
STARS

Statewide Training and Regional Support

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

Annual Report - 2008

June, 2008



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

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. A mother is not 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 its 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.

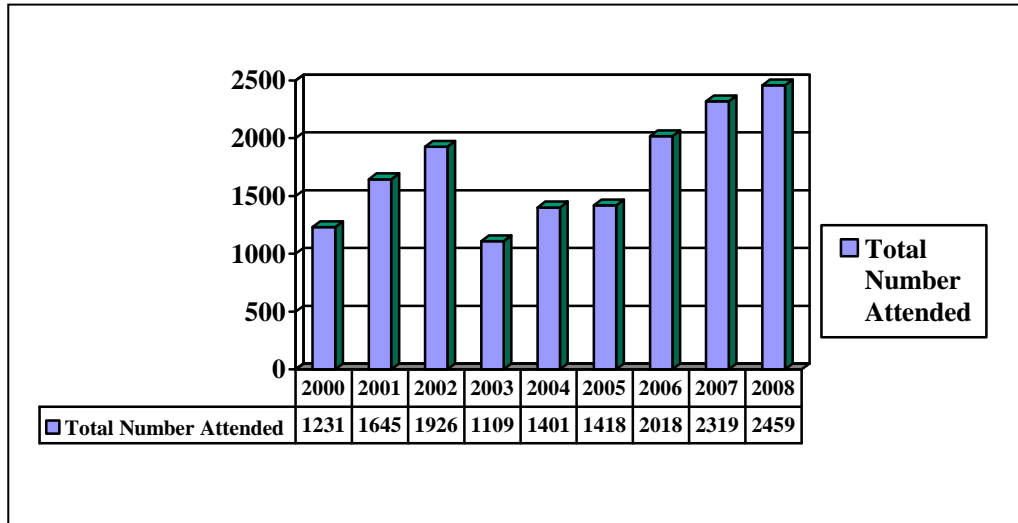
Interagency Coordinating Council Leader and Personnel Development Committee

Yolanda Baird	Program Consultant	Dept of Health
Cynthia Bernardi-Valenzuela	Associate Director, Special Education	Dept of Education
RoseAnn Duplan	Parent, Regional Coordinator	Oklahoma Family Network
Audra Haney	STARS Program Director	OUHSC, Tolbert Center
Terry Johnsen	Program Consultant	OKDHS/DDSD
Carol Johnson	Registered Nurse	SoonerStart
Angela Kelley	Preschool Coordinator, Special Education	Dept of Education
Treasa Lansdowne	State Plan Grant Coordinator	OK Commission for Children and Youth
Tara Lozano	Parent, Family Advocate	OUHSC
Beth Martin	Speech Services Supervisor	Dept of Health
Earlene Mason	Vision Consultant	Dept of Health
Lynn McElroy	Registered Dietician, Supervisor	Dept of Health
Kimberli Robberson	Registered Nurse	SoonerStart
Glenda Rogers	Program Director, SoonerStart	Dept of Health
Ellen Schmeder	Regional Early Intervention Coordinator	Dept of Education
Mark Sharp	Associate Director, Special Education	Dept of Education
Lathonya Shivers	Interagency Coordinating Council Member	OHCA
Michele Simon	Resource Coordinator	Dept of Education
Amy Wells-Norman	Program Consultant	Dept of Health
Sandra Whiteside	Child Development Specialist	SoonerStart

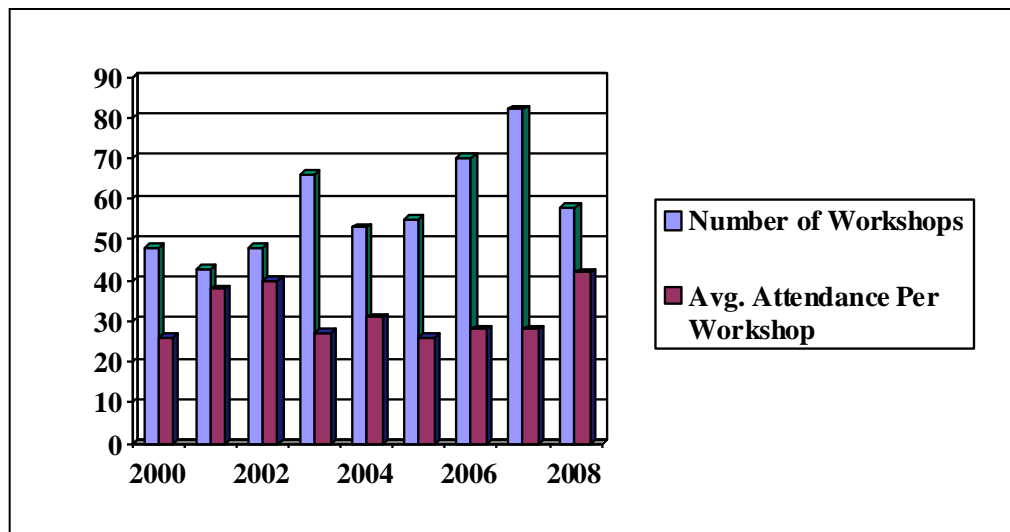
The ICC leadership and personnel development committee met on July 17, 2007; August 21, 2007; September 18, 2007; January 15, 2008; and April 15, 2008.

STARS Attendance Report July 2007 – June 2008

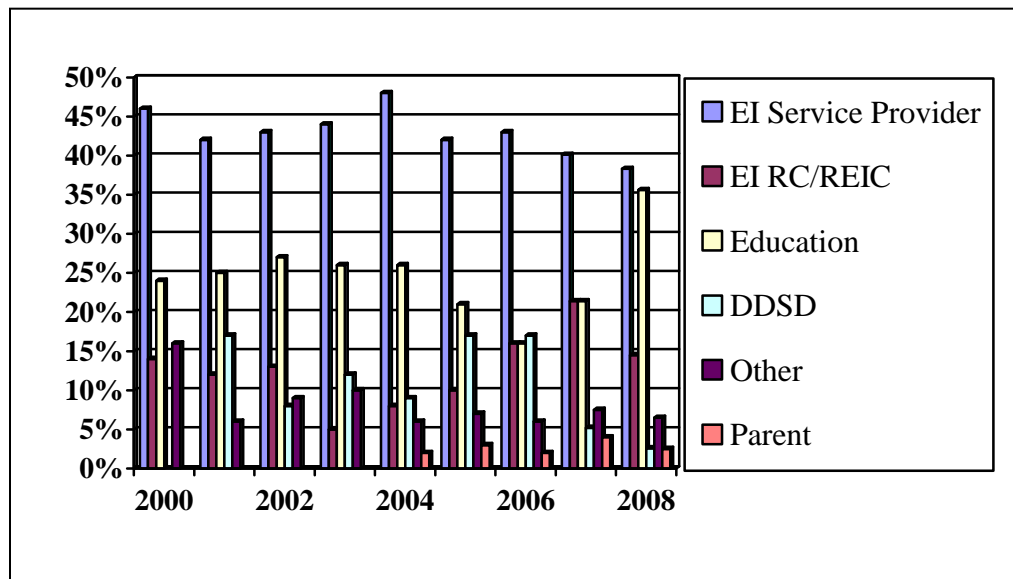
Total Attendance



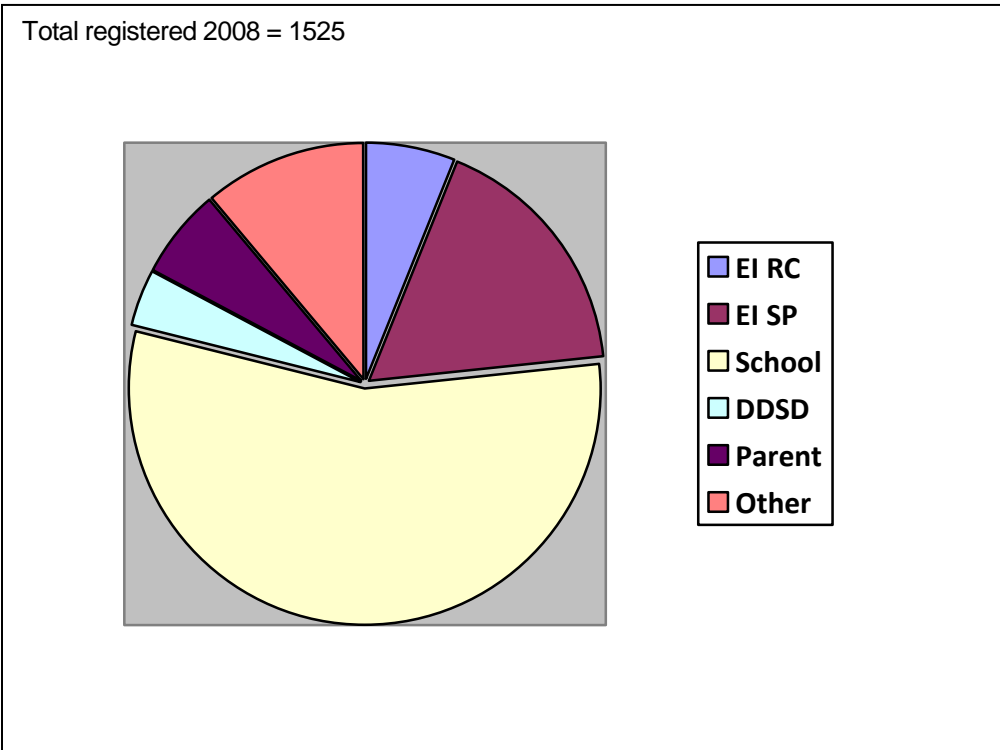
Number of Workshops and Average Workshop Attendance



Attendance by Type of Participant



Registrations for 2008



STARS Activities 2007 and 2008

Summary of Fiscal Year 2008 Activities

- ❖ As of June 5, 2008, STARS has held 58 courses with **1525** registrations and **2459** participants attending (individuals are counted for each course attended).
 - **Nine** statewide mandatory trainings accomplished by:
 - **Four core trainings** 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) early childhood transition.
 - **Two mandatory trainings** for all SoonerStart early intervention leadership (regional early intervention coordinators, lead clinicians, and technical supervisors).
 - The first about supporting team members in implementing routines based interventions.
 - The second regarding funding options for assistive technology 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 included information on various public and private funding sources for assistive technology, help in understanding differences between various funding sources to secure assistive technology in a more effective and efficient manner, and cases for problem-solving and discussion. Participants also received a copy of the ABLE Tech funding manual.
 - **Two core trainings** for all SoonerStart early intervention staff who have not attended the required course in the past two years including 1) safety in home visitation; 2) applied ethics.
 - **One mandatory training** for all SoonerStart early intervention personnel regarding the development of the IFSP and requirements of IDEA 2004 in regards to services in natural environments.
 - **Nine out-of-state speakers** on topics of emotional regulation in children with social learning disabilities; supporting teams in implementing routines based interventions; tube feeding; evidence-based assessment of autism spectrum disorders in young children; multi-modal communication and adaptive play for young children; supporting communication and social interaction with young children who have multiple disabilities; IFSP development and natural environments; syndrome disorders; and food and drug interactions.
 - **Ten regional trainings** on early childhood transition occurring across the state. These trainings brought early intervention, local school, and community providers together to learn about supporting effective transition from early intervention services into the community.
 - **Five team trainings** on vision screening, cortical visual impairment or routine based vision services.
 - **One competency based training** on the NCAST feeding scale (parent-child interaction).
- ❖ 96 parents registered for STARS and 61 attended.

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 was initiated in May 2008.

Parent-Child Interaction Feeding 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 Feeding 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 Feeding scale. The course includes completion of a case report. Three SoonerStart Early Intervention providers met the clinical reliability requirements (at 85% or greater) in order to use the scale in daily practice, but are still in the process of completing the case report.

STARS Needs Assessment Results 2009

The STARS program 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 2009. The information below summarizes the results of the on-line STARS Needs Assessment for 2009.

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

132	SoonerStart
95	Service Provider/Contract
37	Regional/Resource Coordinator
140	School Personnel
24	DDSD

26 Parent

73 Other including Head Start

Years working with people with disabilities

	Over-all	EI RC	EI SP	S	DDSD	Parent	Other
Less than 2 years	16	5	7	2	0	1	2
2-5 years	65	14	15	25	2	6	11
6-9 years	51	7	13	16	2	8	9
10 + years	211	11	60	97	20	11	51

Length of training time preferred:

	Over-all	EI RC	EI SP	S	DDSD	Parent	Other
One 1/2 day (4 hrs)	42	5	5	18	2	10	7
1 full day (6 hrs)	287	31	87	117	21	14	62
Two 1/2 days	2	0	0	1	0	1	1
Two full days	12	1	3	4	1	1	3

Preferred training days (choose up to 2):

	Over-all	EI RC	EI SP	S	DDSD	Parent	Other
Monday	97	14	30	40	2	5	13
Tuesday	73	6	11	33	8	11	17
Wednesday	73	5	15	33	7	8	20
Thursday	140	20	39	53	11	11	25
Friday	221	28	75	85	12	8	46
Saturday	23	0	0	13	3	7	8

School personnel, would attend trainings during summer months

42 June

30 July

44 August

Will attend workshops that occur in a series:

	Over-all	EI RC	EI SP	S	DDSD	Parent	Other
consecutive days	212	27	66	81	17	12	43
nonconsecutive days	104	4	25	49	4	12	25
none	22	5	3	6	2	2	5

Preferred training format (choose up to 3):

	Over-all	EI RC	EI SP	S	DDSD	Parent	Other
Computer/Web-Based Learning	91	11	21	37	10	11	20
Discussion Group	67	7	20	25	5	9	14
Distance Learning/Video Conference	81	10	31	23	10	3	14
On-site Consultation	104	16	35	36	4	8	19
Regional Team Training	153	28	56	53	2	3	26
Self-Paced Instructional Materials	51	5	13	16	6	6	12
Workshop	304	25	82	131	23	22	67

Disciplines needing continuing education credit for state licensure requirements:

Total: 197

- | | |
|------------------------------|---------------------------------------|
| 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	13	44
No	3	5

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 65
No 65

Preferred location of trainings:

	Over-all	EI RC	EI SP	S	DDSD	Parent	Other
McAlester	40	1	13	21	1	1	11
Norman	85	7	23	34	10	9	16
OKC	194	23	53	73	14	18	37
Shawnee	44	4	19	14	2	1	10
Tulsa	114	19	43	33	9	7	20
Woodward	6	1	1	4	0	0	1

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
	357	37	95	140	24	26	73
Area: Developmental Issues & Interventions							
Age-Appropriate functional activities and interventions	113	9	37	55	4	10	15
Alternative therapeutic interventions	49	5	20	14	2	7	9
Architectural modifications	13	1	3	4	3	2	4
Authentic assessment for provision of meaningful services	30	6	6	11	2	2	7
Autism and spectrum disorders: screening and diagnosis	41	4	17	12	3	3	12

Topic	Over- all 357	EI RC 37	EI SP 95	S 140	DDSD 24	Parent 26	Other 73
Autism and spectrum disorders: assessment for program planning	52	3	19	21	4	7	10
Autism and spectrum disorders: intervention strategies / programs	150	7	43	69	9	13	28
Basic movement & body mechanics	8	1	3	4	2	2	2
Battelle Developmental Inventory (admin & scoring)	26	2	1	16	0	2	9
Battelle Developmental Inventory – interpretation, reliability, use interpreters, non-English learners, etc.	21	3	2	10	0	1	8
Beginning communication strategies	37	2	13	19	1	2	7
Challenging behaviors	91	8	18	40	12	10	20
Community-based interventions	27	9	6	4	2	3	7
Curriculum modifications for successful inclusion	34	1	1	22	3	5	12
Developmentally appropriate practice (DAP)	23	4	5	11	2	1	4
Early childhood services in child care settings	26	5	11	4	2	2	7
Estate and future planning	9	1	0	1	3	3	1
Evidence based practice: what is it and where to find it	19	1	5	9	2	2	7
Feeding: Infants born prematurely	17	1	14	1	1	1	3
Feeding: Nutritional for infants & toddlers	11	1	8	1	0	2	2
Feeding: Oral motor & feeding skills	51	2	29	15	2	4	9
Hearing: Auditory verbal therapy	22	1	12	4	2	1	4
Hearing: Basic Hearing Screening II (SLP & audiologist only)	5	1	1	3	0	0	0
Hearing: Basic Hearing Screening I	6	1	1	3	0	1	1
Hearing: Communication options for children who are deaf or hearing impaired	13	3	4	4	0	1	2
Hearing: Enriching Children's Communication Opportunities (ECCO) training for working with children who are hearing impaired	9	0	1	5	1	0	3
Hearing: Functional sign language-advanced	4	0	2	2	0	0	0
Hearing: Functional sign language for community living	3	1	1	0	0	1	1
Hearing: Functional sign language – intro	19	0	9	6	1	2	4

Topic	Over- all 357	EI RC 37	EI SP 95	S 140	DDSD 24	Parent 26	Other 73
Infant / toddler social emotional development assessment	26	7	15	2	0	1	5
Integrated services across school environments	31	2	1	22	2	3	6
Learner focused intervention (adult learning styles)	17	7	2	4	2	2	4
Movement facilitation & intervention	25	0	15	6	1	0	4
Parent-child attachment	15	7	3	3	0	0	2
Parent-child interaction	20	8	6	1	0	3	4
Person-centered planning (mapping)	7	2	1	1	1	2	1
Positioning Strategies for Caregivers: Taking Care of Yourself	8	2	2	1	1	2	1
Program planning for children in preschool environments	18	1	1	7	1	0	11
Relationship based intervention	13	4	4	1	0	2	4
Self-directed services	7	2	1	0	3	2	0
Sensory processing	77	3	21	40	5	6	12
Stress reduction techniques for families	38	12	9	7	2	7	6
Typical & atypical development across developmental domains	24	5	5	11	1	0	6
Vision: active learning for children with visual impairments	16	0	5	5	1	0	6
Vision: screening infants and young children	7	1	2	3	0	0	1
Vision: Visually Impaired Inservice of America (VIISA) training for working with infants & toddlers	5	0	2	1	0	1	1
Vision: Visually Impaired Inservice of America (VIISA) training for working with preschool & children	12	0	0	11	0	0	1
Vocational placements for people with disabilities	27	2	0	18	2	5	9
Working with children with severe & multiple disabilities	66	6	12	34	7	6	14
Area: Medical Issues							
Early Brain Development	63	9	21	21	4	3	17
Common syndromes & conditions overview	82	14	19	35	7	8	20
Early oral/dental health	8	2	1	2	0	1	3
Feeding: Transitioning from gastrostomy to oral feedings	32	2	11	14	5	4	4
Medical terminology: Understanding & explaining	32	7	9	8	3	5	4

Topic	Over- all 357	EI RC 37	EI SP 95	S 140	DDSD 24	Parent 26	Other 73
Prematurity: Guided observations in a neonatal intensive care unit	6	3	4	0	0	0	1
Prematurity: Integrating neurobehavioral concepts into EI evaluations & assessments	20	2	12	4	1	0	3
Prematurity: Intro to reading infant behavioral cues	18	3	8	3	1	2	4
Prematurity: Medical issues in the neonatal intensive care unit	13	5	10	1	0	2	0
Prenatal exposure to chemicals & infectious diseases	29	9	13	4	1	3	3
Seizure disorders	64	8	15	29	7	7	14
Vision: Cortical visual impairments	33	4	11	12	5	2	5
Area: Transitions							
Transitioning from hospital to home/IFSP development	23	9	10	2	1	1	3
Transitioning from SoonerStart to Part B services/IEP development	69	15	10	33	3	3	15
Transitioning from school services	51	0	1	34	8	7	13
Area: Assistive Technology							
Assessing the need for assistive technology	41	6	7	21	1	3	14
Augmentative communication - assessment & intervention	33	2	7	19	1	4	6
Beyond toys & switches	43	2	15	23	1	3	7
Computer access - assessment & introduction	23	1	6	12	3	3	6
Funding for assistive technology	37	4	3	18	3	2	11
How to make adaptive toys & switches	31	2	10	14	3	3	6
Picture exchange communication system - intro Picture exchange communication system - follow-up	41	2	8	22	3	4	11
Promoting functional use of AT	31	2	5	22	3	2	6
Seating & positioning: basic	13	1	5	4	2	3	2
Seating & positioning: intensive	19	2	7	6	4	3	4
Splinting: lower extremity: advanced	6	1	3	0	2	1	2
Splinting: lower extremity: basic	2	1	1	1	0	0	0
Splinting: upper extremity: advanced	8	1	3	1	3	1	3
Splinting: upper extremity: basic	5	1	2	2	0	0	1
Use of AT to support literacy development	38	3	6	24	3	4	9

Topic	Over- all 357	EI RC 37	EI SP 95	S 140	DDSD 24	Parent 26	Other 73
Area: Professional Issues							
Advocacy & caregiver organizations	28	9	4	4	6	5	5
Awareness of Meth Labs	19	10	3	4	1	1	2
Basic Spanish	33	5	13	12	3	4	4
Building blocks to success: Helping families create their own resources	27	9	3	5	5	6	6
Clinical instructors for SoonerStart: What is involved?	8	3	3	1	1	0	1
Conflict resolution in a win-win way	20	2	5	4	4	2	7
Culturally competent practice	13	4	5	1	1	0	4
Empowering families	36	13	8	6	1	4	8
Ethics	16	2	1	5	3	1	7
Grandparents raising grandchildren	20	6	8	3	1	2	5
Grant-writing and identifying alternative funding for school needs	51	2	5	30	4	4	14
How to write an effective IEP	51	2	5	34	3	5	10
Identifying and reporting suspected child abuse / neglect	18	5	3	6	2	2	5
Individuals with Disabilities Education Improvement Act 2004 including compliance and changes	29	9	1	13	3	4	5
Interdisciplinary teaming & decision-making	13	4	2	4	2	1	2
Interpreters: roles and collaboration	8	4	2	1	0	0	1
Mental Health: Infant, toddler, early childhood	35	9	8	8	6	5	11
Parent's rights under the Individual's with Disabilities Education Improvement Act 2004: Early childhood and school aged children	20	11	3	2	1	3	2
Personal safety in home visitation	12	5	2	1	1	1	3
Poverty & its effect on the family	23	6	5	7	2	1	5
Reflective practice / reflective supervision	12	3	4	1	1	1	3
Responding to domestic violence	9	4	3	1	0	2	1
Services under the Individual's with Disabilities Education Improvement Act 2004 vs. a 504 plan	28	6	2	12	1	2	8
Supporting families who have experienced loss	26	6	8	6	4	3	7
Teaming in the public schools	30	4	0	18	2	5	7

Topic	Over- all 357	EI RC 37	EI SP 95	S 140	DDSD 24	Parent 26	Other 73
The impact of mental health issues on the parent child relationship & child development	35	7	8	7	7	4	11
Working with families in a time of crisis	44	15	11	8	4	3	9

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. This year the survey was included in the larger STARS survey to reduce duplication.

Roles:

	All Respondents	Regional/Resource Coord.	Service Provider (HD & Contract)
Lead clinician	12	1	11
Regional early intervention coordinator	7	6	1
Resource coordinator	25	25	0
Service provider (health department)	59	1	58
Service provider (contractor)	17	0	13
Technical supervisor	7	0	7
Other (please specify)	19	0	3

Years with SoonerStart:

	All Respondents	Regional/Resource Coord.	Service Provider (HD & Contract)
Less than 1 year	15	3	10
1 - 2 years	25	5	19
3 - 5 years	23	11	11
6 - 9 years	21	6	14
10+ years	49	8	39

Regional / Satellite Offices

	All Respondents	Regional/Resource Coord.	Service Provider (HD & Contract)
Region I (Clinton, Woodward, Guymon)	4	3	0
Region II (Kingfisher, Stillwater, Guthrie, El Reno, Chandler)	15	3	11
Region III (Lawton, Altus, Chickasha)	7	3	3
Region IV (Ada, Ardmore, Durant)	10	0	8

Region V (Norman, Shawnee)	12	4	7
Region VI (Oklahoma City)	25	5	18
Region VII (Tulsa)	35	11	22
Region VIII (Tahlequah, Claremore, Bartlesville, Vinita)	14	4	9
Region IX (Muskogee, Okmulgee, Sapulpa)	9	1	7
Region X (McAlester, Poteau, Idabel)	4	3	0

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/Resource Coord.			Service Provider (HD & Contract)		
	Me	My Team	Total	Me	My Team	Total	Me	My Team	Total
Conflict resolution (staff related)	8	40	42	1	13	13	3	24	25
Early Learning Matters: child and family outcomes	41	39	54	8	8	10	28	25	36
Ethics	9	21	24	3	9	10	2	7	8
Evaluation	13	23	28	2	6	6	8	12	15
Family interview	9	15	19	6	4	8	1	7	7
Home visits: essential components	16	26	32	5	9	10	9	14	17
IFSP: assessment - across developmental domains and settings	26	32	41	4	14	15	18	18	22
IFSP: assessment - interview and observation	15	20	28	4	11	13	10	9	14
IFSP: assistive technology - consideration assessment and implementation	28	29	41	3	9	9	20	19	27
IFSP: determining appropriate services (who what when where frequency and intensity)	6	14	17	1	7	7	5	8	11
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	42	48	66	5	17	18	11	15	18
IFSP: facilitation of meetings	17	13	21	5	19	19	37	29	47
IFSP: making decisions with families	17	17	25	2	4	4	15	8	16
IFSP: review and modification	19	22	29	13	10	18	3	6	6
Medicaid billing and documentation (RC)	9	9	13	12	14	18	7	8	11
Medicaid billing and documentation (provider)	14	9	18	6	6	8	3	3	5
Multidisciplinary staffing	22	15	28	11	5	13	2	2	3

	All Respondents			Regional/Resource Coord.			Service Provider (HD & Contract)		
	Me	My Team	Total	Me	My Team	Total	Me	My Team	Total
Parent organizations	15	19	22	8	7	14	10	4	11
Personnel development: recruitment and retention	20	15	29	2	4	4	9	11	17
Personnel development: supporting individual and team knowledge and practice	12	13	17	7	6	9	6	7	8
Personnel development: supporting students in SoonerStart	8	8	11	2	1	2	6	6	8
Procedural safeguards (parent rights caregiver concerns formal complaints mediation due process)	11	7	13	3	3	4	6	4	7
Public awareness / central directory	11	18	21	5	10	11	5	7	8
Referral	4	4	7	2	1	3	1	3	3
Reflective practice	8	5	12	5	3	8	3	0	3
Reporting suspected child abuse or neglect	2	3	4	1	0	1	0	1	1
Safety issues	10	11	14	3	3	4	7	8	9
Social emotional development	12	13	17	4	6	8	8	7	10
SoonerStart core values and beliefs: culturally competent family centered care (relationship building with families)	8	8	11	3	7	9	6	11	12
SoonerStart core values and beliefs: evidence based practices	11	7	13	2	3	4	9	4	10
SoonerStart core values and beliefs: learner focused intervention	11	18	21	2	4	5	3	8	9
SoonerStart core values and beliefs: meaningful participation in natural life contexts	4	4	7	2	1	2	6	7	8
SoonerStart mission statement (what is it what does it mean)	8	5	12	1	1	1	6	5	7
SoonerStart organizational structure	2	3	4	4	5	6	4	5	6
State legislation / history of SoonerStart	10	11	14	2	3	4	3	2	4
Team member roles indicators competencies (what are they)	15	16	21	2	2	3	0	1	1
Team member roles: Interpreters	12	20	24	1	2	2	3	2	5
Team member roles: SoonerStart regional consultants (vision hearing nutrition social work)	12	13	17	3	7	8	3	6	6
Teaming models (multidisciplinary interdisciplinary transdisciplinary etc.)	8	8	11	2	5	6	2	4	4
The IDEA 2004 (special education law)	11	7	13	1	2	2	4	3	4
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)	11	18	21	1	1	1	2	2	3

	All Respondents			Regional/Resource Coord.			Service Provider (HD & Contract)		
	Me	My Team	Total	Me	My Team	Total	Me	My Team	Total
Transition at age 3 to school services and other community services: Part B of the IDEA (law)	14	10	20	5	2	6	1	1	2
Transition at age 3 to school services and other community services: team member roles	6	1	7	3	2	4	0	1	1
Typical child development	7	6	11	8	3	9	7	5	9

Additional Information and Questions

For additional information and questions, please contact Audra Haney by telephone at (405) 271-2131, extension 47119 or by email at audra-haney@ouhsc.edu. The 2008 STARS Course Evaluations and Annual Report can be accessed on the STARS website: www.ah.ouhsc.edu/tolbert.