
STARS

Statewide Training and Regional Support

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

Annual Report - 2007

June, 2007



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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.

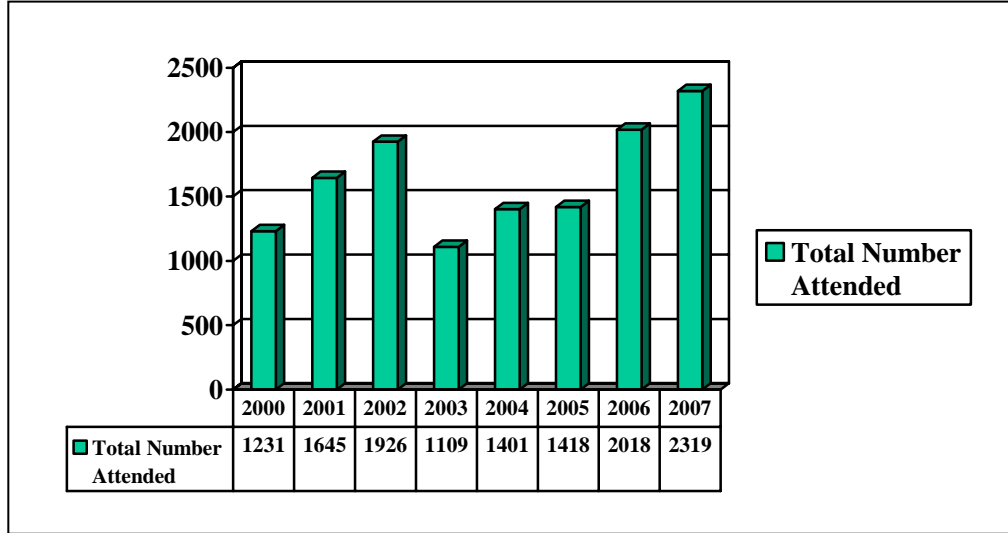
Interagency Coordinating Council Leader and Personnel Development Committee

Yolanda Baird	Program Consultant	Dept of Health
Cynthia Bernadi-Valenzuela	Early Intervention Administrator	Dept of Education
Sherry Blazi	Social Worker, Technical Supervisor	Dept of Health
Vicki Borycki	Program Consultant	Dept of Health
Traci Castles	Family Services Coordinator	OUHSC, Tolbert Center
RoseAnn Duplan	Parent, Regional Coordinator	Oklahoma Family Network
Audra Haney	Regional Early Intervention Coordinator	SoonerStart
Treasa Lansdowne	State Plan Grant Coordinator	OK Commission for Children and Youth
Terry Johnsen	Social Worker	DHS – DDSD
Carol Johnson	Registered Nurse	SoonerStart
Lynne McElroy	Registered Dietician, Supervisor	Dept of Health
Beth Martin	Speech Services Supervisor	Dept of Health
Earlene Mason	Vision Consultant	Dept of Health
Kimberli Robberson	Registered Nurse	Dept of Health
Mark Sharp	Associate Director, Special Education	Dept of Education
Lathonya Shivers	Interagency Coordinating Council Member	DD Council
Michelle Simon	Resource Coordinator	Dept of Education
Julie Smith	STARS Program Director	OUHSC, Tolbert Center
Amy Wells-Norman	Program Consultant	Dept of Health

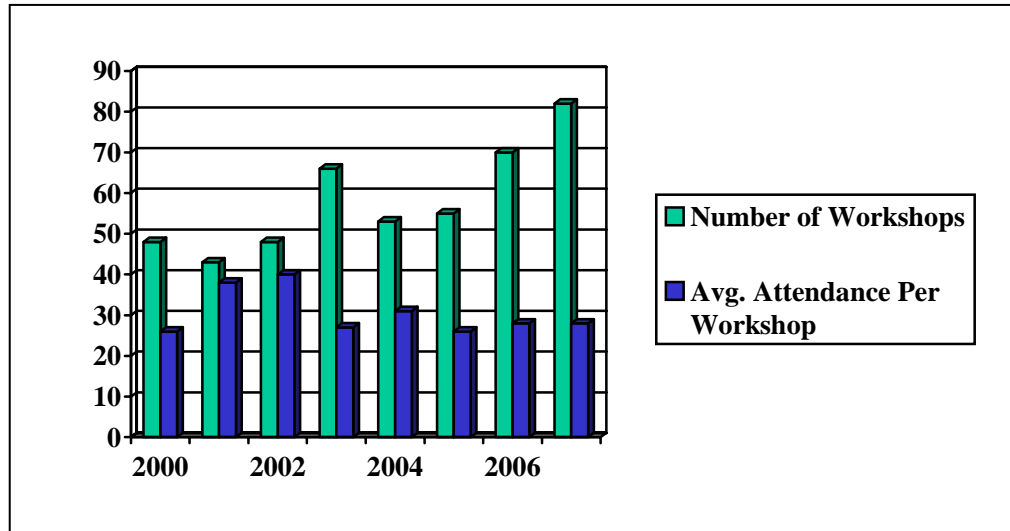
The ICC leadership and personnel development committee met on July 18, 2006, August 18, 2006, September 19, 2006, October 17, 2006, November 21, 2006, February 20, 2007, March 20, 2007, May 15, 2007 and June 19, 2007.

STARS Attendance Report July 2006 – June 2007

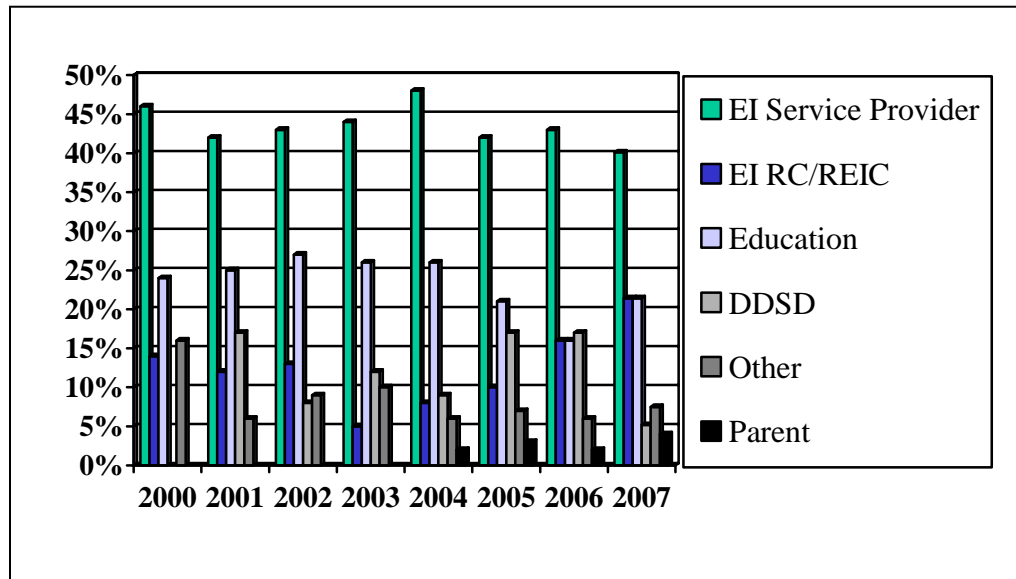
Total Attendance



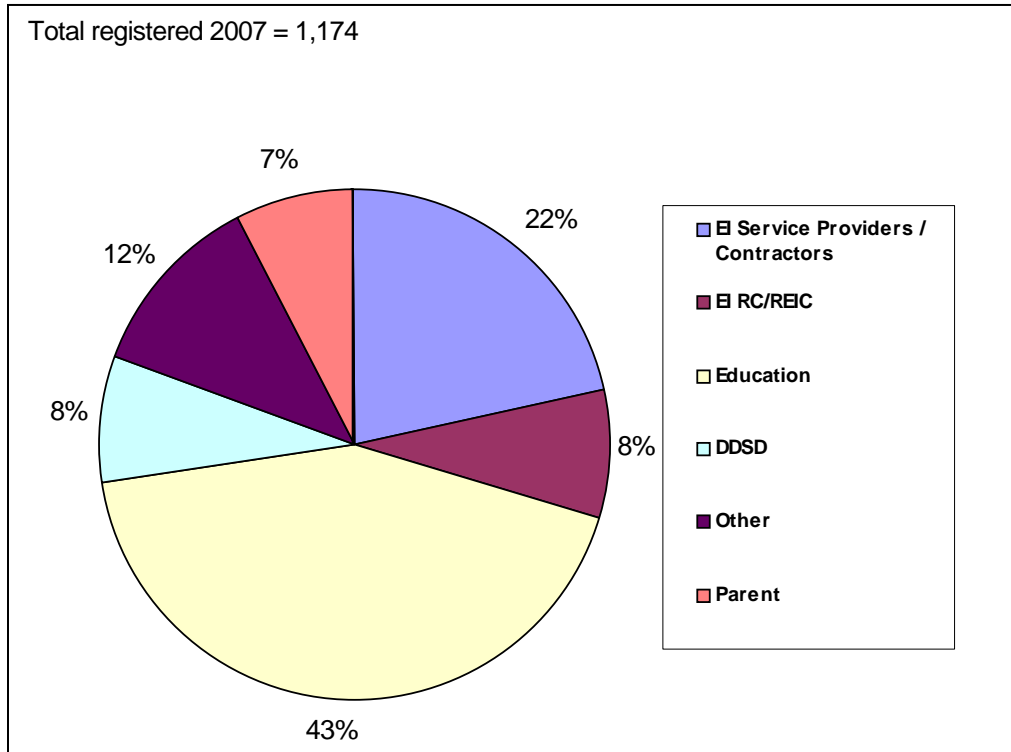
Number of Workshops and Average Workshop Attendance



Attendance by Type of Participant



Registrations for 2007



STARS Activities 2007 and 2008

Summary of Fiscal Year 2007 Activities

- ★ As of June 6, 2007, STARS has held 79 courses with 1,174 registrations and 2,198 participants attending (individuals are counted for each course attended).
 - **Ten** statewide mandatory trainings accomplished by:
 - Eleven regional trainings** mandatory for all SoonerStart early intervention employees regarding assistive technology assessment as directed by the ICC Policy and Funding Committee and in collaboration with OSU Oklahoma AbleTech and the OUHSC Oklahoma Assistive Technology Center. Course content for resource coordinators included review of assessment kit devices, roles, funding and self assessment. Course content for service providers included: review of assessment kit devices, problem solving case scenarios, optional hands-on stations, review of data reporting and forms; and self assessment.
 - Seven courses** mandatory for regional early intervention coordinators and resource coordinators hired after December 2003 who have not attended the courses including: 1) understanding typical development and intervention; 2) principles of service coordination; 3) family survey tools: assessment and IFSP goal building; 4) safety in home visitation; 5) time management, organizational skills and progress notes; 6) evidence based service coordinator and responsibilities under the Individual's with Disabilities Education Improvement Act, 2004 (OSEP funded research center on early intervention service coordination); and 7) applied ethics.
 - Two regional trainings** mandatory for SoonerStart early intervention leadership (regional early intervention coordinators, lead clinicians, and technical supervisors) regarding reflective listening.
 - Four regional trainings** mandatory for all SoonerStart early intervention health department staff on Terry Brazelton touchpoints.
 - **Eleven out-of-state speakers** on topics of early mobility; building effective partnerships with families (Zero to Three); routine based early intervention; asperger's syndrome; infant mental health principles and practices in early intervention; feeding and swallowing; reflective supervision; framework for understanding poverty; nutrition therapy of children with autism; pathways to learning – the intersection of play, culture and emergent literacy; and evidence based service coordination.
 - **Seven team trainings** including six on vision screening or routine based vision services; and one on applied behavior analysis.
 - **Three competency based trainings** including supporting families and children with challenging behaviors (autism screening, assessment and intervention); NCAST teaching scale (parent-child interaction); and reading infant behavioral cues practicum at OU Medical Center neonatal intensive care units and nurseries.
- ★ Eighty-seven parents registered for STARS and 64 attended.
- ★ Sponsored key note speaker at the 2007 Governor's Conference on Disability.

SoonerStart Web-based Orientation

STARS developed a web-based orientation for new and current SoonerStart Early Intervention employees. The project is maintained at the Tolbert Center. The content has been modified based on recommendations from pilot participants and SoonerStart Early Intervention leadership. Implementation is planned to occur in fiscal year 2008.

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; and
- ★ 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. Three SoonerStart Early Intervention providers completed the course during 2007, and six more registered for fiscal year 2008.

Parent-Child Interaction Teaching Scale

Parent-Child Interaction (PCI) Teaching and Feeding Scales (for children 0 – 3 years) are the most widely used scales to measure parent-child interaction and communication in research and practice. The PCI Teaching Scale course focused on the transactional, systems, and child health assessment frameworks of child behavior and caregiving. SoonerStart early intervention providers learned how to administer and score the Teaching scale. The course included completion of a case report. Five SoonerStart Early Intervention providers met the clinical reliability requirements (at 85% or greater) in order to use the scale in daily practice.

Reading Infant Behavioral Cues Practicum

STARS offered an advanced practicum for six SoonerStart Early Intervention providers with a special interest in very young infants. The goal of the practicum was to help integrate and apply information regarding infant behavioral cues into clinical work with families who have had an infant in Newborn Intensive Care. By having a better understanding of the NICU experience and infant behavior, clinicians are better prepared to support families taking fragile infants home. The practicum included an overview of the NICU culture and the challenges of providing family-centered care in a medically intensive environment, three supervised, guided observations of infants and a case study demonstrating integration of these concepts. After participating in this training participants should be able to:

- ★ Appreciate the challenges of providing family-centered services in a medically intensive environment;
- ★ Identify and understand infant behavioral cues;
- ★ Apply the concepts introduced in the 2-day introductory session to infants in SoonerStart; and
- ★ Help families develop strategies to support their sensitive newborn at home.

STARS Needs Assessment Results 2008

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 SoonerStart early intervention service coordinators and service providers, Section 619 Preschool providers, local education agency superintendents, Part B special education directors, special education teachers and related service providers, Head Start, childcare providers, and Department of Human Services – Developmental Disabilities Services Division related service providers. The results are considered for planning fiscal year 2008. The information below summarizes the results of the on-line STARS Needs Assessment for 2008.

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: **454** (some individuals work for more than one program)

81	SoonerStart
61	Service Provider/Contract
20	Regional/Resource Coordinator
193	School Personnel
100	DDSD
31	Parent
112	Other including Head Start

Years working with people with disabilities

	Over-all	EI RC	EI SP	S	DDSD	Parent	Other
Less than 2 years	35	6	5	11	6	3	6
2-5 years	57	4	9	19	11	9	9
6-9 years	72	4	14	36	11	10	8
10 + years	290	6	33	127	72	9	89

Length of training time preferred:

	Over-all	EI RC	EI SP	S	DDSD	Parent	Other
One 1/2 day (4 hrs)	49	0	1	20	15	3	18
1 full day (6 hrs)	368	19	57	151	80	26	87
Two 1/2 days	5	0	0	3	1	1	0
Two full days	32	1	3	19	4	1	7

Preferred training days (choose up to 2):

	Over-all	EI RC	EI SP	S	DDSD	Parent	Other
Monday	99	6	19	43	17	4	19
Tuesday	125	5	11	47	43	12	29
Wednesday	131	8	13	50	32	9	33
Thursday	203	6	27	88	48	13	52
Friday	263	13	44	127	43	12	64
Saturday	32	0	2	14	5	8	8

School personnel, would attend trainings during summer months

70 June

36 July

55 August

Will attend workshops that occur in a series:

	Over-all	EI RC	EI SP	S	DDSD	Parent	Other
consecutive days	267	16	38	107	64	21	64
nonconsecutive days	151	2	20	67	30	8	40
none	29	2	3	15	5	1	6

Preferred training format (choose up to 3):

	Over-all	EI RC	EI SP	S	DDSD	Parent	Other
Computer/Web-Based Learning	122	4	10	44	43	8	28
Discussion Group	99	5	13	32	31	9	23
Distance Learning/Video Conference	82	3	16	28	22	2	23
On-site Consultation	130	2	22	55	23	10	37
Regional Team Training	141	12	38	48	24	6	34
Self-Paced Instructional Materials	67	2	7	28	19	3	15
Workshop	417	16	56	188	83	30	105

Disciplines needing continuing education credit for state licensure requirements:

Total: 216

- | | |
|------------------------------|---------------------------------------|
| Audiologist | Physical Therapist |
| Child Care Provider | Preschool Teacher |
| Child Development Specialist | Psychology Clinician (Master and PhD) |
| Clinical Social Worker | Registered Dietician |
| Interpreter | Registered Nurse |
| Occupational Therapist | Special Education Teacher |
| Paraprofessional | Speech Language Pathologist |

SoonerStart leadership that recommends STARS provides trainings for supervisory credit:

	EI RC	EI SP
Yes	7	31
No	6	2

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 77
No 81

Preferred location of trainings:

	Over-all	EI RC	EI SP	S	DDSD	Parent	Other
McAlester	43	0	6	24	7	1	15
Norman	128	5	20	65	27	6	29
OKC	264	14	38	113	48	25	63
Shawnee	60	2	13	28	8	3	17
Tulsa	157	10	31	44	44	9	37
Woodward	18	1	2	9	3	1	3

Potential Workshops:

The following list of *potential* workshop topics is ranked by frequency of participant interest. Participants were asked to check the 5 topics they would be most interested in attending in 2008. Shaded responses represent the top 20 percent within each participant type.

Topic	Over-all	EI RC	EI SP	S	DDSD	Parent	Other
	454	20	61	193	100	31	112
Area: Developmental Issues & Interventions							
Age-Appropriate functional activities and interventions	130	5	16	69	17	9	26
Alternative therapeutic interventions	52	1	5	12	21	5	12
Architectural modifications	16	0	1	6	7	4	4
Authentic assessment for provision of meaningful services	27	1	1	13	7	2	8
Autism and spectrum disorders: screening and diagnosis	74	5	12	30	10	6	25
Autism and spectrum disorders: assessment for program planning	91	3	13	32	20	10	26
Autism and spectrum disorders: intervention strategies / programs	205	7	29	99	33	15	52
Basic movement & body mechanics	10	1	2	2	4	0	4
Battelle Developmental Inventory (admin & scoring)	33	0	4	22	1	2	11
Battelle Developmental Inventory – interpretation, reliability, use interpreters, non-English learners, etc.	16	0	1	11	0	0	7
Beginning communication strategies	49	2	11	21	6	5	8
Challenging behaviors	163	3	11	64	50	15	35
Community-based interventions	44	5	1	8	17	5	13
Curriculum modifications for successful inclusion	52	2	0	33	3	6	15

Topic	Over- all 454	EI RC 20	EI SP 61	S 193	DDSD 100	Parent 31	Other 112
Developmentally appropriate practice (DAP)	45	0	7	17	14	3	10
Early childhood services in child care settings	21	3	5	5	4	5	5
Estate and future planning	21	1	0	3	10	8	1
Evidence based practice: what is it and where to find it	43	2	4	18	6	5	13
Feeding: Infants born prematurely	18	1	10	1	3	3	5
Feeding: Nutritional for infants & toddlers	17	1	6	1	5	3	4
Feeding: Oral motor & feeding skills	54	1	20	21	7	5	9
Hearing: Auditory verbal therapy	26	0	7	12	2	3	6
Hearing: Basic Hearing Screening II (SLP & audiologist only)	5	0	1	2	1	0	2
Hearing: Basic Hearing Screening I	7	1	2	3	0	0	3
Hearing: Communication options for children who are deaf or hearing impaired	13	0	2	9	0	2	1
Hearing: Enriching Children's Communication Opportunities (ECCO) training for working with children who are hearing impaired	12	0	1	8	1	1	1
Hearing: Functional sign language-advanced	7	0	2	2	2	1	2
Hearing: Functional sign language for community living	14	0	1	7	4	2	3
Hearing: Functional sign language – intro	31	0	4	20	4	3	2
Infant / toddler social emotional development assessment	27	4	11	3	4	2	6
Integrated services across school environments	36	0	2	25	5	3	6
Learner focused intervention (adult learning styles)	29	2	3	9	14	2	2
Movement facilitation & intervention	20	0	2	13	5	1	2
Parent-child attachment	25	5	5	4	5	4	7
Parent-child interaction	20	5	5	5	1	2	5
Person-centered planning (mapping)	15	0	0	3	10	1	2
Positioning Strategies for Caregivers: Taking Care of Yourself	15	0	2	2	9	0	4
Program planning for children in preschool environments	17	0	1	9	1	1	7
Relationship based intervention	26	3	7	4	8	3	3
Self-directed services	28	2	0	3	15	5	5

Topic	Over- all 454	EI RC 20	EI SP 61	S 193	DDSD 100	Parent 31	Other 112
Sensory processing	94	1	17	47	13	7	25
Stress reduction techniques for families	41	1	4	9	13	8	9
Typical & atypical development across developmental domains	41	2	11	13	12	1	7
Vision: active learning for children with visual impairments	23	1	6	8	4	3	4
Vision: screening infants and young children	6	0	1	1	1	1	3
Vision: Visually Impaired Inservice of America (VIISA) training for working with infants & toddlers	13	0	6	2	2	1	4
Vision: Visually Impaired Inservice of America (VIISA) training for working with preschool & children	24	0	1	14	3	2	9
Vocational placements for people with disabilities	61	1	0	24	28	6	9
Working with children with severe & multiple disabilities	115	5	12	55	27	7	23
Area: Medical Issues							
Early Brain Development	83	7	19	27	14	6	21
Common syndromes & conditions overview	153	9	21	55	49	5	32
Early oral/dental health	12	1	2	1	3	3	3
Feeding: Transitioning from gastrostomy to oral feedings	36	1	13	13	5	2	7
Medical terminology: Understanding & explaining	52	5	6	9	19	5	14
Prematurity: Guided observations in a neonatal intensive care unit	12	1	6	3	2	1	1
Prematurity: Integrating neurobehavioral concepts into EI evaluations & assessments	21	2	14	2	3	1	2
Prematurity: Intro to reading infant behavioral cues	21	3	7	7	3	1	3
Prematurity: Medical issues in the neonatal intensive care unit	13	0	8	3	2	1	2
Prenatal exposure to chemicals & infectious diseases	44	6	13	9	10	4	9
Seizure disorders	103	2	9	45	36	6	21
Vision: Cortical visual impairments	49	1	13	21	3	5	11
Area: Transitions							
Transitioning from hospital to home/IFSP development	31	6	8	2	13	1	6

Topic	Over- all 454	EI RC 20	EI SP 61	S 193	DDSD 100	Parent 31	Other 112
Transitioning from SoonerStart to Part B services/IEP development	77	8	12	40	8	4	14
Transitioning from school services	97	2	2	48	27	6	27
Area: Assistive Technology							
Assessing the need for assistive technology	68	4	4	25	23	5	15
Augmentative communication - assessment & intervention	62	0	7	28	12	7	13
Beyond toys & switches	54	0	5	28	12	3	12
Computer access - assessment & introduction	35	1	0	15	11	4	6
Funding for assistive technology	52	1	5	22	18	5	12
How to make adaptive toys & switches	40	0	4	24	9	2	7
Picture exchange communication system - intro Picture exchange communication system - follow-up	76	0	6	48	7	7	17
Promoting functional use of AT	49	2	2	33	6	1	9
Seating & positioning: basic	19	0	5	11	1	1	2
Seating & positioning: intensive	23	0	7	8	6	1	6
Splinting: lower extremity: advanced	7	0	3	2	3	0	2
Splinting: lower extremity: basic	8	0	4	4	0	0	1
Splinting: upper extremity: advanced	9	0	3	3	3	0	2
Splinting: upper extremity: basic	8	0	3	3	1	0	2
Use of AT to support literacy development	52	0	4	29	8	5	11
Area: Professional Issues							
Advocacy & caregiver organizations	39	5	3	8	14	4	8
Awareness of Meth Labs	43	4	8	10	11	1	14
Basic Spanish	37	1	7	8	13	4	10
Building blocks to success: Helping families create their own resources	34	5	4	5	13	5	5
Clinical instructors for SoonerStart: What is involved?	13	1	6	5	0	1	2
Conflict resolution in a win-win way	51	2	3	15	21	6	10
Culturally competent practice	25	2	6	7	7	1	5
Empowering families	44	4	8	9	13	6	8
Ethics	31	2	4	5	14	4	6
Grandparents raising grandchildren	30	1	3	14	7	1	8
Grant-writing and identifying alternative funding for school needs	68	1	4	44	8	2	23
How to write an effective IEP	78	1	6	46	5	10	17

Topic	Over- all 454	EI RC 20	EI SP 61	S 193	DDSD 100	Parent 31	Other 112
Identifying and reporting suspected child abuse / neglect	39	0	7	18	7	2	13
Individuals with Disabilities Education Improvement Act 2004 including compliance and changes	55	4	3	28	6	7	13
Interdisciplinary teaming & decision-making	24	0	1	11	10	1	5
Interpreters: roles and collaboration	11	0	2	5	3	0	2
Mental Health: Infant, toddler, early childhood	46	2	15	8	14	4	11
Parent's rights under the Individual's with Disabilities Education Improvement Act 2004: Early childhood and school aged children	32	9	3	8	4	7	5
Personal safety in home visitation	32	2	10	5	14	2	4
Poverty & its effect on the family	39	4	9	13	8	1	9
Reflective practice / reflective supervision	9	0	3	3	2	0	3
Responding to domestic violence	16	2	4	3	5	2	2
Services under the Individual's with Disabilities Education Improvement Act 2004 vs. a 504 plan	41	5	3	17	4	6	11
Supporting families who have experienced loss	21	1	5	2	9	2	5
Teaming in the public schools	56	2	4	38	7	4	9
The impact of mental health issues on the parent child relationship & child development	44	0	9	9	13	4	15
Working with families in a time of crisis	45	2	7	8	19	4	8

SoonerStart Early Intervention: Identified Needs for 2008

STARS collected information specific to the needs of SoonerStart staff. This assists STARS in providing a comprehensive personnel development program that addresses the training and technical assistance needs of individuals and teams. The survey was completed anonymously. Staff could provide their name and contact information to discuss the information. Shaded responses represent the top 25 percent within each participant type.

Roles:

	All Respondents	Regional Coord.	Resource Coord.	Lead Clinician	Provider (Health)	Provider (Contract)	Tech. Supervisor
Lead clinician	11	0	0	11	0	0	0
Regional early intervention coordinator	9	9	0	0	0	0	0
Resource coordinator	39	0	39	0	0	0	0
Service provider (health department)	61	0	0	0	61	0	0
Service provider (contractor)	5	0	0	0	0	5	0
Technical supervisor	14	0	0	0	0	0	14
Other (please specify)	5	0	0	0	0	0	0

Years with SoonerStart:

	All Respondents	Regional Coord.	Resource Coord.	Lead Clinician	Provider (Health)	Provider (Contract)	Tech. Supervisor
Less than 1 year	13	0	7	0	6	0	0
1 - 2 years	38	0	11	1	22	3	0
3 - 5 years	20	1	2	2	11	1	2
6 - 9 years	30	4	6	1	14	1	3
10+ years	43	4	13	7	8	0	9

Regional / Satellite Offices

	All Respondents	Regional Coord.	Resource Coord.	Lead Clinician	Provider (Health)	Provider (Contract)	Tech. Supervisor
Region I (Clinton, Woodward, Guymon)	4	1	2	0	1	0	0
Region II (Kingfisher, Stillwater, Guthrie, El Reno, Chandler)	22	1	7	2	9	0	2

Region III (Lawton, Altus, Chickasha)	10	1	5	1	2	1	0
Region IV (Ada, Ardmore, Durant)	7	1	1	2	3	0	0
Region V (Norman, Shawnee)	15	1	4	1	7	0	2
Region VI (Oklahoma City)	30	1	5	1	17	1	4
Region VII (Tulsa)	21	1	4	1	11	1	3
Region VIII (Tahlequah, Claremore, Bartlesville, Vinita)	18	1	6	1	8	0	2
Region IX (Muskogee, Okmulgee, Sapulpa)	10	0	3	2	2	2	0
Region X (McAlester, Poteau, Idabel)	7	1	2	0	1	0	1

Review the following topics. Check the topic(s) needed for yourself and / or your team to enhance knowledge and practice (check all that apply).

	All Respondents			Regional Coord.			Resource Coord.			Lead Clinician			Provider (Health)			Provider (Contract)			Tech. Supervisor		
	Me	My Team	Total	Me	My Team	Total	Me	My Team	Total	Me	My Team	Total	Me	My Team	Total	Me	My Team	Total	Me	My Team	Total
Conflict resolution (staff related)	13	27	33	3	2	4	3	10	11	0	1	1	4	10	12	0	0	0	2	3	4
Early Learning Matters: child and family outcomes	24	20	37	0	2	2	7	7	13	2	0	2	14	9	18	0	0	0	1	2	2
Ethics	16	20	27	3	3	3	2	7	8	0	1	1	8	7	12	0	0	0	3	2	3
Evaluation	21	10	25	1	1	1	6	2	8	1	1	2	12	5	13	0	0	0	1	1	1
Family interview	9	2	10	0	0	0	7	0	7	0	0	0	2	2	3	0	0	0	0	0	0
Home visits: essential components	25	12	32	0	3	3	10	4	11	0	1	1	15	3	16	0	0	0	0	1	1
IFSP: assessment - across developmental domains and settings	20	18	31	0	3	3	8	6	12	1	4	4	9	4	10	1	0	1	1	1	1
IFSP: assessment - interview and observation	18	15	30	0	4	4	9	3	11	0	3	3	7	3	9	1	0	1	1	2	2
IFSP: assistive technology - consideration assessment and implementation	15	25	31	0	2	2	6	7	10	1	3	3	8	12	15	0	0	0	0	1	1
IFSP: determining appropriate services (who what when where frequency and intensity)	27	28	43	2	5	5	9	10	15	0	2	2	15	9	19	0	0	0	1	2	2

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IFSP: developing and writing measurable results or outcomes expected to be achieved (including pre-literacy and language skills) and the criteria procedures and timelines used to determine the degree to which progress toward achieving the outcomes is being made	41	41	63	2	7	7	14	13	22	1	3	4	19	11	22	1	0	1	4	7	7
IFSP: facilitation of meetings	11	7	16	0	1	1	7	3	9	0	1	1	3	1	4	0	0	0	1	1	1
IFSP: making decisions with families	24	18	33	0	4	4	11	6	14	0	2	2	9	2	9	0	0	0	4	4	4
IFSP: review and modification	15	11	22	0	2	2	7	4	10	0	1	1	8	4	9	0	0	0	0	0	0
Medicaid billing and documentation (RC)	15	1	15	1	1	1	14	0	14	0	0	0	0	0	0	0	0	0	0	0	0
Medicaid billing and documentation (provider)	13	5	14	0	0	0	0	0	0	1	1	1	11	4	12	1	0	1	0	0	0
Multidisciplinary staffing	11	19	22	1	3	3	6	10	11	0	1	1	3	4	6	0	0	0	0	0	0
Parent organizations	29	14	36	1	1	1	14	5	17	0	1	1	11	6	14	2	0	2	1	1	1
Personnel development: recruitment and retention	16	15	27	2	1	2	2	4	5	4	0	4	2	8	9	0	0	0	6	1	6
Personnel development: supporting individual and team knowledge and practice	25	26	37	4	2	5	5	9	10	2	1	3	6	9	10	0	1	1	8	4	8
Personnel development: supporting students in SoonerStart	14	6	17	1	1	1	2	2	4	2	1	3	6	1	6	1	0	1	2	1	2
Procedural safeguards (parent rights caregiver concerns formal complaints mediation due process)	35	37	52	3	5	5	19	18	27	2	3	3	7	4	9	0	1	1	4	5	6
Public awareness / central directory	14	9	18	1	1	1	7	3	8	0	0	0	6	4	8	0	0	0	0	0	0
Referral	3	1	4	0	0	0	1	0	1	0	0	0	2	1	3	0	0	0	0	0	0
Reflective practice	20	12	26	1	1	1	1	3	4	2	2	3	9	3	9	1	0	1	6	3	8
Reporting suspected child abuse or neglect	26	19	34	1	2	2	10	9	14	0	1	1	15	5	15	0	0	0	0	1	1
Safety issues	15	21	26	1	1	1	5	9	10	0	1	1	9	8	12	0	0	0	0	2	2

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Service provision (coaching direct services parent education etc.)	18	17	28	0	3	3	5	6	8	0	1	1	11	3	11	0	0	0	2	4	5
Social emotional development	35	14	37	1	0	1	6	0	6	2	1	2	20	8	21	2	0	2	4	5	5
SoonerStart core values and beliefs: culturally competent family centered care (relationship building with families)	14	14	22	0	1	1	7	7	11	0	1	1	7	4	8	0	0	0	0	1	1
SoonerStart core values and beliefs: evidence based practices	15	12	22	0	1	1	3	2	5	0	2	2	10	4	11	0	0	0	2	3	3
SoonerStart core values and beliefs: learner focused intervention	11	8	16	0	0	0	2	3	5	1	1	1	6	2	7	0	0	0	2	2	3
SoonerStart core values and beliefs: meaningful participation in natural life contexts	14	9	18	0	0	0	5	3	7	0	0	0	8	4	9	0	0	0	1	2	2
SoonerStart mission statement (what is it what does it mean)	12	8	17	0	1	1	5	4	7	0	0	0	6	2	7	0	0	0	1	1	2
SoonerStart organizational structure	7	9	14	0	2	2	3	5	7	0	0	0	4	1	4	0	0	0	0	1	1
State legislation / history of SoonerStart	18	6	22	0	2	2	10	1	11	1	1	1	7	2	8	0	0	0	0	0	0
Team member roles indicators competencies (what are they)	13	18	22	0	3	3	7	9	11	0	0	0	4	4	6	0	0	0	2	2	2
Team member roles: Interpreters	11	8	15	0	0	0	5	3	7	0	0	0	4	3	6	0	0	0	1	1	1
Team member roles: SoonerStart regional consultants (vision hearing nutrition social work)	17	14	21	0	0	0	9	4	9	1	1	1	6	8	10	0	0	0	1	1	1
Teaming models (multidisciplinary interdisciplinary transdisciplinary etc.)	10	13	18	1	1	1	6	7	10	0	0	0	3	4	6	0	0	0	0	1	1
The IDEA 2004 (special education law)	31	25	44	1	4	4	16	13	22	3	3	4	7	3	10	1	1	1	3	1	3
Transition at age 3 to school services and other community services: Part C of the IDEA (law) and required steps for the IFSP (including discussions with and training of parents child preparation for new services transmission of information)	28	24	40	1	6	6	16	8	18	2	2	2	7	4	10	1	1	1	1	2	2

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Transition at age 3 to school services and other community services: Part B of the IDEA (law)	27	16	32	2	2	2	14	6	15	1	1	1	8	3	10	1	1	1	1	2	2
Transition at age 3 to school services and other community services: team member roles	25	26	38	0	2	2	16	12	20	1	2	2	6	6	10	1	1	1	1	3	3
Typical child development	32	15	39	0	0	0	12	2	13	1	3	3	17	9	20	1	0	1	1	1	2

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. The 2007 STARS Course Evaluations and Annual Report can be accessed on the STARS website: www.ah.ouhsc.edu/tolbert.

