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# STARS

## Statewide Training and Regional Support

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

Annual Report - 2006

June, 2006



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SoonerStart Early Intervention Program, and the Department of Human Services –  
Developmental Disabilities Services Division*

# STARS

## Statewide Training & Regional Support

### Mission

The mission of STARS is to support the provision of individualized, comprehensive, multidisciplinary, family-centered, community-based programs and services for people with disabilities through a coordinated statewide training system.

### Philosophy

STARS training workshops are built upon the following philosophies and beliefs:

- ★ Training should be focused on the learner, not the person with a disability.
- ★ Services are to be provided in the person's naturally occurring or least restrictive environment and focus on the individual's, family's and care-provider's concerns and needs.
- ★ Interdisciplinary or transdisciplinary are the preferred models of service delivery in which a high degree of interaction and communication occurs among team members and family members and/or care-providers are equal members of the team.
- ★ Person's who attend STARS trainings listen to the desires for the person with a disability, assist the care-providers in identifying strategies to meet their outcomes and supply the technical assistance and coaching the person needs to carry out their plan. Care-providers are acknowledged as the source for information and perspective regarding their child and culture.
- ★ The privacy of people with disabilities and their families is respected and decisions of families are honored.
- ★ Individuals interacting with families recognize , acknowledge, respect and build upon the ethnic, cultural, and socioeconomic diversity of each family. They demonstrate a desire and commitment to learn from the family, care-providers and community as much as they desire to share their knowledge and expertise.
- ★ Persons not present for discussions and interaction are talked about only in ways in which they would be referred if present.
- ★ The people-first philosophy is used in all communication and interactions. People are considered people first and are not identified by their disability, race, background, culture or socioeconomic status. Children are not "CP kids" but are children with cerebral palsy, nor is a mother referred to as "a teenage mom," but rather a mother who is seventeen. The person always comes first and unless pertinent to the topic , the disability, race, etc. need not be automatically attached.

## Beliefs about Personnel Development

- ★ Personnel development should be an integrated part of the early intervention service delivery system.
- ★ Personnel development should assist individuals to achieve expected competencies.
- ★ Personnel development should be ongoing based on individual and team development plans.
- ★ Personnel development opportunities should be provided at the lowest level possible.
- ★ Personnel development occurs through multiple learning opportunities that include coaching by team leaders, mentoring by team leaders or peers, "just in time" learning/training, individual exploration, group training by team leader, and "outside" training.
- ★ Every team needs a leader or leadership team to guide it's development and ensure ongoing superior performance.
- ★ Team leaders are responsible for ongoing development of the team and individual team members.
- ★ Assessment of an individual's professional development should be part of the individual's performance appraisal process.
- ★ Team leaders should be trained how to support teams and individuals through the processes of coaching, mentoring, confronting, training and group process facilitation.
- ★ Team leaders need to receive ongoing coaching and support from state level staff, consultants and other team members.

## Workshop Criteria

- ★ Focus on evidence-based practice.
- ★ May focus on specific age groups while keeping in mind life span issues related to the topic.
- ★ Have an interdisciplinary focus.
- ★ Provide follow-up activities and assignments for participants.
- ★ Require that participants develop a "back home plan" for sharing applying newly learned skills and sharing information with other members of their team.

- ★ Provide "hands on" learning opportunities or have direct applicability to the target population.
- ★ Feature instructors who have familiarity with the target audience(s) and how to apply the content to those intervention settings
- ★ Provide information that is directed to the learner, not the child or person with a disability.
- ★ Provide information that is applicable in least restrictive or natural environments.

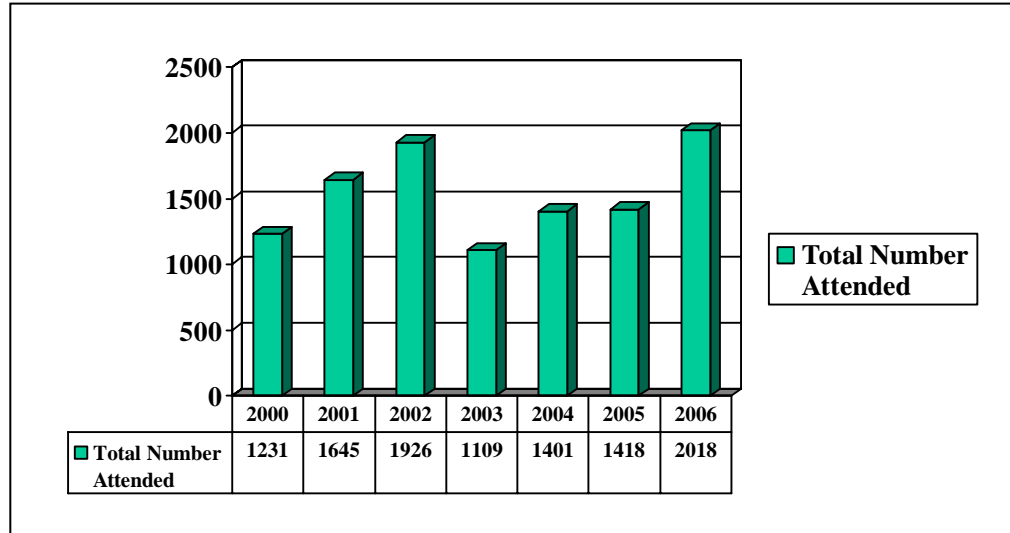
## Advisory Board

Cynthia Bernadi-Valenzuela	Early Intervention Administrator	OSDE
Sherry Blazi	Social Worker, Technical Supervisor	SoonerStart
Vicki Borycki	Program Consultant	OSDH
Paula Brown	Disabilities / Mental Health Manager	Head Start
Traci Castles	Family Services Coordinator	Tolbert Center
RoseAnn Duplan	Parent, Regional Coordinator	Oklahoma Family Network
Audra Haney	Regional Early Intervention Coordinator	SoonerStart
Treasa Lansdowne	State Plan Grant Coordinator	OCCY
Danette Daniels	Child Development Specialist	SoonerStart
Terry Johnsen	Social Worker	DHS – DDSD
Carol Johnson	Registered Nurse	SoonerStart
Tara Lozano	Parent	
Lynne McElroy	Registered Dietician, Supervisor	OSDH
Beth Martin	Speech Services Supervisor	OSDH
Earlene Mason	Vision Consultant	SoonerStart
Kimberli Robberson	Registered Nurse	SoonerStart
Mark Sharp	Associate Director, Special Education Services	OSDE
Michelle Simon	Resource Coordinator	SoonerStart
Julie Smith	STARS Program Director	Tolbert Center
Amy Wells-Norman	Program Consultant	OSDH

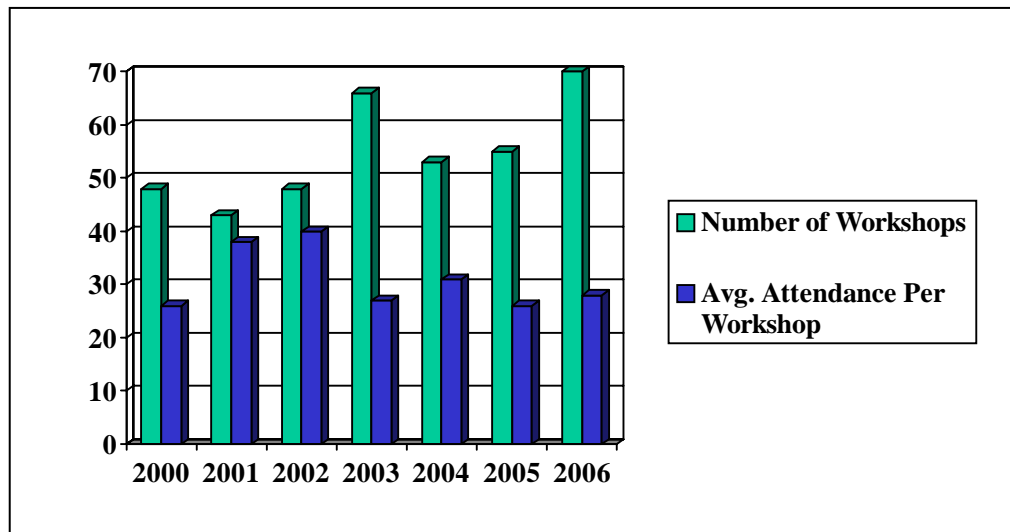
The STARS Advisory Board met on October 18, 2005; November 15, 2005; January 17, 2006; March 21, 2006; May 16, 2006; and June 20, 2006.

# STARS Attendance Report July 2005 – June 2006

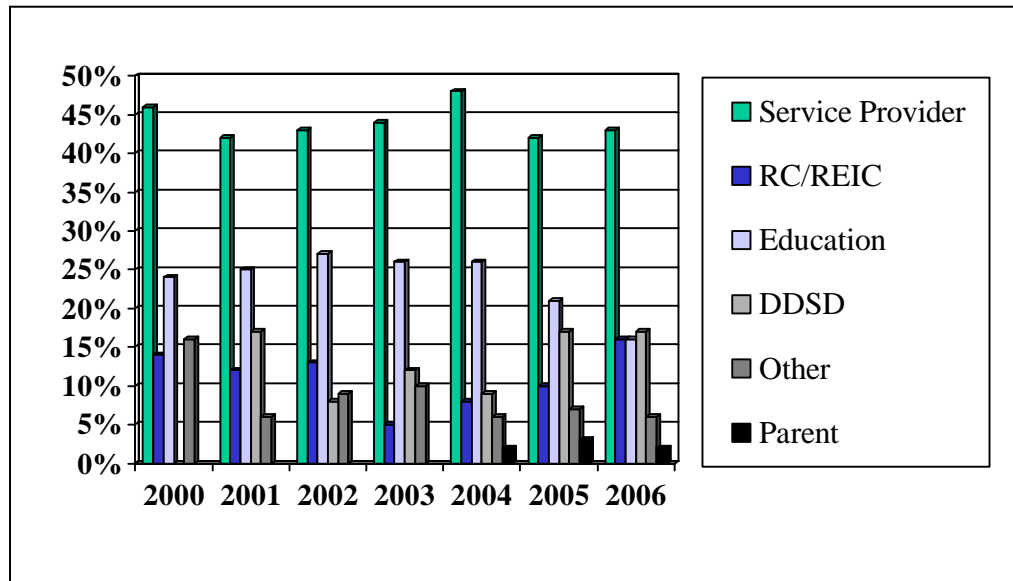
## Total Attendance



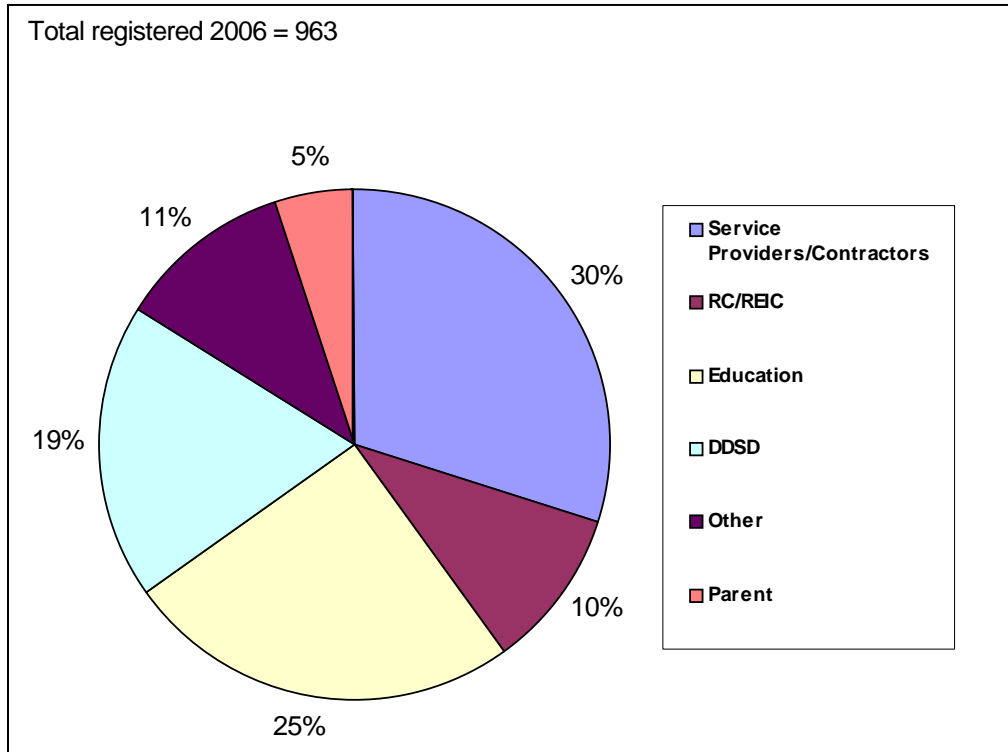
## Number of Workshops & Average Workshop Attendance



## Attendance By Type of Participant



## Registrations for 2006



# STARS Activities 2006 and 2007

## Summary of Fiscal Year 2006 Activities

- ★ Conducted six regional trainings mandatory for all SoonerStart employees that included the distribution of assistive technology assessment kits to each SoonerStart site. Course content included 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. This activity was directed by the ICC Policy and Funding Committee.
- ★ Facilitated the Part C Parent Handbook Committee
- ★ Piloted the SoonerStart web-based orientation
- ★ Provided 54 technical training courses and 10 requested team trainings.
  - Technical trainings featured nine out-of-state speakers on topics of disability is natural; mental health supports in a child's natural environment; application of the SCERTS Model for children with Autism Spectrum Disorder; using skilled dialogue to support the social emotional development of culturally linguistically diverse children; assistive technology and how to promote successful participation in home, school, and community settings; use of film and parent's perspective of disability; tube feeding; supporting children's speech and language using natural learning environment practices; and augmentative and alternative communication.
  - Of the 54 trainings, 10 were tailored specifically for service coordination including: building blocks to success: helping families create their own resources; considerations in service delivery for children who are deaf and hard of hearing; understanding typical development and intervention; early childhood transition; ethics and safety in home visitation; and time management, organizational skills and progress notes.
- ★ Sponsored break-out sessions at the 2006 Governor's Conference on Disability.
- ★ Sponsored \$2,500 for the Oklahoma Family Network Conference in November 2005.
- ★ Eleven SoonerStart providers completing the competency-based training for *Supporting children with challenging behaviors and their families*.

## SoonerStart Web-based Orientation

STARS is developing a web-based orientation for new and current employees. The project will be maintained at the Tolbert Center.

Modules of the orientation include: foundation of early intervention, team process, public awareness / central directory, procedural safeguards and family involvement, SoonerStart process, other (to include home safety, time management, billing and documentation, data collection).

The web-based orientation was piloted during fiscal year 2006. Changes based on the pilot are underway, and implementation is planned to occur in fiscal year 2007.

## Supporting Children with Challenging Behaviors and Their Families

The STARS Level II Supporting Children with Challenging Behavior and their Families Training is designed to prepare early interventionists to:

- Work with families who have children with challenging behavior and/or Autism Spectrum Disorder.
- Screen children for Autism Spectrum Disorder.
- Be effective team members.
- Implement collaborative practices across teams and programs to deliver effective intervention in natural environment using strategies that are scientifically based.

The training is competency based and includes the completion of a portfolio and approximately 40 hours of training plus technical assistance. Eleven SoonerStart providers are in the process of completing the training. All service providers that have completed the training will be invited to attend a follow-up course in fiscal year 2007.

## SoonerStart Family Handbook

Family Services Coordinator developed and chaired a SoonerStart Family Handbook committee that included former and current SoonerStart family members from urban and rural Oklahoma. The charge of this committee was to revise the SoonerStart Parent Handbook and create a more comprehensive family friendly document. Family Services Coordinator presented a draft copy of the revised handbook to SoonerStart agency coordinators for input and recommendations. The committee will have a final meeting during fall 2006 for final comments and recommendations to be submitted to Oklahoma State Department of Education Special Education/Early Intervention Director for publication and distribution in fiscal year 2007.

## Spanish Parent-to-Parent Mentorship

Due to the high number of Spanish speaking families in SoonerStart, Family Services Coordinator collaborated with the Oklahoma Family Network and OK MAMAS Latino support group to provide Oklahoma's first parent-to-parent mentorship training in Spanish. In 2006, the first six Spanish speaking family members were trained in their native language to become parent mentors to other family members who have a child in SoonerStart. These family members will also have access to technical assistance, emotional support and resource coordination through the Oklahoma Family Network staff.

### **2007 Family Services Coordinator new activities will include:**

- **Family Leadership Institute**, a collaboration of the STARS Program and the Oklahoma Family Network. The Family Leadership Institute philosophy is that family members are the policy advocates that determine the future of quality early childhood services. The Family Leadership Institute will support families as community faculty by providing ongoing opportunities to learn and apply collaborative leadership skills in real settings that will prepare family members to assume leadership roles in Oklahoma.

- **Telling Your Story / Spanish edition.** Family Services Coordinator will again work side-by side with a Spanish interpreter to provide the Telling Your Story training in Spanish; as well as continue training Spanish speaking family members to become mentors for the SoonerStart program. The Family Services Coordinator will continue to provide technical assistance, in-service and pre-service family practicum opportunities and guidance to Spanish speaking families in order to provide a culturally diverse curriculum for professionals who work with children who have disabilities.

## STARS Needs Assessment Results 2007

STARS consists of basic and intermediate level workshops organized in five different areas: development and intervention, evaluation and assessment, assistive technology, medical concerns, and professional topics. Annually, a needs assessment is sent to all service providers and service coordinators, Section 619 Preschool providers, Part B special education teachers and related service providers, Head Start, childcare providers, and Department of Human Services – Developmental Disabilities Services Division related service providers. Priorities are set and technical assistance planned primarily based on the results of the needs assessment, on results from program monitoring, and on current best practices. The information below summarizes the results of the on-line STARS Needs Assessment for 2007.

### Key of Participants:

EI SP	=	Early Intervention Service Provider
EI RC	=	Early Intervention Resource Coordinator
PS	=	Preschool
S	=	School-age
DDSD	=	Developmental Disabilities Services
Parent	=	Parent / Caregiver
Other	=	Paying Participants

### Completed Surveys: **252** (some individuals work for more than one program)

39	SoonerStart	80	School Personnel
29	Service Provider/Contract	1	Preschool Teacher,
10	Regional/Resource Coord		
58	DDSD	79	Regular Teacher, Related Service
33	Parent		Personnel, Special Education
94	Other including Head Start		Teacher, Oklahoma School for the Blind

### Years working with people with disabilities

	Over-all	EI SP	EI RC	PS	S	DDSD	Parent	Other
Less than 2 years	14	3	3	0	1	1	5	3
2-5 years	28	4	2	0	5	12	4	4
6-9 years	40	4	1	1	17	5	6	17
10+ years	170	18	4	0	56	41	18	70

### Length of training time preferred:

	Over-all	EI SP	EI RC	PS	S	DDSD	Parent	Other
One, ½ day (4 hrs)	46	1	1	0	14	7	12	23
One full day (6 hrs)	190	24	8	1	60	51	18	64
Two, ½ days	5	2	1	0	0	0	2	2
Two full days	10	2	0	0	5	1	0	5

### Preferred training days (choose up to 2):

	Over-all	EI SP	EI RC	PS	S	DDSD	Parent	Other
Monday	56	5	3	0	22	13	5	23
Tuesday	81	6	4	0	19	26	11	30
Wednesday	72	2	2	0	15	21	10	39
Thursday	98	11	4	0	29	23	13	36
Friday	142	23	7	1	54	29	14	46
Weekend	26	3	0	1	11	2	11	5

### School personnel, would attend trainings during summer months

64 June

17 July

29 August

### Will attend workshops that occur in a series:

	Over-all	EI SP	EI RC	PS	S	DDSD	Parent	Other
Consecutive days	146	19	8	1	44	39	14	50
Nonconsecutive days	80	7	2	0	26	16	12	35
None	20	1	0	0	7	3	4	8

**Preferred training format (choose up to 3):**

	Over-all	EI SP	EI RC	PS	S	DDSD	Parent	Other
Computer/Web-Based Learning	82	9	1	1	27	22	19	27
Discussion Group	63	2	4	0	15	19	8	23
Distance Learning/Video Conference	54	4	3	0	22	13	7	19
On-site Consultation	67	10	3	0	17	17	6	29
Regional Team Training	80	15	8	0	26	14	6	31
Self-Paced Instructional Materials	34	3	0	1	12	9	10	8
Workshop	229	27	8	1	75	54	29	84

**Disciplines needing continuing education credit for state licensure requirements:**

Total: 106

Child Care Provider	Psychology Clinician (Master level)
Child Development Specialist	Registered Dietician
Clinical Social Worker	Registered Nurse
Occupational Therapist	Special Education Teacher
Physical Therapist	Speech Language Pathologist

**SoonerStart leadership that recommends STARS provides trainings for supervisory credit:**

	EI SP	EI RC
Yes	15	5
No	1	1

**Caregivers accessing services through SoonerStart, public schools, or Department of Human Services – Developmental Disabilities Services Division that would access a stipend to help for child care and travel related expenses in order to attend a STARS training:**

Yes	44
No	45

**Preferred location of trainings:**

	Over-all	EI SP	EI RC	PS	S	DDSD	Parent	Other
McAlester	17	1	1	0	8	3	0	6
Norman	66	5	3	1	18	22	6	23
OKC	145	22	7	1	39	38	19	46
Shawnee	24	4	0	0	10	9	3	7
Tulsa	73	9	4	0	22	20	10	27
Woodward	16	0	0	0	7	1	2	9
Other:	44	4	0	0	15	9	4	12
Ardmore	2	-	-	-	1	1	-	-
Bryan County	1	-	-	-	1	-	-	-
Claremore	1	-	-	-	-	1	-	-
Edmond	3	-	-	-	-	-	1	2
Elk City	1	1	-	-	-	-	-	-
El Reno	2	1	-	-	-	-	-	1
Enid	9	1	-	-	3	2	2	1
Goodwell at OPSU	1	-	-	-	1	-	-	-
Jay or Kansas	1	-	-	-	1	-	-	-
Lawton	11	-	-	-	5	1	-	5
Miami	1	-	-	-	-	1	-	-
Muskogee	4	1	-	-	1	1	1	-
On-site / out reach	2	-	-	-	-	-	-	2
Quart Mtn Lodge	1	-	-	-	-	-	-	1
Stillwater	3	-	-	-	2	1	-	-
Vinita	1	-	-	-	-	1	-	-

**Potential Workshops:**

The following list of *potential* workshop topics is ranked by frequency of participant interest. Participants were asked to check the 7 topics they would be most interested in attending in 2007. Shaded responses represent the top 25 percent within each participant type.

Topic	Over-all	EI SP	EI RC	PS	S	DDSD	Parent	Other
	252	29	10	1	79	58	33	94
Challenging behaviors	104	6	3	0	34	29	13	42
Autism and spectrum disorders	98	9	4	0	38	24	9	34
Age-appropriate functional interventions	69	5	0	0	27	20	5	24
Working with children with severe and multiple disabilities	64	6	4	0	25	18	6	18
Common syndromes and conditions overview	60	3	3	0	18	17	8	20

Topic	Over-all	EI SP	EI RC	PS	S	DDSD	Parent	Other
	252	29	10	1	79	58	33	94
Sensory Processing	54	10	1	0	24	7	11	20
Transitioning from school services	52	2	1	0	17	18	10	18
Seizure disorders	51	3	2	0	18	22	7	16
Curriculum modifications for successful inclusion	43	0	1	1	20	2	8	18
Vocational placements for people with disabilities	43	2	0	0	9	23	7	11
Early Brain development	43	9	2	1	7	10	7	18
Grant-writing and identifying alternative funding for school needs	40	3	0	0	27	4	4	19
How to write an effective IEP	39	2	0	0	19	5	9	15
Empowering families	37	5	3	1	4	14	7	12
Community-based interventions	34	2	2	0	5	18	5	8
Transitioning from SoonerStart to Part B services / IEP development	33	6	3	0	11	0	7	10
Funding for assistive technology	33	1	1	0	9	12	2	12
Conflict resolution in a win-win way	33	4	0	1	12	12	7	12
Basic Spanish	32	4	4	0	7	9	4	12
Estate and future planning	30	2	2	0	3	10	12	6
Beyond toys and switches	29	3	0	0	11	9	3	8
Individuals with Disabilities Education Act, 2004 including compliance and changes	29	2	2	0	9	9	5	11
Working with families in a time of crisis	29	5	0	0	9	11	6	7
Augmentative communication: Assessment and intervention	28	5	0	0	11	8	1	8
The impact of mental health issues on the parent child relationship and child development	28	4	1	0	1	12	2	9
Evidence based practice: what is it and where to find it	27	4	1	0	12	2	0	15
Stress reduction techniques for families	27	1	3	0	5	11	9	6
Promoting functional use of assistive technology	27	1	0	0	13	9	5	7
Alternative therapeutic interventions	26	1	0	0	7	11	4	6
Hearing: Functional sign language – introduction	26	1	1	0	9	3	6	13
Building blocks to success: Helping families create their own resources	26	3	4	1	4	9	6	10
Teaming in the public schools	26	1	0	0	12	2	6	11

Topic	Over-all	EI SP	EI RC	PS	S	DDSD	Parent	Other
	252	29	10	1	79	58	33	94
Services under the Individual's with Disabilities Education Improvement Act, 2004 vs. a 504 plan	26	1	2	0	8	7	3	13
Feeding: Oral motor and feeding skills	25	9	0	0	7	3	2	9
Assessing the need for assistive technology	24	3	2	0	8	13	4	2
Picture exchange communication system: Introduction / Follow-up	24	2	0	0	14	2	2	12
Advocacy and caregiver organizations	24	0	3	0	0	11	7	6
Developmentally appropriate practice (DAP)	23	0	0	0	5	10	2	9
Parent's rights under the Individual's with Disabilities Education Improvement Act, 2004: Early childhood and school aged children	23	2	3	0	1	5	10	7
Poverty and its effects on the family	23	1	1	0	5	7	1	12
Medical terminology: Understanding and explaining	22	1	1	0	1	15	2	5
Beginning communication strategies	21	2	1	0	5	3	3	8
Integrated services across school environments	21	1	0	0	10	4	5	6
Self-directed services	21	1	1	0	0	16	2	4
Learner focused intervention (adult learning styles)	20	1	1	0	6	7	3	9
Use of AT to support literacy development	20	2	1	0	14	3	3	6
Awareness of Meth Labs	20	4	1	0	5	5	2	6
Authentic Assessment for provision of meaningful services	19	1	0	0	5	9	1	6
Person-centered planning (mapping)	19	1	1	0	1	7	7	8
Grandparents raising grandchildren	18	1	0	0	6	5	3	10
Infant / toddler social emotional development assessment	17	7	4	0	2	0	2	7
Parent-child attachment	17	5	1	1	2	2	4	8
How to make adaptive toys and switches	17	2	0	0	12	3	3	2
Mental health: infant, toddler, early childhood	17	5	0	1	4	2	2	6
Feeding: Transitioning from gastrostomy to oral feedings	16	1	1	0	3	8	2	4
Prenatal exposure to chemicals and infectious diseases	16	6	1	0	3	4	0	4
Computer access: Assessment and introduction	16	2	0	0	4	5	2	5

Topic	Over- all	EI SP	EI RC	PS	S	DDSD	Parent	Other
	252	29	10	1	79	58	33	94
Interdisciplinary teaming and decision-making	16	0	1	0	1	8	2	6
Battelle Developmental Inventory: Administration and scoring	15	1	0	0	6	0	0	8
Parent-child interaction	15	4	1	0	4	2	4	5
Typical and atypical development across developmental domains	15	1	1	0	2	8	1	4
Supporting families who have experienced loss	15	5	2	0	4	3	1	4
Hearing: Auditory verbal therapy	14	5	0	0	3	2	3	5
Program planning for children in preschool environments	14	0	0	1	6	0	4	7
Movement facilitation and intervention	13	2	0	0	8	4	3	4
Identifying and reporting suspected child abuse/neglect	13	1	2	1	5	2	2	6
Relationship based intervention	12	4	2	0	0	4	1	3
Vision: Cortical visual impairment	12	2	0	0	5	3	1	4
Transitioning from hospital to home / IFSP development	12	1	3	0	1	5	3	0
Culturally competent practice	12	0	0	0	1	8	1	3
Architectural modifications	11	1	0	0	3	9	2	1
Early childhood services in childcare settings	11	2	0	0	1	1	0	7
Battelle Developmental Inventory: interpretation, reliability, use interpreters, non English learners, etc.	10	0	0	0	3	0	2	5
Early oral/dental health	10	3	0	0	2	3	3	2
Ethics	10	1	0	0	2	5	1	2
Seating and Positioning: Intensive	9	3	0	0	3	5	2	3
Vision: Active learning for children with visual impairments	8	4	0	0	5	3	1	3
Prematurity: Guided observations in a neonatal intensive care unit	8	2	2	0	2	2	0	2
Responding to domestic violence	8	1	0	0	3	3	1	3
Hearing: Enriching Children's Communication Opportunities (ECCO) training for working with children who are hearing impaired or deaf	7	1	0	0	3	0	1	2
Hearing: Communication options for children who are deaf or hearing impaired	7	1	0	0	4	1	2	2
Prematurity: Introduction to reading infant behavioral cues	7	2	1	0	1	1	0	2

Topic	Over- all	EI SP	EI RC	PS	S	DDSD	Parent	Other
	252	29	10	1	79	58	33	94
Vision: Visually Impaired Inservice of America (VIISA) training for working with preschool and children with visual impairments	7	0	0	0	6	0	1	2
Seating and Positioning: basic	7	2	0	0	2	3	2	1
Interpreters: roles and collaboration	7	0	0	0	1	1	2	5
Reflective practice / reflective supervision	7	4	1	0	1	1	9	1
Hearing: Functional sign language advanced	6	0	0	0	2	1	1	3
Hearing: Functional sign language for community living	6	1	1	0	2	2	1	0
Positioning Strategies for Caregivers: Taking Care of Yourself	6	1	2	0	1	0	1	2
Prematurity: Integrating neurobehavioral concepts into EI eval and assessment	6	3	1	0	1	1	0	2
Prematurity: Medical issues in the Neonatal Intensive Care Unit	5	1	0	0	1	1	1	2
Splinting: Lower extremity – advanced	5	1	0	0	2	1	1	4
Splinting: Lower extremity – basic	5	1	0	0	2	3	1	2
Splinting: Upper extremity – advanced	5	3	0	0	2	2	0	2
Personal safety in home visitation	5	0	0	0	0	3	1	1
Feeding: Infants born prematurely	4	0	0	0	3	1	0	1
Hearing: Basic hearing screening I	4	0	0	0	2	0	0	3
Vision: Visually Impaired Inservice of America (VIISA) training for working with infants and toddlers with visual impairments	4	2	0	0	1	0	0	1
Basic movement and body mechanics	3	0	0	0	3	0	2	0
Clinical instructors for SoonerStart: What is involved?	3	2	1	0	0	0	1	1
Feeding: Nutritional for infants and toddlers	2	1	0	0	0	1	0	0
Hearing: Basic hearing screening II – speech pathologists and audiologists only	2	0	0	0	2	0	0	0
Splinting: Upper extremity – basic	1	1	0	0	0	0	0	0
Vision: Screening for infants and young children	0	0	0	0	0	0	0	0

## Additional Information and Questions

For additional information and questions, please contact Julie Smith by telephone at (405) 271-2131, extension 47120 or by email at [julie-smith@ouhsc.edu](mailto:julie-smith@ouhsc.edu). The 2006 STARS Course Evaluations and Annual Report can be accessed on the STARS website: [www.ah.ouhsc.edu/tolbert](http://www.ah.ouhsc.edu/tolbert).

