6 workshops)
 3. Building Blocks to Success: Helping Families Create Their Own Resources
 4. Mental Health Supports in a Child's Natural Environment
 - Primary Presenter:
 1. Leveling the Playing Field: Section 504 or IDEA
 2. Empowering Families
 - Planned and conducted four pre-service trainings as family faculty in higher education:
 1. Grief and Coping: Families Who Have Children with Disabilities
 2. Two family panel: Benefits of Sign Language
 3. Early Childhood Transition
 - Recruited and supported 17 Oklahoma families who participated in a family practicum project for third year occupational and physical therapy students.

6. Work with state and local SoonerStart staff and families to develop and improve parent-to-parent networking, local parent groups and parent advocacy programs.
 - Collaborated with the following parent groups to provide parent-to-parent networking, support advocacy programs and provide resources:
 1. Down Syndrome Association of Central Oklahoma
 2. Oklahoma Federation of Families for Children's Mental Health
 3. Parents of Autistic Children, Oklahoma Co.
 4. Oklahoma Autism Network, Statewide
 5. Oklahoma Family Network, State Board and Cherokee Co.
 6. Oklahoma Children's Systems of Care, State team and Stephens Co.
 7. OK MAMAS Latino Support Group, Oklahoma and Canadian Co.
 8. SoonerSUCCESS, State Council, Kingfisher Co and Blaine Co.
 9. Moms with Magic Wands support group
 10. National Alliance for Mental Illness, Oklahoma State Chapter

2006 STARS Team Training Requests and Schedules

Assessment for Individual Program Planning and Development of the IFSP

Cynthia Bernardi-Valenzuela, MSW, Early Intervention Administrator

Oklahoma Department of Education

Lynn Jeffries, PT, PhD, PCS, Clinical Assistant Professor

University of Oklahoma Health Sciences Center, Department of Rehabilitation Sciences

Julie D. Smith, MS, OTR/L

Clinical Occupational Therapist and STARS Program Director

OUHSC, Tolbert Center for Developmental Disabilities

An interactive training on assessment and IFSP development. Discussions will include introducing SoonerStart's approach to service delivery, routines based assessment and intervention, examples of measurable outcomes and strategies that are developmentally appropriate and functional, and determining progress and intensity and frequency of services.

March 29, 2006	Lawton	9:00 – 12:00	(TT-IFSP)
March 30, 2006	McAlester	10:00 – 3:00	(TT-IFSP)
April 19, 2006	Ardmore	10:00 – 2:00	(TT-IFSP)

Coaching and Learner Focused Intervention

Cynthia Bernardi-Valenzuela, MSW, Early Intervention Administrator

Oklahoma Department of Education

Lynn Jeffries, PT, PhD, PCS, Clinical Assistant Professor

University of Oklahoma Health Sciences Center, Department of Rehabilitation Sciences

Julie D. Smith, MS, OTR/L

Clinical Occupational Therapist and STARS Program Director

OUHSC, Tolbert Center for Developmental Disabilities

The purpose of this interactive training is to explore what coaching and learner focused intervention is. Discussions and activities may include practicability, how to engage families in services or as team members, how to incorporate intervention into a family's day-to-day activities, and how and when to introduce the approach.

June 12, 2006	Lawton	9:00 – 3:00	(TT-CLFI)
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Early Childhood Transition

Traci Castles, Family Services Coordinator
OUHSC, Tolbert Center for Developmental Disabilities

Ann Gericke, Preschool Coordinator
Oklahoma State Department of Education – Special Education Services

Julie D. Smith, MS, OTR/L
Clinical Occupational Therapist and STARS Program Director
OUHSC, Tolbert Center for Developmental Disabilities

The workshop will include an overview on planning and preparing for transition of children and their families from SoonerStart. Participants will receive instruction on how to provide a smooth and effective transition for all children and their families in accordance with federal and state requirements under the Individuals with Disabilities Education Improvement Act (IDEA).

March 20, 2006	Kingfisher	9:00 – 11:00	(TT-ECT)
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Transdisciplinary Teaming and Services

Lynn Jeffries, PT, PhD, PCS, Clinical Assistant Professor
University of Oklahoma Health Sciences Center, Department of Rehabilitation Sciences

Participants will receive information regarding the components for successful learning, various teaming approaches, working with multiple disciplines and strategies to support team development.

March 21, 2006	El Reno	9:00 – 4:00	(TTS)
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Vision Activities in Routine Based Intervention

Earlene Mason, MS, TVI, SoonerStart Vision Consultant
Pottawatomie County Health Department, Oklahoma State Department of Health

Lee Ann Tapscott, MS, TVI, COMS, SoonerStart Vision Consultant
Oklahoma State Department of Health

Barbara Estes, MSEd, TVI, COMS, SoonerStart Vision Consultant
Jackson County Health Department, Oklahoma State Department of Health

Loretta Holland, MS, CCC-SLP, TVI
Seminole County Health Department, Oklahoma State Department of Health

An interactive session on how to modify the environment and use daily activities to enhance vision.

March 6, 2006	Guymon	(TT-VSRBI)
April 3, 2006	Okmulgee	(TT-VSRBI)
May 1, 2006	Altus	(TT-VSRBI)
June 5, 2006	McAlester	(TT-VSRBI)

Assistive Technology: Supporting Children and Their Families

Yolanda Baird, CCC-SLP, Technical Supervisor
SoonerStart, Oklahoma County

Traci Castles, BS, Family Services Coordinator
University of Oklahoma Health Sciences Center, Tolbert Center for Developmental Disabilities

Linda Crouch, OTR/L, ATP
SoonerStart, Tulsa County

Maria Jones, PT, PhD, ATP, Clinical Physical Therapist
University of Oklahoma Health Sciences Center, Oklahoma Assistive Technology Center

Jennifer Moyano, OTR/L
SoonerStart, Oklahoma County

Julie D. Smith, MS, OTR/L, STARS Program Director
University of Oklahoma Health Science Center, Tolbert Center for Developmental Disabilities

Jessica Tsotsoros, MS, OTR/L, ATP
SoonerStart, Tulsa County

Sherril York, PhD, CAPE, Training / Outreach Coordinator
Oklahoma State University, Oklahoma AbleTech

A training mandatory for all SoonerStart employees that included the distribution of assistive technology assessment kits to each SoonerStart site (28 kits with 2 each in Oklahoma County and Tulsa County). The course outlines roles, legal basis, family perspective, tools for initiating conversation with families and assessing the need for assistive technology, funding and discussion and demonstration of assessment kit devices.

Dates	Location	Teams Attended	Number of Staff*
January 9, 2006	Tulsa	Tulsa County	48
February 3, 2006	Muskogee	Muskogee, Okmulgee, Sapulpa, Tahlequah, Claremore, Bartlesville, and Poteau	50
February 9, 2006	Moore	Oklahoma County	53
February 17, 2006	McAlester	McAlester, Durant, Hugo, Idabel, Ada, and Ardmore	31
February 24, 2006	Norman	Norman, Shawnee, Lawton, Chickasha, and Altus	42
March 24, 2006	Enid	Enid, Kingfisher, El Reno, Stillwater, Clinton, Woodward, and Guymon	63

2006 STARS Training / Technical Assistance

Early Childhood Transition Discussion Forum
Traci Castles, SoonerStart Family Services Coordinator and Family Faculty
University of Oklahoma Health Sciences Center, Tolbert Center for Developmental Disabilities

Ann Gericke, Preschool Coordinator
Oklahoma State Department of Education, Special Education Services

Julie Smith, MS, OTR/L, Clinical Occupational Therapist, STARS Program Director
University of Oklahoma Health Sciences Center, Tolbert Center for Developmental Disabilities

This workshop will be more of a round table discussion and will include review of the legal requirements, case law and recommended practices regarding early childhood transition. The participants are encouraged to bring case examples for discussion.

August 5, 2004 OKC 9:00 – 4:00 (ECT2)
 Maximum number of participants: 50
 Audience: EI, PS, S
 Level: Intermediate

<i>Attendance</i>		<i>Met my primary objective</i>	<i>Demonstrations well structured for learning</i>	<i>Received info. that I can use with families</i>	<i>Rate familiarity prior to course</i>	<i>Rate familiarity at completion of course</i>	<i>Rate the overall quality of the information</i>	<i>Would you recommend this course to others</i>
DDSD		4.6	4.2	4.6	3.4	4.6	4	yes
Health Dept –Guidance.....								
Local School Personnel								
Local School – Preschool								
Contract to Schools								
SoonerStart REIC / RC	5							
SoonerStart Service Provider .								
SoonerStart Contract								
Parent								
Other								
Head start								
TOTAL	5							

- Notebook provided with information about Federal Regulation was good. Updates on transition information also good.
- Everything was good
- Being able to direct the discussion around our questions was good.
- Everything was great – could've used more time for more info. Recommend more time, add 1 day for new info, 1 day for discussion (open forum)

Sensory Processing

Beth DeGrace, PhD, OTR/L, Assistant Professor

University of Oklahoma Health Sciences Center, Department of Rehabilitation Science

Julie Smith, MS, OTR/L, Clinical Occupational Therapist, STARS Program Director

University of Oklahoma Health Sciences Center, Tolbert Center for Developmental Disabilities

This course will review recent literature on sensory processing. The remainder of the course will be spent interpreting the sensory profile, and creating effective plans of support and intervention. Participants are encouraged to bring the results of a Sensory Profile to the course.

August 11, 2005

Tulsa

9:00 – 4:00

(SEN)

Maximum number of participants: 50

Audience: EI, PS

Level: Intermediate

<i>Attendance</i>		<i>Met my primary objective</i>	<i>Demonstrations well structured for learning</i>	<i>Received info. that I can use with families</i>	<i>Rate familiarity prior to course</i>	<i>Rate familiarity at completion of course</i>	<i>Rate the overall quality of the information</i>	<i>Would you recommend this course to others</i>
DDSD	2	4.3	3.8	3.8	3.1	3.9	3.9	yes
Health Dept –Guidance.....	2							
Local School Personnel	9							
Local School – Preschool	3							
Contract to Schools	1							
SoonerStart REIC / RC								
SoonerStart Service Provider .	15							
SoonerStart Contract	4							
Parent								
Other	4							
Head start								
TOTAL	40							

- Valuable were case studies.
- Review & opportunity for new learning and new ideas were valuable. The subject matter is difficult to understand but the videos helped.
- Discussing cases & seeing video of children was valuable.
- Interventions were good.
- Brainstorming strategies was good.
- Trying to interpret the results & brainstorming ideas were the most valuable parts of this course.
- Learning the different types of sensory interventions and sensory program was good.
- Learning to score/interpret sensory profile and case studies was good.
- Completing the sensory profile & understanding the difference between low & high threshold & passive or active. All info was valuable.
- All information was well given. I was able to find useful information for practice. I found the course wonderful!
- Gaining a better understanding of Sensory processing.
- Presentation was well organized for learning. Problem solving together was good.

Homemade Assistive Technology 2; More Cool Tools You Can Make Yourself

Tessa Stinnett, MA, CCC-SLP, ATP

This class is offered in response to positive feedback from the first Homemade AT workshop and is only open to participants who attended that course. This follow-up session will present easy and inexpensive ways to adapt literacy and computer access for individuals of all ages with disabilities, and will discuss strategies for using low-tech AT throughout the day.

August 18, 2005 OKC 9:00 – 4:00 (AT2)

Maximum number of participants: 50

***Must have attended Homemade AT: Tools You Can Make Yourself in 2004 or 2005**

\$20 materials fee per person

Audience: EI, PS

Level: Intermediate

<i>Attendance</i>		<i>Met my primary objective</i>	<i>Demonstrations well structured for learning</i>	<i>Received info. that I can use with families</i>	<i>Rate familiarity prior to course</i>	<i>Rate familiarity at completion of course</i>	<i>Rate the overall quality of the information</i>	<i>Would you recommend this course to others</i>
DDSD	3	4.6	4.9	4.9	3.1	4	5	yes
Health Dept –Guidance.....								
Local School Personnel	5							
Local School – Preschool	3							
Contract to Schools	1							
SoonerStart REIC / RC								
SoonerStart Service Provider .	8							
SoonerStart Contract	3							
Parent								
Other	1							
Head start								
TOTAL	24							

- Hands on was valuable. The CD & all the adaptable games and books were valuable.
- Hands on learning (making mouse house, & book stand etc). Recommend more hands on and examples
- Computer applications -- make and takes were valuable.
- Actually making the stuff was good. Great presentation and ideas
- The new ideas and computer programs and websites were valuable. Continue advance in this area so we can continue to advance
- Making the items, this is how I learn best. Simple ideas for children under 3 were valuable.
- I want more of these classes.
- Making materials that I can use. Getting a CD of other things that are ready to use was good.

Curriculum Adaptations
Tessa Stinnett, MA, CCC-SLP, ATP

This class will review the benefits and challenges of inclusion and will discuss strategies for supporting students with a range of disabilities in regular classrooms. Participants will see and use tools for modifying the curriculum to capitalize on students' strengths while still meeting their educational needs.

September 8, 2005 OKC 9:00 – 4:00 (CAI)
Maximum number of participants: 50
Audience: PS, S
Level: Intermediate

<i>Attendance</i>		<i>Met my primary objective</i>	<i>Demonstrations well structured for learning</i>	<i>Received info. that I can use with families</i>	<i>Rate familiarity prior to course</i>	<i>Rate familiarity at completion of course</i>	<i>Rate the overall quality of the information</i>	<i>Would you recommend this course to others</i>
DDSD	2	4.4	4.3	4.6	3.7	4	4.4	yes
Health Dept –Guidance.....								
Local School Personnel	20							
Local School – Preschool								
Local School – special ed	1							
Contract to Schools								
SoonerStart REIC / RC								
SoonerStart Service Provider .								
SoonerStart Contract	1							
Parent	1							
Other	2							
Head start								
TOTAL	27							

- The computer info was valuable. More info on modifications for LD & SLI students in class
- Lots of examples and resources given
- Computer adaptations were good.
- Knowledge of computer options & software was good. Would've been nice to see more examples of specific software and computer tools but still great!
- Resources and step by step was most valuable.
- Practical sites and ideas. Recommend maybe picking a few things and letting people do it "hands on"
- Very good resource for multiple adaptations. Great job!
- All good information
- Websites, practical ideas on my own computer were valuable.
- Learning what Tech devices and resources that are made available.
- You're exceptional!!!! Thank you!!

Disability Is Natural
Kathie Snow

“Disability is natural and other Revolutionary Common Sense”

Yes, disability – like gender and ethnicity – is one of many natural characteristics of being human! When we adopt this paradigm, we’ll also change the way we think and talk about individuals who have been labeled. We can also learn to focus on a person’s strengths, abilities and interests, instead of the perceived “deficits” and problems.” When we adopt the belief that disability is natural, the world – along with the lives of people with disabilities – will change before our eyes!

(Afternoon Session0

“Inclusion for One and All: We Can Do It!”

What does it take to ensure children and adults with disabilities live Real lives, included in their communities as full-fledged citizens? It’s not rocket science! Here’s the recipe for success: combine one part common sense with a focus on a person’s strengths, add the abundance of the natural supports and generic services in our communities, then sprinkle with a positive attitude and dash of humor, It’s easier than you think, and it’s fun, too! We can do it!

September 13, 2005 OKC 9:00 – 4:00 (DN)
Maximum number of participants: 200
Audience: EI, DDSD, PS, S
Level: Intermediate

<i>Attendance</i>		<i>Met my primary objective</i>	<i>Demonstrations well structured for learning</i>	<i>Received info. that I can use with families</i>	<i>Rate familiarity prior to course</i>	<i>Rate familiarity at completion of course</i>	<i>Rate the overall quality of the information</i>	<i>Would you recommend this course to others</i>
DDSD	9	4.3	4.6	4.1	2.9	4.1	4.1	yes
Contract Service Provider	1							
Local School Personnel	13							
Local School – Preschool	1							
Local School – Special Ed	3							
Contract to Schools								
SoonerStart REIC / RC	22							
SoonerStart Service Provider .	37							
SoonerStart Contract	6							
Parent	5							
Other	8							
Head start								
TOTAL	105							

- Good information – good discussion w/inclusion. Parents’ point of view was valuable. This was excellent! The schools & special ed director need to have Kathy as a keynote at special ed conference.
- A new outlook on an old theme was good. Knowledge & awareness of disabilities & the handouts on people first language was good. Good reminder for transformed thinking. How do you implement this into the current systems, beyond just simple practical steps. Different ways to view disability or should I say person’s with disability was good. Helping parents focus on their “dreams” for their child was valuable. Hearing speaker’s personal stores. Integration of real life experiences. Eye opening! I hope the inclusion dream is achieved by changing our attitudes & practices. I liked the stories & jokes
- Kathy was very interesting & informative. I really enjoyed her lecture

- Personalization to my home situation – not being a “hovering helicopter” and doing everything for my son.
- Packet of Kathy’s articles. Kathy’s presentation & use of humor, video/music presentation helpful especially for visual learners. Stories about personal experiences.
- Point of view from a parent who has “fumbled” with issues the families of our clients face was good.
- To hear a parent’s insight into families and children with disabilities and what is helpful.
- Very practical and thoughtful, parent perspective
- Personal stories of speaker’s experience with Benjamin. Speaker was excellent.
- DDSD should consider having Kathy Snow as a keynote speaker at the DDSD fall conference
- To learn that looking at all thoughts from different outlooks can accomplish the best results. The fact that this vision presented is based on the assumption that all parents are involved or are willing to be involved. Maybe for the vision to look at the hard times/obstacles more than only the end result of paradise. Also not to only look at how things affect children w/disabilities, but all children – through hearing Kathy’s experiences and giving us daily/real ways to re-think how we do things. Could this be a 2-3 day course?
- Helping to recognize dreams for children, inclusion. Stories Kathy shared. There was not one aspect that was not valuable.
- Language can be hurtful = find out dreams of children. Good workshop
- Reframing disability – the challenge to change society’s views & prejudices was valuable.
- Excellent presenter. It is an eye opener. Would like to have met Benjamin or seen a video
- Kathy really gave me a new perspective
- Looking at what it would take to “empower” myself, families, each individual child & the tools to make “life” happen. Moving forward & accepting individual responsibilities. Made me realize how wrong my thinking was for all these years. This is the best STARS course I have attended in 7 years.
- Made me think.....can’t say I agreed with it all, but helped me look at different perspective.
- I think this should be mandatory course for all EI staff – educators & health both.
- It was all wonderful - I love the stories, keep doing what you are doing.
- Kathy’s life experience with Ben was valuable. It was all very valuable. It makes me mad that school administrators were not at this meeting, including “special ed directors”. They just don’t get it. Inclusion!
- I agreed with most ideas, see the point of making changes but am not sure that all ideas presented could be utilized with children / adults with disabilities that did not allow as much progress to be made as Benjamin may. Promote attendance by families and teachers.

You Are Not Alone
Patty McGill Smith

Patty has been one of the nation's foremost leaders of the parent movement over the past three decades. She founded Pilot Parents in Nebraska in the early 1970s and was the founder of the National Parent Network on Disability. Her article, "You Are Not Alone," is now in its third edition of the NICHCY News Digest. This workshop will be a reflection of what Patty has learned over the years as a parent and grandparent of children with disabilities. She will include tips and ideas on how to handle everyday issues, which will be useful to providers who work with children and adults with disabilities and their families. She will focus on the historical perspective of disability, "You Are Not Alone," positive approaches toward parents, and expectations for children and their families.

September 15, 2005 OKC 1:00 – 5:00 (YANA)
Maximum number of participants: unlimited
Audience: EI, DDSD, PS, S
Level: Intermediate

<i>Attendance</i>		<i>Met my primary objective</i>	<i>Demonstrations well structured for learning</i>	<i>Received info. that I can use with families</i>	<i>Rate familiarity prior to course</i>	<i>Rate familiarity at completion of course</i>	<i>Rate the overall quality of the information</i>	<i>Would you recommend this course to others</i>
DDSD	15	4.3	3.8	3.8	3.1	3.9	3.9	yes
Dept of Rehab Services.....	1							
Education Staff	1							
Local School Personnel	3							
OK Dept of Mental Health	1							
Contract to Schools								
SoonerStart REIC / RC	5							
SoonerStart Service Provider .	3							
SoonerStart Contract								
Parent	4							
Other	4							
TOTAL	37							

- Personal stories were valuable.
- Ms McGill's personal stories & information was most valuable.
- The entire course and the personal experience aspect was good.
- Practical information
- Positive outlook. A parent's perspective & the information covered were great.
- Thank You
- Lots of good humor, great life philosophy
- The discussion – speaker encouraged discussion was good. Excellent speaker
- Personal stories were wonderful, loved the positive aspects of the class.
- As an early intervention PT, I will never get enough parent perspective, life experiences stories, reality checks that I can share with families.
- Live one day at a time, reinforces to use common sense, thoughts of how to talk with parents, etc.

Transdisciplinary Teaming and Service Approach

Lynn Jeffries, PT, PhD, PCS, Clinical Therapist, Department of Rehabilitation Science, University of Oklahoma Health Science Center

This course will provide participants with information regarding the components for successful teaming, various teaming approaches, working with multiple disciplines and strategies to support team development.

September 22, 2005 OKC 9:00 – 4:00 (TM)
 Maximum number of participants: 50
 Audience: EI
 Level: Intermediate

<i>Attendance</i>		<i>Met my primary objective</i>	<i>Demonstrations well structured for learning</i>	<i>Received info. that I can use with families</i>	<i>Rate familiarity prior to course</i>	<i>Rate familiarity at completion of course</i>	<i>Rate the overall quality of the information</i>	<i>Would you recommend this course to others</i>
DDSD	3	4.1	4.4	4.4	3.3	4.4.	4.5	yes
Health Dept –Guidance.....								
Local School Personnel								
Local School – Preschool	2							
Contract to Schools								
SoonerStart REIC / RC	1							
SoonerStart Service Provider .	13							
SoonerStart Contract								
Parent								
Other	1							
Head start	1							
TOTAL	21							

- True colors, changing the way I say things to the families was valuable.
- All of it was valuable.
- Learning ways to bring team together. Course was well presented and informative.
- Knowledge of instructor – she was able to convey the info in a meaningful way.
- Activities that went along with the information was good
- Information to take back and share/use with staff. Enjoyed the personality trait assessment
- Good group activities
- Discussion with peers at workshops, leadership styles was valuable.

Building Blocks to Success: Helping Families Create Their Own Resources
Traci Castles, BS, Family Services Coordinator,
University of Oklahoma Health Sciences Center, Tolbert Center for Developmental Disabilities

Audra Haney, MSSW, LCSW, Licensed Clinical Social Worker
Regional Early Intervention Coordinator for Oklahoma County SoonerStart

Cyd Roberts, MSW, Coordinator, Medical Home Program
University of Oklahoma Health Sciences Center, Child Study Center

This workshop will provide step-by-step instruction on how to create an individualized family resource guide, organize education and health care information and empower families to become their own resource coordinator.

October 13, 2005 Shawnee 9:00 – 4:00 (BBS)
 Maximum number of participants: 100
 Audience: EI, DDSD
 Level: Basic/Intermediate

<i>Attendance</i>		<i>Met my primary objective</i>	<i>Demonstrations well structured for learning</i>	<i>Received info. that I can use with families</i>	<i>Rate familiarity prior to course</i>	<i>Rate familiarity at completion of course</i>	<i>Rate the overall quality of the information</i>	<i>Would you recommend this course to others</i>
DDSD	4							
Health Dept –Guidance.....	2							
Local School Personnel	1							
Local School – Preschool								
Contract to Schools								
Health Dept Staff	2							
SoonerStart REIC / RC	28							
SoonerStart Service Provider .	6							
SoonerStart Contract								
Parent	1							
Other								
Head start	2							
TOTAL	46							

Evaluation results will be provided in next report to the ICC.

Are We Making a Difference? How Do We Know It? How Do We Show It?

**Maria Jones, PT, PhD, ATP, Clinical Physical Therapist, Oklahoma Assistive Technology Center
University of Oklahoma Health Sciences Center**

**Beth DeGrace, PhD, OTR/L, Assistant Professor, Department of Rehabilitation Science
University of Oklahoma Health Sciences Center**

The purpose of this course is to discuss a framework for identifying outcomes and developing support plans to achieve and measure those outcomes. Participants will be required to bring cases to use throughout the workshop for problem-solving.

October 26, 2005 Tulsa 9:00 – 4:00 (EBP2)
Maximum number of participants: no limit
Audience: EI, DDSD, PS, School
Level: Intermediate

<i>Attendance</i>		<i>Met my primary objective</i>	<i>Demonstrations well structured for learning</i>	<i>Received info. that I can use with families</i>	<i>Rate familiarity prior to course</i>	<i>Rate familiarity at completion of course</i>	<i>Rate the overall quality of the information</i>	<i>Would you recommend this course to others</i>
DDSD	2	3.7	4.1	4	3	4	3.7	yes
Health Dept –Guidance.....								
Local School Personnel	13							
Local School – Preschool								
Contract to Schools								
SoonerStart REIC / RC	4							
SoonerStart Service Provider .	8							
SoonerStart Contract	1							
Parent								
Other								
Head start								
TOTAL	28							

- Discussing success stories was valuable.
- The various view points on how different professions can/do make a difference was good.
- The fact that we are continuing to work on improving our view of an individual as a whole person, with strengths that should be celebrated was good.
- Discussions of functional outcomes, videos were good. Reviewing the importance of documenting and what / how to document was valuable. Please have a follow-up course someday. Would like to get into more detail about some of the things discussed.
- It was excellent!
- Discussing assessment tools, how to write outcomes were good. Overall enjoyed class & received helpful information to improve eval & writing IEP goals.
- Writing IEP goals, what appropriate tests are available were good. I wish more teachers could attend! This was a great course!

Battelle Developmental Inventory
Lynn Jeffries, PT, PhD, PCS, Clinical Physical Therapist,
Department of Rehabilitation Science, University of Oklahoma Health Science Center

Administration, scoring and interpretation of the newly published Battelle Developmental inventory 2.

October 28, 2005 Tulsa 9:00 – 4:00 (BDI2)
 Maximum number of participants: 50
 Audience: PS, EI
 Level: Basic

<i>Attendance</i>		<i>Met my primary objective</i>	<i>Demonstrations well structured for learning</i>	<i>Received info. that I can use with families</i>	<i>Rate familiarity prior to course</i>	<i>Rate familiarity at completion of course</i>	<i>Rate the overall quality of the information</i>	<i>Would you recommend this course to others</i>
DDSD	3	4.0	4.1	4.1	3.2	4.1	4.1	yes
Health Dept –Guidance.....								
Local School Personnel	12							
Local School – Preschool	1							
Local School – special ed	4							
Contract to Schools								
SoonerStart REIC / RC								
SoonerStart Service Provider .	21							
SoonerStart Contract								
Parent								
Other	1							
Head start								
TOTAL	42							

- Introduction to Battelle was valuable.
- Review of manual/protocol: analysis of test items, small group discussions were valuable.
- Getting questions answered about items not sure about was good.
- Going through the booklet item by item to check for proper administration & scoring was valuable.
- The knowledge presented was good. Discussion group was valuable.
- Small groups – going through specific items was good.
- Good job!

Level the Playing Field: Section 504 or IDEA

Traci Castles, Family Services Coordinator, OUHSC, Tolbert Center for Developmental Disabilities

Roseann Duplan, Co-Chair Oklahoma Education Oversight Committee, Regional Coordinator for Oklahoma

According to the U.S. Department of Education, approximately 5.5 million children with disabilities receive special education and related services and are protected by IDEA. However, some kids with special needs do not receive services under IDEA, but are served under Section 504 of the Rehabilitation Act of 1973. This course will include the similarities and differences between Section 504 and IDEA.

November 11, 2005 OKC 9:00 – 4:00 (LPF)
 Maximum number of participants: 100
 Audience: EI, DDSD, PS, S
 Level: Intermediate

<i>Attendance</i>		<i>Met my primary objective</i>	<i>Demonstrations well structured for learning</i>	<i>Received info. that I can use with families</i>	<i>Rate familiarity prior to course</i>	<i>Rate familiarity at completion of course</i>	<i>Rate the overall quality of the information</i>	<i>Would you recommend this course to others</i>
DDSD	2	4.5	4.6	4.5	3.0	4.2	3.9	yes
Health Dept –Guidance.....								
Local School Personnel	19							
Local School – Preschool								
Contract to Schools	2							
SoonerStart REIC / RC	2							
SoonerStart Service Provider .	2							
SoonerStart Contract	5							
Parent								
Other	6							
Head start	1							
TOTAL	39							

- Excellent presentation & handouts. Seems like it could even have been a 2-day seminar with so much info.
- Modification that can be used & the history & comparison of 504s and IDEA were good.
- Discussing “real life” situations were good
- Discussions of what can be provided under section 504 were good.
- The presenter was able to relate professionally as well as personally.
- Clarification on 504 – who is eligible was good
- Understanding when a 504 is appropriate was good
- Understanding the schools responsibility to children w/difficulties that don’t qualify under IDEA
- Learning adaptation/modification techniques, not just for a child & disabilities, but also truly for any child. It will help me be a better parent. Thank you for sharing your personal stories. Great resources too.
- Suggestions/handouts/personal experiences from Traci. Great job! Things that have worked for her children
- Learning the difference between 504 & IDEA, who qualifies etc

Building Successful Partnerships with Families

Robin Swaim, LCSW

This workshop will focus on providing information to Early Intervention staff to assist them in understanding and overcoming challenges that may present when developing a collaborative relationship with families in order to strengthen the families' capacity to support their child's development. A broad range of challenging situations will be discussed, including specific strategies to address dilemmas that arise.

November 17, 2005 El Reno 9:00 – 4:00 (FC)
 Maximum number of participants: 155
 Audience: EI, PS
 Level: Basic/Intermediate

<i>Attendance</i>		<i>Met my primary objective</i>	<i>Demonstrations well structured for learning</i>	<i>Received info. that I can use with families</i>	<i>Rate familiarity prior to course</i>	<i>Rate familiarity at completion of course</i>	<i>Rate the overall quality of the information</i>	<i>Would you recommend this course to others</i>
DDSD	1	4	4.1	3.9	3.1	3.8	3.9	yes
Health Dept –Guidance.....	1							
Local School Personnel								
Local School – Preschool								
Contract to Schools	1							
Health Dept Staff	1							
SoonerStart REIC / RC	15							
SoonerStart Service Provider .	20							
SoonerStart Contract	1							
Parent								
Other								
Head start	1							
TOTAL	41							

- Ability to “network” with other professionals who have had similar experiences as I have had. This would be good training for new staff.
- Participation from other members in the audience was good
- Information film was good.
- Good discussion & challenges
- Hearing real life discussions of examples to apply were good. All good!!!
- Learning the different “parent types” and learning strategies to deal with each.
- Very good workshop
- The invaluable content on “strategies” and discussion about how to do them. Recommend a follow-up session & consultation workshop.
- Excellent workshop.

Families, Their Children, and Autism

Rene Daman, PT, MS, PCS, Director of the Oklahoma Autism Network

University of Oklahoma Health Sciences Center, Tolbert Center for Developmental Disabilities

Dee Blose, MEd, parent, training for Oklahoma Autism Network

Adjunct assistant professor for OUHSC and Executive Director of Youth & Family Services in EI Reno

Jennifer Moyano, OTR/L, University of Oklahoma Health Science Center

Oklahoma Autism Network & Oklahoma State Department of Health, Oklahoma County SoonerStart

Participants will learn a model for supporting children with autism and their families across the lifespan including building family capacity and developing natural supports. We will also discuss strategies for embedding intervention and supports into everyday settings and activities, such as home, childcare, preschool, school, and community

February 2, 2005 Norman 9:00 – 4:00 (FCA)

Maximum number of participants: 100

Audience: EI, DDSD, PS, S

Level: Intermediate

<i>Attendance</i>		<i>Met my primary objective</i>	<i>Demonstrations well structured for learning</i>	<i>Received info. that I can use with families</i>	<i>Rate familiarity prior to course</i>	<i>Rate familiarity at completion of course</i>	<i>Rate the overall quality of the information</i>	<i>Would you recommend this course to others</i>
DDSD	13	3.5	3.7	4.3	2.7	3.7	4	yes
Health Dept –Guidance.....	3							
Local School Personnel	8							
Local School – Preschool								
Contract to Schools								
SoonerStart REIC / RC	1							
SoonerStart Service Provider .	10							
SoonerStart Contract	2							
Parent	5							
Other	2							
Head start								
TOTAL	44							

- Practical info given w/case studies, by professional & participants.
- Learning what the function of the networks/what it is doing/what it offers. All parts were valuable. I appreciate your hard work!
- Learning techniques for working w/children w/autism. Learning some of the latest info about it. I am going to use “social stories”. Our MTS can use them to take our service recipients on trips.
- Great intro for me to the various concepts and treatments for autism.
- New ideas and handouts were good.
- Parent panel was good. Getting a picture of how to support parents of children w/autism.
- Case studies & planning worksheets for embedded intervention was good. All the resources were good. Dee’s portion which refocuses professionals.

Estate and Future Planning
Sandy Ingraham, JD, MSW
Ingraham & Associates, PLLC

This presentation will address the benefits of developing future plans for a family, which includes a person with a disability. Participants will learn what to consider when developing plans, including last will and testament, living trust, special needs trust, guardianship, guardianship avoidance, life plan, directives, etc. Special attention will be given to arrangements necessary to help the person with a disability retain income-based public benefits.

February 10, 2006 Shawnee 9:00 – 12:00 (EFP)
Maximum number of participants: 100
Audience: EI, DDSD, PS, S
Level: Basic

<i>Attendance</i>		<i>Met my primary objective</i>	<i>Demonstrations well structured for learning</i>	<i>Received info. that I can use with families</i>	<i>Rate familiarity prior to course</i>	<i>Rate familiarity at completion of course</i>	<i>Rate the overall quality of the information</i>	<i>Would you recommend this course to others</i>
DDSD	11	4.3	4.5	4.6	3.6	4.3	4.6	yes
Health Dept –Guidance.....								
Health Dep't Staff.....								
Local School.. ..	1							
Local School – special ed								
Dept of Human Services.....								
SoonerStart REIC / RC	2							
SoonerStart Service Provider .	1							
SoonerStart Contract								
Parent	9							
Other								
Head start								
TOTAL	24							

- Enjoyed all of course
- Life plan & financial plan was good.
- General information was good. Recommend go longer.
- All of it was good. Needs more time to cover all information/answer questions?
- Great course. Very knowledgeable instructor
- Clarifying info between the different types of trust was good. Make it longer.
- Legal issues w/guardianship was good. Excellent speaker
- Very good explanations of material. Well paced presentation.
- Discussing the special needs, trust was good. It is a very complicated subject – I guess we could have used even more time. Sandy was great!

Homemade Assistive Technology: Cool Tools You Can Make Yourself

Tessa Stinnett, MA, CCC-SLP, ATP

Assistive technology doesn't have to be expensive or require lengthy funding processes to obtain. This "make-it-take-it" workshop will review the benefits of low-tech assistive technology tools for children and will present a range of homemade low-tech samples for participants to use and see. Participants will create their own low-tech tools to address needs in the areas of adapted play, communication, literacy, and motor access to materials such as crayons, etc.

February 13, 2006 OKC 9:00 – 4:00 (AT)
 Maximum number of participants: 50 (\$20 materials fee per person)
 Audience: EI, PS
 Level: Intermediate

<i>Attendance</i>		<i>Met my primary objective</i>	<i>Demonstrations well structured for learning</i>	<i>Received info. that I can use with families</i>	<i>Rate familiarity prior to course</i>	<i>Rate familiarity at completion of course</i>	<i>Rate the overall quality of the information</i>	<i>Would you recommend this course to others</i>
DDSD	6	4.5	4.6	4.5	3.7	4.5	4.5	yes
Health Dept –Guidance.....								
Local School Personnel	8							
Local School – Preschool								
Contract to Schools	1							
SoonerStart REIC / RC								
SoonerStart Service Provider .	5							
SoonerStart Contract	2							
Parent								
Other	1							
Head start								
TOTAL	23							

- Making battery interrupters was good.
- Hands on experience.
- Hands on learning techniques for soldering, creating switches, etc. very helpful. Add more AT projects even if they can't be completed in class.
- Soldering was valuable.
- Practicality. I can leave here and use this stuff!
- Review of previously learned information, switch interface, and resources for equipment. It was all valuable.
- Learning simple ways to adapt equipment for clients.
- Hands-on aspect of product preparation was good.
- Learning how many types of battery operated objects. I found all this course of value.
- Communication boards and battery interrupters.

Ethics and Safety in Home Visitation
Dr. Bruce Cook, Coordinator of Behavioral Health Services
Oklahoma State Department of Health, Central Office

Lieutenant Wade Gourley, Patrol Supervisor
Oklahoma City Police Department

Your Place or Mine? Ethics in Home Visitation: Our perceived role in delivering services is effected by the setting in which services are provided. In addition to focusing on subtle dynamics that can negatively impact the delivery of quality services, the session will address preventive strategies in maintaining professional boundaries.

Fundamental in “helping professions” is the expectation of maintaining a “professional distance” from the client / patient (consumer) to maintain ones objectivity. In other words, the professional maintains a professional role and refrains from interacting with the consumer in other roles (e.g., social, business, personal, etc.). Home visitation programs can blur role expectations, in part, due to the non-traditional setting in which professional services are provided. Examples will be given regarding how the roles of both the professional and consumer are influenced with potentially less than optimal or even negative results.

Safety in Home Visitation: This course will help early intervention personnel recognize potentially dangerous situations, use strategies to keep safe not only in work, but in their daily life. Course content will be shared through lecture, PowerPoint presentation, video taped examples, and course outline.

February 16, 2006 OKC 9:00 – 4:00 (ESHV)
 Maximum number of participants: 100
 Audience: EI (required course for SoonerStart resource coordinators hired December 2003 and later)
 Level: Basic

<i>Attendance</i>		<i>Met my primary objective</i>	<i>Demonstrations well structured for learning</i>	<i>Received info. that I can use with families</i>	<i>Rate familiarity prior to course</i>	<i>Rate familiarity at completion of course</i>	<i>Rate the overall quality of the information</i>	<i>Would you recommend this course to others</i>
DDSD	5	4.3	4.3	4.2	3.2	3.9	4.3	yes
Health Dept –Guidance.....								
Local School Personnel	1							
Local School – Preschool								
Contract to Schools								
Health Dept Staff								
SoonerStart REIC / RC	32							
SoonerStart Service Provider .	9							
SoonerStart Contract	1							
Parent								
Other								
Head start	1							
TOTAL	49							

- Learning more about perception vs. reality and listening to officer Gourley discussing ideas / strategies to improve safety. It was all useful information.
- Good to be reminded of things and always learn several other things as well.
- The safety considerations presented by Lt. Gourley was valuable.
- The most valuable part of this training was learning to use our instincts to determine the safety of the homes we go into and learning what to do in dangerous situations. Great speaker.
- The safety part with Lt. Gourley was good.
- Safety was great! Small group breakout sessions to discuss topics would be great!
- Enjoyed the ethics information, we don't discuss this enough. Thank you!
- I think ethics should be a required training for all SoonerStart providers not just resource coordinators. Information regarding personal safety in the home as well as re-acquaintance with ethical issues.
- Learning basic safety techniques to protect myself in the field and everyday was good.
- I really enjoyed Lt. Gourley's part of the training.
- Very informative. Ethics should be required for providers
- Safety discussion was good.
- A lot of information and things to think about. It was really good.
- Learning ways to communicate boundaries with families.
- Whole day on safety.
-

Advanced Splinting

Lynn Jeffries, PT, PhD, PCS, Clinical Assistant Professor

University of Oklahoma Health Sciences Center, Tolbert Center for Developmental Disabilities

A hands-on opportunity to develop skills in lower extremity splinting focusing on a hinged splint.

February 17, 2005

OUHSC

9:00 – 4:00

(BS)

Maximum number of participants: 12

Audience: EI

Level: Intermediate

<i>Attendance</i>		<i>Met my primary objective</i>	<i>Demonstrations well structured for learning</i>	<i>Received info. that I can use with families</i>	<i>Rate familiarity prior to course</i>	<i>Rate familiarity at completion of course</i>	<i>Rate the overall quality of the information</i>	<i>Would you recommend this course to others</i>
DDSD	1	5.0	4.9	5.0	3.4	4.4	4.9	yes
Health Dept –Guidance.....								
Local School Personnel	1							
Local School – Preschool								
Contract to Schools								
SoonerStart REIC / RC								
SoonerStart Service Provider .	3							
SoonerStart Contract	2							
Parent								
Other								
Head start								
TOTAL	7							

- Hands on splinting was good
- Discussion of cases
- Instructor's flexibility with individual learning styles and patience was good. Practice with actual splinting as well as thought process was good.
- Critical thinking and type of splint to use

Considerations in Service Delivery for Children who are Deaf and Hard of Hearing
Melanie Coldren, MS, Teacher of the Deaf, Project Coordinator,
Project ECCO (Enriching Children’s Communication Opportunities)

Velma Glenn, MEd, Teacher of the Deaf
Regional Consultant for Deaf and Hearing, SoonerStart

Lori Weaver, MS, Teacher of the Deaf
Regional Consultant for Deaf and Hearing, SoonerStart

This training will provide an introduction to understanding the child with hearing loss as a whole child. Participants will also gain an understanding of deafness and its impact on language development. Importance of early identification and intervention, impact of the child's hearing loss on the family, options in communication modalities, and services will be addressed. Procedures and considerations for transition from early intervention will also be discussed.

February 21, 2006 OKC 9:00 – 4:00 (HEAR2)
 Maximum number of participants: 50
 Audience: EI
 Level: Intermediate

<i>Attendance</i>		<i>Met my primary objective</i>	<i>Demonstrations well structured for learning</i>	<i>Received info. that I can use with families</i>	<i>Rate familiarity prior to course</i>	<i>Rate familiarity at completion of course</i>	<i>Rate the overall quality of the information</i>	<i>Would you recommend this course to others</i>
DDSD		4.1	4.4	4.1	2.4	4.0	4.5	yes
Health Dept –Guidance.....								
Local School Personnel	2							
Local School – Preschool								
Contract to Schools								
SoonerStart REIC / RC	12							
SoonerStart Service Provider .	2							
SoonerStart Contract	1							
Parent								
Other								
Head start								
TOTAL	17							

- Whole team needs to attend.
- Services for diagnosis and treatment.
- Learning the importance of getting to children who may have a hearing loss ASAP. Maybe need more resources and contacts for rural areas.
- Information on various methods of communications was good. This should be mandatory team training.
- Learning more about SoonerStart’s role.
- Information about parent choices.
- Understanding the role of the RC, services providers, schools, etc.
- Service providers need to attend!
- Great – good information. Wonderful training.

VIISA: Infants and Toddlers

**Earlene Mason, MS, TVI, SoonerStart Vision Consultant
Pottawatomie County Health Department, Oklahoma State Department of Health**

**Lee Ann Tapscott, MS, TVI, COMS, SoonerStart Vision Consultant
Oklahoma State Department of Health**

**Barbara Estes, MEd, TVI, COMS, SoonerStart Vision Consultant
Jackson County Health Department, Oklahoma State Department of Health**

**Loretta Holland, MS, CCC-SLP, TVI
Seminole County Health Department, Oklahoma State Department of Health**

**Deb Delhotal, MS, TVI, Outreach Coordinator, Western Oklahoma
Oklahoma School for the Blind**

**Carolyn Vestal, MS, TVI
Norman Public Schools**

Participants will learn strategies for working with children ages birth to three who are blind and visually impaired.

February 23-24, 2006 OKC 9:00 – 4:00 (VT)

March 30-31, 2006

April 27-28, 2006

Maximum number of participants: 20 (Participants must attend all days and complete assignments)

Audience: EI

Level: Advanced

<i>Attendance</i>		<i>Met my primary objective</i>	<i>Demonstrations well structured for learning</i>	<i>Received info. that I can use with families</i>	<i>Rate familiarity prior to course</i>	<i>Rate familiarity at completion of course</i>	<i>Rate the overall quality of the information</i>	<i>Would you recommend this course to others</i>
DDSD		4.6	4.3	4.9	2.0	3.7	4.7	yes
Health Dept –Guidance.....								
Local School Personnel								
Local School – Preschool								
Contract to Schools								
SoonerStart REIC / RC								
SoonerStart Service Provider .								
SoonerStart Contract								
Parent								
Other								
Head start								
TOTAL								

- Hands-on experience, observing a visual assessment on a child in the class; make and take projects.
- Learning an area I basically had no knowledge. Opened up a whole new perspective on development. All important!
- Learning about vision impairment and impact this has on development. I'm afraid I needed it all.
- Practical suggestions for interventions.

Battelle Developmental Inventory 2nd Edition
Lynn Jeffries, PT, PhD, PCS, Clinical Assistant Professor
University of Oklahoma Health Sciences Center, Tolbert Center for Developmental Disabilities

Participants will learn about administration, scoring, and interpretation of the newly published Battelle Developmental Inventory-2.

February 24, 2006 OKC 9:00 – 4:00 (BDI)
 Maximum number of participants: 50
 Audience: EI, PS
 Level: Basic

<i>Attendance</i>		<i>Met my primary objective</i>	<i>Demonstrations well structured for learning</i>	<i>Received info. that I can use with families</i>	<i>Rate familiarity prior to course</i>	<i>Rate familiarity at completion of course</i>	<i>Rate the overall quality of the information</i>	<i>Would you recommend this course to others</i>
DDSD	3	4.3	4.4	5.0	2.8	4.0	4.3	yes
Health Dept –Guidance.....	3							
Local School Personnel	14							
Local School – Preschool								
Contract to Schools	5							
SoonerStart REIC / RC								
SoonerStart Service Provider .	6							
SoonerStart Contract	7							
Parent								
Other								
Head start								
TOTAL	38							

- Liked self learning time – questions and answers
- Breaking into groups, scoring ourselves and video
- Increased confidence with testing
- Liked sticking to standardization
- Visuals, handouts, demonstrations and video was good
- Scoring and interpretation was good
- Offer an advanced course
- Experience of instructor was valuable
- It was great for an individual unfamiliar with the Battelle
- More hands on

Natural Pathways of Life
Joe Donofrio, Executive Director
CHOICES

As support providers it is inevitable that we will encounter individuals going through the normal life transition of aging. This session will focus on helping both people receiving and giving support to accept and embrace the aging process, to continue to create opportunities and plan for the future, while assisting with the realistic, legal and medical issues of aging by utilizing existing natural, senior and other generic services available within the community. Discussion will include using the individual's person-centered plan to assist with end-of-life wishes for terminally ill or aging, advance directives, and health care agents.

February 28, 2006 OKC 9:00 – 4:00 (NPL)
Maximum number of participants: 100
Audience: DDSD, S
Level: Intermediate

<i>Attendance</i>		<i>Met my primary objective</i>	<i>Demonstrations well structured for learning</i>	<i>Received info. that I can use with families</i>	<i>Rate familiarity prior to course</i>	<i>Rate familiarity at completion of course</i>	<i>Rate the overall quality of the information</i>	<i>Would you recommend this course to others</i>
DDSD	37	3.1	3.4	3.5	3.1	3.8	3.5	yes
Health Dept –Guidance.....								
Local School Personnel								
Local School – Preschool								
Contract to Schools								
SoonerStart REIC / RC								
SoonerStart Service Provider .								
SoonerStart Contract								
Parent								
Other	4							
Head start								
TOTAL	41							

- Thinking about the planning process and what it involves was good.
- Resources, advance directive information was good.
- Introduction to range of issues with aging was good.
- Understanding how to use a process we've all known about for effective end of life planning. Activities were good, more of them.
- Liked the person centered planning slides, video, tools.
- Subject matter was valuable.

Vocational Choice Making

James Martin, PhD

Zarrow Endowed Professor of Special Edition, Director of the Zarrow Center

This interactive workshop will describe how to design and implement a self-determination oriented career exploration and vocational choice making process for students and adults with disabilities who have little to no previous community work experience. You will examine illustrated and written vocational interests tools and a new software vocational interest program for students and young adults with cognitive disabilities. These produce student-created skill and preference profiles to facilitate the job matching process.

March 8, 2006

Tulsa

9:00 – 4:00

(VCM)

Maximum number of participants: 100

Audience: EI

Level: Intermediate

<i>Attendance</i>		<i>Met my primary objective</i>	<i>Demonstrations well structured for learning</i>	<i>Received info. that I can use with families</i>	<i>Rate familiarity prior to course</i>	<i>Rate familiarity at completion of course</i>	<i>Rate the overall quality of the information</i>	<i>Would you recommend this course to others</i>
DDSD	10	4.2	4.8	4.3	2.9	4.1	4.2	yes
Health Dept –Guidance.....								
Local School Personnel	3							
Local School – Preschool								
Contract to Schools								
SoonerStart REIC / RC								
SoonerStart Service Provider .								
SoonerStart Contract								
Parent								
Other								
Head start								
TOTAL	13							

- Wealth of knowledge. Wonderful!
- Usable handouts, great instructor that spoke well, great information and knowledge of information.
- The information handed out was valuable.
- Videos, materials and resources were valuable.
- Using the tools, video / software demo explanation of data collection was good.
- Excellent instructor and presentation.
- The assessment tools were valuable.

Early Childhood Transition

Traci Castles, Family Services Coordinator

University of Oklahoma Health Sciences Center, Tolbert Center for Developmental Disabilities

Angela Kelley, Preschool Coordinator

Oklahoma State Department of Education – Special Education Services

Julie D. Smith, MS, OTR/L, Clinical Occupational Therapist and STARS Program Director

University of Oklahoma Health Sciences Center, Tolbert Center for Developmental Disabilities

The workshop will include an overview on planning and preparing for transition of children and their families from SoonerStart. Participants will receive instruction on how to provide a smooth and effective transition for all children and their families in accordance with federal and state requirements under the Individuals with Disabilities Education Improvement Act (IDEA).

March 10, 2006

Tulsa

9:00 – 4:00

(ECT)

Maximum number of participants: 50

Audience: EI

Level: Intermediate

<i>Attendance</i>		<i>Met my primary objective</i>	<i>Demonstrations well structured for learning</i>	<i>Received info. that I can use with families</i>	<i>Rate familiarity prior to course</i>	<i>Rate familiarity at completion of course</i>	<i>Rate the overall quality of the information</i>	<i>Would you recommend this course to others</i>
DDSD		4.6	4.5	4.6	3.3	4.3	4.6	yes
Health Dept –Guidance.....								
Local School Personnel	1							
Local School – Preschool								
Contract to Schools	1							
SoonerStart REIC / RC	15							
SoonerStart Service Provider .	3							
SoonerStart Contract								
Parent	1							
Other								
Head start								
TOTAL	21							

- Great, loved the open talking and acceptance of comments and questions. Longer!!! There is so much information that I think we need a 2 day class. I wish service providers were required to attend this.
- Seems that transition is not cut and dry and is difficult across the board. I learned ways to make it easier. Make it longer and spend more time in each section.
- Make it a 2 day course.
- Discussion on how to prepare child was good. Just reminded me of things need to be doing more/better.
- Information from schools about their role was good. Needs to be 2 days or 1 ½ day course.
- Learning more about how to initiate transition topics. Learning what families enjoy.
- Learning transition steps and guidelines and timelines, when things are supposed to occur! All materials were pretty good.
- Knowing what my role as a service provider. Traci's perspective of a family we may serve.
- Visuals, handouts with examples were good.
- Questions and participation of the RCs attending was good. I thought this was THE most interesting STARS I have been to. Make this a 2 day class. Invite special education teachers of 3-5 year olds. Let some RCs bring teachers.
- Transition portfolio information. Step by step through the guide was good.

Evidence-Based Practice

Lynn Jeffries, PT, PhD, PCS, Clinical Assistant Professor

University of Oklahoma Health Sciences Center, Tolbert Center for Developmental Disabilities

Julie D. Smith, MS, OTR/L, Clinical Occupational Therapist and STARS Program Director

University of Oklahoma Health Sciences Center, Tolbert Center for Developmental Disabilities

During this interactive workshop, participants will learn the definition of evidence-based practice and the five steps in evidence-based practice: asking answerable questions, finding the best available evidence, appraising the evidence, applying the evidence, and evaluating the previous four steps. Using computers participants will have an opportunity to practice the five steps and search for evidence. Searchable databases and other sources for evidence-based information will be discussed.

March 23, 2006

Norman

9:00 – 4:00

(EBP)

Maximum number of participants: 20

Audience: EI

Level: Intermediate

<i>Attendance</i>		<i>Met my primary objective</i>	<i>Demonstrations well structured for learning</i>	<i>Received info. that I can use with families</i>	<i>Rate familiarity prior to course</i>	<i>Rate familiarity at completion of course</i>	<i>Rate the overall quality of the information</i>	<i>Would you recommend this course to others</i>
DDSD		4.7	4.5	4.5	2.5	3.5	4.8	yes
Health Dept –Guidance.....								
Local School Personnel	11							
Local School – Preschool								
Contract to Schools								
SoonerStart REIC / RC								
SoonerStart Service Provider .	3							
SoonerStart Contract								
Parent								
Other								
Head start								
TOTAL	14							

- It was all really helpful – having my own computer to research on and the information given during the web searches. Basic statistics review also very good.
- Learning websites to go to for information. Recommend how to get the actual articles, specifically from journals not online.
- Hands on looking up questions on computer. The workshop was great!
- This is information I have not received before, and I feel it can be very useful to me
- How to find it and what to do with it.
- List of sources on the web, great lab time. Where to start, who to talk to....
- Lists of resources, how to narrow or widen a search. Having the computer to practice was very helpful.

Empowering Families

Traci Castles, Family Services Coordinator

University of Oklahoma Health Sciences Center, Tolbert Center for Developmental Disabilities

This workshop will enhance participants' ability to help families acquire the skills necessary to meet their own needs. This training will include the mentorship philosophy and how to put the Oklahoma Individual and Family Support Principles into practice.

March 31, 2006

OKC

9:00 – 4:00

(EFSM)

Maximum number of participants: 50

Audience: EI, PS, S

Level: Intermediate

<i>Attendance</i>		<i>Met my primary objective</i>	<i>Demonstrations well structured for learning</i>	<i>Received info. that I can use with families</i>	<i>Rate familiarity prior to course</i>	<i>Rate familiarity at completion of course</i>	<i>Rate the overall quality of the information</i>	<i>Would you recommend this course to others</i>
DDSD		4.7	4.6	4.8	2.8	4.5	4.6	yes
Health Dept –Guidance.....								
Local School Personnel	2							
Local School – Preschool								
Contract to Schools								
SoonerStart REIC / RC	2							
SoonerStart Service Provider .	2							
SoonerStart Contract	1							
Parent								
Other	3							
Head start								
TOTAL	10							

- Real life experiences. Great Class!
- Encouraging / challenging.
- I really liked the resources given to us to provide for families.
- Traci is an inspiration! She is passionate about helping families get the support they need. She provided user-friendly resource information to help us as providers. I feel empowered to empower!
- The encouragement and experience of Traci's family and relationship of family issues versus therapist.
- Learning how to help families. It was great!
- Greater awareness that a whole family is involved – not just a child.

Tube Feeding with Love
Marsha Dunn Klein, MEd, OTR/L
Mealtime Notions

The purpose of this workshop is to look at the big picture for tube feeding. The workshop will challenge the participant to look from the medical procedural aspects of tube feeding to the family, mealtime and interaction aspects of tube feeding. Tube feeding will be presented from the perspective of the child, as well as the family, for healthy feeding relationships. Information will be given via lectures, shared discussions, slides, videotapes and small group activities. In addition, this workshop provides extensive information on overall feeding interactions and strategies which support the participant well beyond the specific focus of tube feeding.

April 6-7, 2006 Norman 9:00 – 4:00 (FEED)
Maximum number of participants: 100
Audience: EI
Level: Intermediate

<i>Attendance</i>		<i>Met my primary objective</i>	<i>Demonstrations well structured for learning</i>	<i>Received info. that I can use with families</i>	<i>Rate familiarity prior to course</i>	<i>Rate familiarity at completion of course</i>	<i>Rate the overall quality of the information</i>	<i>Would you recommend this course to others</i>
DDSD	5	4.8	4.7	4.8	2.8	4.2	4.8	yes
Health Dept –Guidance.....	2							
Local School Personnel	1							
Local School – Preschool								
Contract to Schools	2							
SoonerStart REIC / RC								
SoonerStart Service Provider .	39							
SoonerStart Contract	3							
Parent	1							
Other	3							
Head start								
TOTAL	56							

- All the ideas of how to work toward oral feeding; they were great. Also really liked the videos. Ms. Klein is a great presenter.
- It was fantastic to have the opportunity to learn from a feeding Guru!
- Helped me to clarify better goals / expectations. Received new ideas.
- Information can be incorporated to oral as well as non-oral.
- Very practical ideas, videos, very family friendly / child centered.
- Everything. Awesome! Great!
- Lots of good handouts on practical ideas. Excellent information in all aspects. The handout is a good tool to use to move through various stages of area working on, i.e., transition plateaus, questionnaires, etc.
- Treatment approach family / child centered. Best STARS I've been to in 5 years I've worked for SoonerStart.
- We need much more of this!
- Examples that instructor provided with real-life experiences working with families.
- All exceptional.
- Reaffirmed my approach of child leading the process and family centered concerns.
- "Get Permission" approach. Excellent conference overall.
- Ways to incorporate tube feeding into mealtime routines.
- Practical information to use with families.
- Shifting from a feeding philosophy to a "mealtime" approach that leads to positive results.
- Excellent speaker. Practical applications. Usable forms for immediate application.

- Pointing out negative things professional often do.
- I like the MAPS concept.
- Getting first hand experiences and hearing from families that live with children with disabilities and hearing how that child has greatly improved their lives.
- Most valuable: film clips.
- Information to pass along to other family members. Ron and Maureen's viewpoints were excellent representation and validation as / for parents.
- Hearing information from someone who has the parents' and professionals' knowledge.
- Listening to a parent of a child with disabilities gave me a better / refreshed understanding of the parent / family / child.
- Different is not bad ---a good reminder. Different can be "normal."
- The workshop was great. The instructors are great and full of love and understanding.
- The parent perspective. The film "Fat City" was excellent. What an eye opener!
- Thinking more about the families and where they have come from and how that influences my treatment, recommendations, etc.
- The film clips selected. This was my most favorite STARS in years – have them back!
- Looking at the family first.
- Films and family experience sharing were most valuable. Thank you!
- I really enjoyed the videos – Fat City was great. It is a fresh perspective to hear a parent's perspective – great advocating.
- IEP information. Enjoyed the videos.
- Powerful video clips.
- Exploring different views of media and people with disabilities. Talking about family experiences.
- Video of Micah and personal stories, MAP idea, really enjoyed all!

What We Know About Assistive Technology and How to Promote Successful Participation in Home, School, and Community Settings
Philippa Campbell, OTR/L, PhD, Professor of Occupational Therapy
Director, Tots N Tech Research Institute
Thomas Jefferson University, Philadelphia, PA

TotsNTech, a national research institute about AT, has conducted studies to determine parent and professional perceptions, practices, and decision making about AT use with infants and toddlers. We are currently working on identifying successful strategies that promote optimal and early AT use at both the local and state levels. AT is a successful strategy for promoting participation of infants, young children, and all individuals with disabilities in activities and routines at home, in school, and in community settings. This presentation will provide an overview of the information we have learned concerning family and professional perceptions about what AT is and their practices and decisions about using AT with children with disabilities. Strategies for successful decision-making and use of AT at the local level by professionals of all disciplines will be presented so that participants will not only increase their knowledge about AT use but will also learn successful strategies to enable individuals with disabilities to participate in home, school, and community activities and routines.

April 18, 2006 OKC 9:00 – 4:00 (TNT)
 Maximum number of participants: 100
 Audience: EI, DDSD, PS, S
 Level: Intermediate

<i>Attendance</i>		<i>Met my primary objective</i>	<i>Demonstrations well structured for learning</i>	<i>Received info. that I can use with families</i>	<i>Rate familiarity prior to course</i>	<i>Rate familiarity at completion of course</i>	<i>Rate the overall quality of the information</i>	<i>Would you recommend this course to others</i>
DDSD	8	3.6	4.0	4.0	3.2	4.0	4.0	yes
Health Dept –Guidance.....								
Local School Personnel	23							
Local School – Preschool								
Contract to Schools								
SoonerStart REIC / RC								
SoonerStart Service Provider .	17							
SoonerStart Contract	2							
Parent	1							
Other	4							
Head start								
TOTAL	55							

- Family priorities and other worksheets and usage.
- Remembering to consider unplanned activities. Survey of how decisions are made, parents vs. professional. Enjoyed pictures. Helps give visualization.
- Problem solving specific examples.
- Considering adaptations to allow children to participate in chronological age activities.
- Handouts and slides of children in real-life situations.
- Research based outcomes referenced throughout seminar. Quality presenter with excellent knowledge base.
- Liked the participation goal, photos and ideas for case studies, and web sites.
- This course opened my eyes to AT for younger kids. Prior to this course I believed that my perception was that I incorporate AT but now I realize that can do more!
- I loved the case studies and examples.

Understanding Typical Development and Intervention
Pamela Ramming, MS, Child Development Specialist
Oklahoma State Department of Health, SoonerStart

This workshop will challenge your understanding of typical development and the beginning practices of interventions. We will look at each developmental domain in children birth to three and highlight the key ages and stages at each level. Then we will begin identifying intervention that look like play and how simple changes effect the developmental milestones.

April 20, 2006 Shawnee 9:00 – 4:00 (UTDI)
 Maximum number of participants: 50
 Audience: EI resource coordinators only (Required course for SoonerStart resource coordinators hired December 2003 and later)
 Level: basic

<i>Attendance</i>		<i>Met my primary objective</i>	<i>Demonstrations well structured for learning</i>	<i>Received info. that I can use with families</i>	<i>Rate familiarity prior to course</i>	<i>Rate familiarity at completion of course</i>	<i>Rate the overall quality of the information</i>	<i>Would you recommend this course to others</i>
DDSD		4.8	4.9	4.9	3.4	4.6	4.8	yes
Health Dept –Guidance.....								
Local School Personnel								
Local School – Preschool								
Contract to Schools								
SoonerStart REIC / RC	27							
SoonerStart Service Provider .	1							
SoonerStart Contract								
Parent								
Other								
Head start								
TOTAL	28							

- Everything was useful.
- Handout with development at certain months. This was a great training and I learned a lot.
- I learned valuable techniques for working in a positive way with providers of my team. I loved the course. Pamela was an excellent instructor for this course.
- Very good trainer.
- Activities were very helpful.
- Information is usable and valuable!
- I learned a lot – breakdown of areas of development. It was all great!
- Very knowledgeable presenter.
- Pam was able to lead us into thinking and reasoning out the issues instead of just telling us.
- Recommend that all new RCs take as soon as possible. Excellent training!
- The feeling of empowerment to the RCs.
- I enjoyed the reporting and setting goals information.

Using Skilled Dialogue to Support the Social Emotional Development of Culturally and Linguistically Diverse Children

Amy Santos, Ph.D.

University of Illinois at Urbana-Champaign

Gregory Cheatham, MS

University of Illinois at Urbana-Champaign

This full-day session introduces participants to issues that impact services to young children and their families. With the U.S. becoming one of the most diverse countries in the world, there is a great need for information, materials, techniques, and strategies that are culturally and linguistically appropriate for the nation's growing populations. For early childhood services to be effective, they must be tailored to the preferences and priorities of the families being served. This session will focus on two topic areas:

1) Using Skilled Dialogue to help practitioners establish collaborative interactions that identify and tap the strengths of children/families, especially those with culturally diverse values, language(s) and/or behaviors. Discussion and activities will focus on Skilled Dialogue's two main skills: Anchored Understanding of Diversity and 3rd Space.

2) Understanding the impact of culture on children's social emotional development. To fully address issues around social emotional development and in particular, children's challenging behaviors, we must first recognize how parents, teachers, and others interpret children's behaviors. Discussion will focus on how different groups interpret children's behaviors. Practical ways to promote social emotional development, address challenging behaviors, particularly for children who speak languages other than English and/or who may come from culturally, ethnically, and socio-economically diverse backgrounds, will be discussed.

April 28, 2006

OKC

9:00 – 4:00

(USD)

Maximum number of participants: 100

Audience: EI, PS

Level: Intermediate

<i>Attendance</i>		<i>Met my primary objective</i>	<i>Demonstrations well structured for learning</i>	<i>Received info. that I can use with families</i>	<i>Rate familiarity prior to course</i>	<i>Rate familiarity at completion of course</i>	<i>Rate the overall quality of the information</i>	<i>Would you recommend this course to others</i>
DDSD		3.3	5.0	3.5	3.1	3.6	4.0	yes
Health Dept –Guidance.....	3							
Local School Personnel	9							
Local School – Preschool								
Contract to Schools								
SoonerStart REIC / RC	7							
SoonerStart Service Provider .	28							
SoonerStart Contract	2							
Parent								
Other	2							
Head start								
TOTAL	51							

- Resources shared. "How to" information.
- Sequence of learning a second language.
- Becoming more aware of cultural differences.
- Stages of second language learners.
- Good resources.
- The resources will be very useful.
- Handouts and resource list. Also the examples and differences in beliefs / expectations of different cultures.
- I loved all the examples from the presenters' experience. I appreciated the depth the presenters went into in terms of helping us understand how different cultures can be.
- The instructor's teaching style very conducive to learning, participant friendly. Research information interesting.
- A great cultural look at varied situations.

Application of the SCERTS Model for Children with Autism Spectrum Disorders; early intervention through the school-aged years

Amy Laurent, EdM, OTR/L

Private Practice Affiliate, Communication Crossroads

This course will outline the SCERTS model, a comprehensive, multidisciplinary educational framework designed to enhance the communicative and socio-emotional abilities of children with Autism Spectrum Disorders (ASD). This framework is not exclusionary of other treatment approaches and methodologies, but rather provides guidelines for implementing a comprehensive educational plan that is based on our knowledge of the core developmental challenges faced by children with ASD, family-centered care, and our knowledge of the recommended tenets of educational programming. The SCERTS acronym emphasizes the importance of targeting goals in social communication (SC) and emotional regulation (ER) by implementing transactional supports (TS) (e.g., communicative style adjustments, environmental arrangements, and visual supports) throughout a child's daily activities and across social partners in order facilitate competence within these identified goal areas in functional and meaningful contexts. Video case examples will be used to illustrate how educators, clinicians, and families can directly apply learning strategies with an emphasis on early intervention through the school age years.

May 9, 2006

OKC

9:00 – 4:00

(SCERT)

Maximum number of participants: 100

Audience: EI, DDSD, PS, S

Level: Intermediate

<i>Attendance</i>		<i>Met my primary objective</i>	<i>Demonstrations well structured for learning</i>	<i>Received info. that I can use with families</i>	<i>Rate familiarity prior to course</i>	<i>Rate familiarity at completion of course</i>	<i>Rate the overall quality of the information</i>	<i>Would you recommend this course to others</i>
DDSD	10	4.3	4.5	4.3	2.5	4.0	4.4	yes
Health Dept –Guidance.....								
Local School Personnel	59							
Local School – Preschool								
Contract to Schools	2							
SoonerStart REIC / RC								
SoonerStart Service Provider .	41							
SoonerStart Contract	4							
Parent	11							
Other	10							
Head start								
TOTAL	137							

- Implementation of the model.
- Video of actual interaction of therapist using techniques with clients.
- Understandable step-to-step language development. Needs to be 2-day with 1 ½ days devoted to assessing and developing strategies.
- Application of material for children birth-3, naturalistic context of intervention, current research of methodologies. Would have been a great 2 day course.
- Examples of practical application model.

- Loved the videos.
- Discussion about interventions.
- Video clips were good and informative.
- Research information.
- Practical applications and “functionality” of material. This could easily have been a 2-day workshop – lots of material to absorb.
- Videos and affirmation that there are alternate methods other than ABS.
- Amy is a very dynamic speaker with a wealth of knowledge to share. Nice how videos were based on intervention in natural environments with parents.
- Emphasis on evidence-based planning.
- Video clips were effective!
- Review of social / language milestones, NRC research
- Gained a new philosophical point of view.
- Practical information and video clips. A lot of information to put into one day.
- It fits so well with SoonerStart.
- Framework for assessment and intervention. It was all wonderful information. Need more time, possibly another day to allow for more time to ask questions.
- Video evidence of successful activities. All very informative.
- Learning an organized way to communicate with children on the autism spectrum.
- Speaker was inspiring!
- Idea of emotional regulation as being very important, tying to everything else.
- Personal experiences with a realistic view.
- Video of David Brownsberg was very powerful to me.
- Good model. We don't have the books; we can't use until we buy the books.
- Having a structured framework to use with families for intervention that supports the ideas and techniques I have been using.

Keys to Caregiving

Thubi H.A. Kolobe, PT, PhD

Professor, Department of Rehabilitation Science

University of Oklahoma Health Sciences Center

Julie D. Smith, MS, OTR/L

Clinical Occupational Therapist and STARS Program Director

OUHSC, Tolbert Center for Developmental Disabilities

The Keys to Caregiving program focuses on infant behavior and how the infant impacts its caregivers and the caregiving environment. Participants will learn about infant cues, how to promote positive caregiver-infant interaction and ways to translate this information to parents and other caregivers.

May 22, 2006

OKC

9:00 – 4:00

(KC)

Maximum number of participants: 50

Audience: EI

Level: Intermediate

<i>Attendance</i>		<i>Met my primary objective</i>	<i>Demonstrations well structured for learning</i>	<i>Received info. that I can use with families</i>	<i>Rate familiarity prior to course</i>	<i>Rate familiarity at completion of course</i>	<i>Rate the overall quality of the information</i>	<i>Would you recommend this course to others</i>
DDSD		4.4	4.9	4.9	2.8	4.2	4.7	yes
Health Dept –Guidance.....	1							
Local School Personnel								
Local School – Preschool	1							
Contract to Schools								
SoonerStart REIC / RC								
SoonerStart Service Provider .	6							
SoonerStart Contract	2							
Parent								
Other								
Head start								
TOTAL	10							

- Review of infant states, how to identify, the video demonstrations of infant states
- Most valuable: small group size and personal interaction from instructors
- Excellent – learned a lot!
- Actual strategies; opportunities to observe behaviors, discussion
- Good review of infant behavior and how important it is to recognize and use. More time allowed if possible.
- Discussion of application to family contact and handouts.
- Too short – would like more!

Prematurity Series: Integrating Neurobehavioral Concepts into Early Intervention Evaluation and Assessment

**Laurie Mouradian, ScD, OTR/L, Infant Development Specialist and NIDCAP® Trainer and Director
Oklahoma Infant Transition Program, Children’s Hospital, Oklahoma City**

The third session will focus on applying and integrating the neurobehavioral concepts introduced in Session 2 into clinical evaluation and assessment. Basic concepts from a formal neurobehavioral assessment will be introduced. This information can serve as an adjunct to your current standardized assessment tool to enrich the information obtained and guide the service provider and the infant’s family in developing neurobehavioral goals and recommendations to build upon.

June 15, 2006 Norman 9:00 – 4:00 (PS3)
Maximum number of participants: 25
Audience: EI Service Providers Only
Must attend course PS1 and PS2
Level: Intermediate

<i>Attendance</i>		<i>Met my primary objective</i>	<i>Demonstrations well structured for learning</i>	<i>Received info. that I can use with families</i>	<i>Rate familiarity prior to course</i>	<i>Rate familiarity at completion of course</i>	<i>Rate the overall quality of the information</i>	<i>Would you recommend this course to others</i>
DDSD		5.0	4.5	4.0	3.0	4.1	4.2	yes
Health Dept –Guidance.....								
Local School Personnel								
Local School – Preschool								
Contract to Schools								
SoonerStart REIC / RC								
SoonerStart Service Provider .	24							
SoonerStart Contract	1							
Parent								
Other								
Head start								
TOTAL	25							

- Assessment for threshold.
- Assessment videos and demonstration.
- Video of reflex testing and items on assessment protocol.
- Practice on dolls / videos.
- All info that I can take back to my practice to support families.
- Info on reading infant behavioral cues.
- Understanding more about behavior as communications.
- Applying info to home setting.
- Case studies that applied info to home visits.
- Synactive theory portion of lecture – very interesting – gave me something to apply and observe on a daily basis.
- I think all SoonerStart providers should have this course soon after employment.
- Hands-on; demonstrations; reading cues; liked it the way it was presented!

