
STARS

Statewide Training and Regional Support

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

2005 STARS Activities and Course Evaluations

June, 2005



*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*

Assessment for Program Planning / Development of the IFSP Training

Cynthia Bernardi-Venzuela, BSW, MHR, Early Intervention Administrator
Oklahoma State Department of Education

Vicki Borycki, OTR/L, Program Consultant
Oklahoma State Department of Health

Lynn Jeffries, PT, PhD, Technical Consultant
University of Oklahoma Health Sciences Center, Tolbert Center for Developmental Disabilities

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

Amy Wells-Norman, MSW, Program Consultant
Oklahoma State Department of Health

A training mandatory for all SoonerStart employees that included the distribution of a technical assistance document outlining the requirements and instructions for assessment and IFSP development. The revised process will help assessment and IFSP teams to develop individualized plans in collaboration with families to support their participation in family and community life, as well as provides a structure in meeting the requirements of the Individuals with Disabilities Education Act:

1. to assist the family in identifying the child's unique strengths and needs and the services appropriate to meet those needs, and
2. the resources, priorities and concerns of the family and the supports and services necessary to enhance the family's capacity to meet the developmental needs of their infant or toddler with a disability (34 CFR 303.322)

| Dates | Location | Teams Attended | Number of Staff* |
|----------------|-----------|---|------------------|
| March 10, 2005 | Tulsa | Tulsa County | 57 |
| March 22, 2005 | Norman | Norman, Shawnee, Lawton, Chickasha, and Altus | 60 |
| March 31, 2005 | Muskogee | Muskogee, Okmulgee, Sapulpa, Tahlequah, Claremore, Bartlesville, and Poteau | 55 |
| April 4, 2005 | Enid | Enid, Kingfisher, El Reno, Stillwater, Clinton, Woodward, and Guymon | 37 |
| April 15, 2005 | Norman | Oklahoma County | 79 |
| April 22, 2005 | McAlester | McAlester, Durant, Hugo, Idabel, Ada, and Ardmore | 25 |

* Local SoonerStart contract providers were present at each of the trainings.

Supporting Children with Challenging Behaviors and Their Families

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

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

Beth DeGrace, PhD, OTR/L, Assistant Professor

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

Julie Smith, MS, OTR/L, STARS Program Director

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

Tessa Stinnett, MA, CCC-SLP, ATP

University of Oklahoma Health Sciences Center, Oklahoma Assistive Technology Center

Invited Presenters:

Pamelazita Buschbacker, Ed.D, CCC-SLP, Assistant Professor in Research

University of South Florida, Department of Child and Family Studies

Doug Scambler, PhD, Assistant Professor

Oklahoma State University, Department of Psychology

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.

Portfolio Requirements:

The training is competency based and includes the completion of a portfolio. The purpose of the portfolio is to capture the depth, breadth and growth of knowledge and skills as participants progress through the Level II training. As individualized measures, the portfolio will vary from provider to provider and will include the following:

Pre Assessment:

- Completed Pre-Training Self Assessment of Critical Skills

Statement of Commitment Form:

- Original State of Commitment Form signed and submitted within 1 week of beginning the training. Maintain a copy for your records.

Competency Support Plans:

- Plan developed with the lead clinician to identify a family who has a child demonstrating challenging behaviors and submitted to the instructors.
 - Share the plan with your technical supervisor.
- Plan developed with the lead clinician to spend, at minimum, three hours per week over the next 6 months for completing the requirements for competency in the Level II training and submitted to the instructors.
 - Share the plan with your technical supervisor.

Process of Positive Behavior Support:

- Outcomes worksheet and assessment completed by the family and submitted to instructors (part of the functional assessment interview).
 - Meaningful outcomes worksheet
 - Prioritized and rated family outcomes
- Functional assessment interview form completed and submitted to instructors.
- Data collection sheets created by the provider and used to determine the function of the behavior.
 - Provide both blank and completed sheet.
- Written behavior support plan, submitted to the instructors, which addresses:
 - Behavior hypotheses based on functional assessment
 - Prevention strategies
 - Replacement skills
 - Responses that adults will provide when the problem behavior occurs
 - Plans for evaluation and monitoring outcomes for initial, transition, and sustaining phases
 - Family signature documenting involvement

Post Assessment Forms:

- Completed Evidence of Critical Skills
- Completed Family Assessment of Provider Skills
- Completed Post Training Self Assessment of Critical Skills

Screening:

- Attend CHAT training.
- Completed screening requirements:
 - Completed CHAT forms and video of a child you suspect has Autism.
 - Completed CHAT forms and video of a child you do not suspect has Autism.
 - Send completed CHAT forms and video to Doug Scambler, PhD 2 weeks prior to the 2nd CHAT training.

Evidence and support: Copies of de-identified progress notes.

- Examples of supports created (description, pictures, video or photocopy).
- Brief story of the child and family (1-2 pages single spaced) to include
 - History
 - The family's reported concerns and desired outcomes
 - Description of the first video scenario
 - Description of positive behavior support process
 - Description of the second video scenario

Sharing your knowledge:

- Team support plan developed with the lead clinician and reviewed by the technical supervisor.
- Community awareness project
 - Share information with a childcare facility, agency, or pediatrician.

Assessment of Competency

Providers must satisfactorily complete the portfolio and engage in all trainings to receive a certificate of completion for the Level II STARS Training in Challenging Behavior. A portfolio will be considered to be satisfactory if it is accurate and includes all the components outlined in the above list.

| Participants who have met competency requirements | SoonerStart Region | Number of Hours Completed |
|---|--------------------|---------------------------|
| Amy Doan, MEd, CCC-SLP | 4 | 48.5 |
| Sandy Holmes, CCC-SLP | 9 | 42.0 |
| Brooke Jones, OTR/L | 6 | 48.5 |
| Krysten Nida, CDS | 7 | 48.5 |
| Jenny Rock, MSW | 8, 10 | 53.0 |
| Jamie Shackelford, MOT, OTR/L | 2 | 48.5 |
| Kathryn Westin, MEd, CDS | 2 | 48.5 |

Training Schedule:

Part One: January 7, 2004: A one day, 6 hour training. Covered methodologies commonly used when working with children with autism, reviewed the positive behavior support process, functional assessment, and sensory processing as it relates to challenging behavior. Introduced participants to Level II portfolio requirements including family outcomes, functional assessment interview, data collection sheets, behavior support plan, plans for evaluating and monitoring outcomes, copies of de-identified progress notes, examples of supports created, and a brief story of the child and family. Participants were instructed in the assignments to be completed before part two, which included completing the functional behavior assessment, beginning data collection, and videotaping the child.

Part Two: January 21 & 22, 2004: A two day, 6 hour per day training. Participants brought their videotapes and completed functional assessments. Each was reviewed collaboratively. The participants developed a hypothesis statement regarding the function of the behavior and worked as a group to develop a behavior support plan. Reviewed the Infant/Toddler Sensory Profile, including how to administer and score the instrument. Participants were instructed to implement the behavior support plan and access technical assistance through on-site consultation when needed, WebCT, or phone calls.

Part Three: March 9, 2004: A one day, 6 hour training. Reviewed current progress with implementation of behavior support plans. Other activities included group problem solving, discussing successes, and discussing the parent workbook used for coaching the family (helping them understand behavior, knowing the meaning of behaviors, how to prevent/replace behaviors, and determine needed skills for participation in real life activities). Participants were required to complete a self assessment of the process and submit portions of their portfolio.

Part Four: June 16 & 17, 2004: Two day, 6 hour training. Pamelazita Buschbacher, consultant from the University of South Florida conducted the first day and a half of the training to include implementing the positive behavior support process with a variety of families and individualizing and simplifying the data collection process. Doug Scambler, PhD from Oklahoma State University discussed screening and early identification of autism and taught providers how to use the Checklist for Autism in Toddlers (CHAT).

Part Five: January 5, 2005 and February 25, 2005: A two day, 11 hour training. Doug Scambler, PhD from Oklahoma State University discussed screening, reviewed videotapes of participants administering the screening with children with suspected Autism and children developing typically, discussed strategies for talking with families about screening and Autism, and provided intervention strategies. Participants received certificates of competency.

Ages and Stages Questionnaires: ASQ and ASQ-SE Screening

Sherre Davidson, Child Development Specialist
Oklahoma State Department of Health

Kim Huffman, MS, Child Development Specialist
Oklahoma State Department of Health

A training mandatory for all SoonerStart Regional Coordinators and Resource Coordinators across the state that included the distribution of the Procedures for the Ages and Stages Questionnaires (ASQ) and the Ages and Stages Questionnaires: Social Emotional (ASQ: SE). The training included the steps and decisions involved in implementing the ASQ and ASQ: SE system during the Family Interview in a home visit format. Procedures outlined in the training are from:

- **The ASQ User's Guide** for the *Ages and Stages Questionnaire: A Parent Completed, Child-Monitoring System*
- **The ASQ: SE User's Guide** for the *Ages and Stages Questionnaires: Social Emotional, a Parent-Completed Child-Monitoring System for Social-Emotional Behaviors*.

SoonerStart will use the ASQ screening measure to provide information on a child's overall development including communication, motor, problem-solving, and adaptive behaviors in conjunction with the ASQ: SE.

The ASQ: SE was developed to complement the ASQ and provides information specifically addressing the social and emotional behavior of children. Each questionnaire addresses seven crucial behavioral areas: self-regulation, compliance, communication, adaptive functioning, autonomy, affect, and interaction with people.

February 11, 2005
Audience: EI (REIC, RC)

OKC

9:30am-3:00pm

2005 STARS Course Evaluations

Participants were asked to assign a number value to each item in the following table or N/A if not applicable. The ratings shown are averages.

Excellent – 5 Very Good – 4 Average – 3 Needs Improvement – 2 Poor – 1

Participants were also provided an opportunity to describe the most valuable and least valuable parts of the course, as well as any specific recommendations for improvement. Their comments follow under the ratings for each workshop.

How to Support Motor Development

Lynn Jeffries, PT, PhD, PCS, Clinical Assistant Professor, Dept of Rehabilitation Sciences, OUHSC

This course is a practical “how-to” workshop providing participants with strategies to support the motor development in children participating in early intervention programs.

August 13, 2004 El Reno 9:00 -4:00 (SMD)

Maximum number of participants: 30

Audience: EI, (not for occupational therapists or physical therapists)

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 | 4.7 | 3.1 | 4.3 | 4.6 | Yes |
| Health Dept –Guidance..... | | | | | | | | |
| Local School Personnel | | | | | | | | |
| Local School – Preschool | | | | | | | | |
| SoonerStart REIC / RC | 2 | | | | | | | |
| SoonerStart Service Provider . | 16 | | | | | | | |
| SoonerStart Contract | 1 | | | | | | | |
| Parent | | | | | | | | |
| Other | 2 | | | | | | | |
| TOTAL | 21 | | | | | | | |

- Becoming aware of the different muscles being used to perform an action was good
- Learning how to assist with motor milestones hands on
- The demonstrations were valuable
- Ideas to assist in motor development were practical & idea I will be able to use. All important
- Floor demonstrations & using the dolls, going through movements myself, handouts all were good.
- Learned a lot of new things.
- All new EI providers should have these training

Cultural Competence and Family-Professional Partnerships
Thubi H.A. Kolobe, PT, PhD, Associate Professor, University of Oklahoma Health Sciences Center
OUHSC

This course will focus on the concept of early intervention as a cross-cultural encounter and provide an overview of frameworks and strategies that can be used to develop family-professional partnerships that complement children’s culturally structured environments.

August 23, 2004 OKC 9:00-4:00 (CD)
 Maximum number of participants: 50
 Audience: EI, DDSD
 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 | 4.3 | 4.4 | 4.5 | 3.3 | 4 | 4.4 | Yes |
| Health Dept –Guidance..... | 2 | | | | | | | |
| Local School Personnel | | | | | | | | |
| Local School – Preschool | | | | | | | | |
| SoonerStart REIC / RC | 5 | | | | | | | |
| SoonerStart Service Provider . | 26 | | | | | | | |
| SoonerStart Contract | 4 | | | | | | | |
| Parent | 2 | | | | | | | |
| Other | 1 | | | | | | | |
| Oklahoma Health Care Auth | 1 | | | | | | | |
| TOTAL | 41 | | | | | | | |

- New ideas of information to obtain was good
- Practical information. Would encourage all EI staff to attend. This could be at least a 2-day course
- The open discussions – video case discussions were good. Recommend more time offer more extensive courses
- Should be a 2-day course – lots of information
- Video clips: the lecture overall was very informative & pertinent to early intervention. I would love to see additional “sub-courses” that look at discipline, child rearing, feeding routines etc. in more detail.
- Look forward to second half
- The info was meaningful. I have been to several cultural diversity workshops, this is the first one that was meaningful to me both professionally & personally. I wish all agencies could have the opportunity to hear Dr. Kolobe speak.
- Everything was excellent – speaker was excellent. Recommend you offer a part 2 or 3 etc w/competence training.
- Definitely thought provoking & personally challenging

Age Appropriate Functional Intervention in School Services

Sandra H. Arnold, PT, PhD, Clinical Assistant Professor, Dept of Rehabilitation Sciences, OUHSC

This workshop will explore the types of interventions used by therapists in the public schools. An interactive discussion among the instructor and participants will clarify the how and why of intervention selection, administration, and evaluation of effectiveness. Participants will be asked to share intervention strategies during the workshop

September 17, 2004 Norman 9:00 – 4:00 (AAIS)
Maximum number of participants: 40
Audience: 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 | 1 | 4.3 | 4.6 | 3.3 | 3 | 3.7 | 4.3 | Yes |
| Health Dept –Guidance..... | | | | | | | | |
| Local School Personnel | 16 | | | | | | | |
| Local School – Preschool | 2 | | | | | | | |
| Contract to Schools | 2 | | | | | | | |
| SoonerStart REIC / RC | | | | | | | | |
| SoonerStart Service Provider . | | | | | | | | |
| SoonerStart Contract | | | | | | | | |
| Parent | | | | | | | | |
| Other | | | | | | | | |
| TOTAL | 21 | | | | | | | |

- References – including internet info. Interaction between participants was good.
- Communication & Exchange of ideas; looking at & expecting functions in the school setting was all good
- Very practical info for schools and many problems/situations we are encountering.
- The resources presented & the interaction with colleagues, hearing other people dealing with the same issues jam.
- Information on recent research which disproved what I was taught in college was valuable.

Transdisciplinary Teaming and Service Approach

Lynn Jeffries, PT, PhD, PCS Clinical Therapist, Department of Rehabilitation Science, OUHSC

Julie Smith, MS, OTR/L, Clinical Occupational Therapist, Department of Rehabilitation Science, OUHSC

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 24, 2004 Tulsa 9:00 – 4:00 (TTS)
 Maximum number of participants: 100
 Audience: EI, PS, School, DDSD
 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 | 3.9 | 3.6 | 4 | 3.2 | 3.7 | 3.8 | yes |
| Health Dept –Guidance..... | | | | | | | | |
| Local School Personnel | | | | | | | | |
| Local School – Preschool | | | | | | | | |
| SoonerStart REIC / RC | 3 | | | | | | | |
| SoonerStart Service Provider . | 24 | | | | | | | |
| SoonerStart Contract | | | | | | | | |
| Parent | 1 | | | | | | | |
| Other | 1 | | | | | | | |
| TOTAL | 38 | | | | | | | |

- The handouts that can be shared with the rest of the team as a team training were valuable.
- Differences in different teaming approaches was most valuable.
- Very helpful to me as a technical supervisor to help validate the concerns I have with some clinicians and or teams
- Reviewing what effective teaming involves was good.
- Beginning with lots of group interaction was good.
- Understanding the different team approaches. It was all valuable, Course is well presented

Interdisciplinary Teaming – What’s the Point?

Vyonda Martin, Community Education Director, Center for Learning & Leadership, Oklahoma’s University Center for Excellence in Developmental Disabilities (UCEDD), College of Medicine, OUHSC

What’s the Point? That question should be the driving force behind all team planning processes. What’s the point of this meeting? What’s the point of this assessment? What’s the point of these goals, objectives, and activities? This workshop will approach interdisciplinary teaming from that perspective. What’s the point of this team? We will use case studies to apply the What’s-the Point? Approach and identify ways to work better together. We will discuss ways to improve partnerships with persons with disabilities and their families and to involve them meaningfully in the team process.

September 29, 2004 OKC 9:00-4:00 (IT)
 Maximum number of participants: 50
 Audience: PS, school, DDSD
 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 | 4.6 | 5 | 4.9 | 3.3 | 4.6 | 4.4 | yes |
| Health Dept –Guidance..... | | | | | | | | |
| Local School Personnel | | | | | | | | |
| Local School – Preschool | 1 | | | | | | | |
| SoonerStart REIC / RC | | | | | | | | |
| SoonerStart Service Provider . | | | | | | | | |
| SoonerStart Contract | 1 | | | | | | | |
| Parent | 2 | | | | | | | |
| Other | 2 | | | | | | | |
| TOTAL | 14 | | | | | | | |

- This will be great to help families! The handouts & things I can take back to my teams were wonderful.
- The different viewpoints of disciplines & family members. It helps to be reminded that there are many sides to concerns & solutions.
- Excellent & enjoyed it! A very needed workshop
- The persona explanations & connections were good. Everything was great.
- Thought it was very good. Think DDSD case managers etc. need this
- Service delivery case study were all good. All info was pertinent
- Case studies of real situations were valuable. Splitting group into diverse groups for discussion was good.

Are We Making a Difference? Determining the Effectiveness of Interventions

Maria Jones, PT, PhD, ATP, Clinical Physical Therapist, Oklahoma Assistive Technology Center
Beth DeGrace, PhD, OTR/L, Department of Rehabilitation Science, OUHSC

The purpose of this course is to discuss ways to critically evaluate the effectiveness of interventions. Case scenarios will be used to problem solve methods to determine when the interventions we are providing are making a difference in the lives of people.

October 7, 2004

OKC

9:00 – 4:00

(EPB1)

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 | 14 | 4 | 4 | 4.3 | 3.3 | 4 | 3.8 | Yes |
| Health Dept –Guidance..... | | | | | | | | |
| Local School Personnel | | | | | | | | |
| Local School – Preschool | 3 | | | | | | | |
| Contract to Schools..... | 1 | | | | | | | |
| SoonerStart REIC / RC | | | | | | | | |
| SoonerStart Service Provider . | 5 | | | | | | | |
| SoonerStart Contract | 3 | | | | | | | |
| Parent | 1 | | | | | | | |
| Other | 2 | | | | | | | |
| TOTAL | 29 | | | | | | | |

- Discussion of functional goal writing was most valuable.
- The interaction & discussion by all of the participants was good
- PowerPoint & discussion and handouts were valuable.
- Info & resources were good
- Interaction with other professionals & exchange of info/ideas was good
- Thinking out of the box was valuable
- Hearing different philosophies was good. Sometimes we do make a difference
- Great job! Changing mindset to hopefully help change others was valuable.

Supporting Children with Autism/Challenging Behaviors in Educational Settings

Beth Werner DeGrace, PhD, OTR/L, Department of Rehabilitation Sciences, OUHSC
Tessa Stinnett, MA, CCC-SLP, ATP, Clinical Therapist, Oklahoma Assistive Technology Center
Julie Smith, MS, OTR/L, Clinical Occupational Therapist, Dept of Rehabilitation Science, OUHSC
Doug Scambler, PhD, Dept of Psychology, Oklahoma State University

The purpose of this course is to introduce a framework for understanding and preventing challenging behavior which interferes with achievement in social & educational settings. Evidence related to best practice will be discussed. Participants will problem solve case scenarios to determine underlying causes to challenging behavior and create effective and efficient supports/interventions.

October 14 & 15, 2004 OKC 9:00 – 4:00 (SCA)
 Maximum number of participants: 100
 Audience: 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 | 6 | 3.9 | 4.3 | 4 | 3 | 3.7 | 3.9 | Yes |
| Health Dept –Guidance..... | 1 | | | | | | | |
| Local School Personnel | | | | | | | | |
| Local School – Preschool | 13 | | | | | | | |
| Contract to Schools..... | 4 | | | | | | | |
| SoonerStart REIC / RC | 0 | | | | | | | |
| SoonerStart Service Provider . | 7 | | | | | | | |
| SoonerStart Contract | 4 | | | | | | | |
| Parent | | | | | | | | |
| Other | 7 | | | | | | | |
| TOTAL | 42 | | | | | | | |

- Speakers were excellent
- Comprehensive, holistic nature of the presentation was good. It is practical & can be applied to systems as well as to individuals. Also, RKH resources, references, ideas was good. It was all valuable. Thank you, thank you
- It made good sense & is very user friendly. Repeat!, repeat!, repeat.....
- Examples of visual schedules, video case examples, ABC assessment protocol were good
- This was the best STARS I have attended! The info was thoroughly explained & presented in such a way that I feel like I can go back & use it with my families. Having several different speakers to present their areas of expertise was good. Handouts were great.
- The video clips & case studies were good. Loved the “disability is natural” video
- Positive behavior plan was good. Beth was great.
- Speaker interaction with audiences & willingness to answer all questions was good.
- Public school experiences & relations shared was good. The knowledge of the instructors & the handouts too.

Infant and Toddler Mental Health Issues

Karen V. Irey, PhD, LSW, Member of Oklahoma Association for Infant Mental Health

Sherry Blazi, MSW, LCSW, Clinical Social Worker, Oklahoma SoonerStart/Early Intervention

This workshop will present an understanding of infant/toddler mental health needs as well as present a range of strategies to strengthen child and parent capabilities within the context of early developing parent-child relationships. These strategies include emotional support, concrete resources, development guidance, infant-parent psychotherapy, and advocacy.

October 21, 2004 Norman 9:00-4:00 (ITMH)

Maximum number of participants: 50

Audience: EI, PS, DDS

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 | | 3.9 | 4.7 | 5.6 | 3.2 | 3.8 | 4.1 | yes |
| Health Dept –Guidance..... | 2 | | | | | | | |
| Local School Personnel | | | | | | | | |
| Local School – Preschool | | | | | | | | |
| SoonerStart REIC / RC | 11 | | | | | | | |
| SoonerStart Service Provider . | 32 | | | | | | | |
| SoonerStart Contract | 2 | | | | | | | |
| Parent | 2 | | | | | | | |
| Headstart..... | 1 | | | | | | | |
| Other | | | | | | | | |
| TOTAL | 50 | | | | | | | |

- The morning discussion on parent-child relationship, attachment & social emotional development.
- Lauri Kearn's presentation was good
- I would like to see this training expand to different levels. The next level after coming to this one would get more in-depth with strategies & scripts.
- Visuals, discussions, overviews of brain research, attachment theory, etc were good.
- Good introduction to the subject
- Recommend multi-level training in infant mental health
- One of the best, most practical STARS courses I've attended in a long time. The overall info was very user-friendly.
- Sherry Blazi & Lauri Kearns information was valuable.
- Panel discussion was valuable

Challenging Behaviors in Young Children

Sherry Blazi, MSW, LCSW Clinical Social Worker, Oklahoma SoonerStart/Early Intervention
Sherre Davidson, MS Certified Child and Planning Specialist (CCPS) Child Development Specialist,
Payne County Health Department

This workshop will provide a process whereby the clinician can assess the child's behavior as well as the needs of the parent. There will be a specific review of often mentioned "challenging behaviors" and typically helpful interventions for children aged birth to three. A second focus will address how to "present" interventions in a manner that the child and parent are most likely to benefit from information.

October 29, 2004 Tulsa 9:00 - 4:00 (CBY)
 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 | 4.4 | 4.7 | 4.4 | 3.5 | 4.3 | 4.4 | yes |
| Health Dept –Guidance..... | 1 | | | | | | | |
| Local School Personnel | | | | | | | | |
| Local School – Preschool | | | | | | | | |
| SoonerStart REIC / RC | 3 | | | | | | | |
| SoonerStart Service Provider . | 24 | | | | | | | |
| SoonerStart Contract | | | | | | | | |
| Parent | | | | | | | | |
| Other | 1 | | | | | | | |
| TOTAL | 32 | | | | | | | |

- Discussion of relationship of support. Excellent – both speakers have so much to offer
- The whole thing was valuable. We need more time. Really filled a gap in the trainings available. We all have skills on intervention strategies – but nothing on really working w/parents. Makes so much sense if we want to impact families.
- Discussion of how to assess the family situation/problem & setup intervention ideas with compassion & honesty was good.
- Recommend more time – 2 day training, needs to be part of orientation for new SoonerStart staff – everyone needs to have this!
- At last! A good practical workshop addressing issues around dealing with challenging behaviors in children & working with families.
- Examples speakers gave of actual parent/child home visits to demonstrate strategies was great. It was great!
- Good course, thanks!
- This course helped me to realize that I have a few cases that need to be reanalyzed. Handouts & personal experience was helpful.

**Communication Strategies for Children with Severe and Multiple Disabilities
in collaboration with The Oklahoma Deaf-Blind Technical Assistance Project
Phillip Schweigert, Med Sr. Instructor/Project Coordinator, Oregon Health Sciences University**

This workshop will describe the use of presymbolic behaviors and Tangible Symbol Systems for communication by children with severe and multiple disabilities settings. Case studies from 20 years of research conducted in homes and schools, will be used to illustrate these assessment, instruction, and monitoring strategies along with practical exercises to help participants apply what they are learning.

November 4-5, 2004 OKC 9:00 – 4:00 (CS)
Maximum number of participants: 150
Audience: EI, PS, School, DDSD
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 | 4.2 | 4.1 | 4.2 | 3 | 4 | 4.2 | yes |
| Health Dept –Guidance..... | | | | | | | | |
| Local School Personnel | 5 | | | | | | | |
| Local School – Preschool | 4 | | | | | | | |
| Contract to Schools..... | 3 | | | | | | | |
| SoonerStart REIC / RC | 2 | | | | | | | |
| SoonerStart Service Provider . | 40 | | | | | | | |
| SoonerStart Contract | 9 | | | | | | | |
| Parent | 3 | | | | | | | |
| Other | 4 | | | | | | | |
| TOTAL | 79 | | | | | | | |

- Speaker & videos and handouts were good
- Booklet was good
- All parts of it were helpful to me. Doing the analysis & planning of an intervention was very helpful. Thank you
- Hierarchy of preverbal to verbal communication grid & video examples were good.
- Food was good, speaker was knowledgeable.
- So far this was the best workshop because Mr. Schweigert was able to corral my attention & was animated enough to encourage learning. This was a first rate workshop by a great speaker. Good food too
- Thank you for providing this course & lunch. I will recommend STARS to other therapist/colleges.
- Case studies were good. I felt the presenter had extensive knowledge which was wonderful.
- Learned great techniques for alternative communication.
- Breaking down communicative levels has helped me problem solve “ what next?” symbol systems & how to progress
- This was the best STARS class I’ve ever attended!
- Overall this is an excellent addition to our STARS training. Instructor is knowledgeable & enjoyable with valuable information we can use.
- Presymbolic communication & the 7 levels of communication competency was good
- This was definitely personal growth. This workshop is understandably geared toward professionals, OTS, etc. I’m simply a parent raising a special needs son.
- Info presented was amazing & will help so many children & families in a developmental format that makes sense.
- Excellent.....thanks for sponsoring this! It was all valuable & useable info. It is great!
- Great presenter. Knowledge of topic, passion for topic & humor too. The heart! Thanks. Learning about the importance of watching the child, establishing a good baseline motivation for reinstatement, following.
- I especially enjoyed the fact that the instructor has first hand experience.

Early Childhood Transition and IEP Development

Julie Smith, MS, OTR/L, Clinical Occupational Therapist, Dept of Rehabilitation Science, OUHSC
Traci Castles Family Services Coordinator, OUHSC, Dept of Rehabilitation Science, OUHSC

An overview on planning and preparing for transition of children and their families from SoonerStart, as well as other children with developmental delays and disabilities from age 3 through 8. Participants will receive instruction on how to provide a smooth and effective transition for all children and their families including the development of the IEP in accordance with federal and state requirements under the Individuals with Disabilities Education Act (IDEA).

November 18-19, 2004 Distance Learning 9:00-4:00 (ECT2)

Maximum number of participants: 50

Audience: EI, PS, School

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 | | 4.3 | 3.5 | 4.3 | 2.4 | 3.6 | 4.2 | Yes |
| Health Dept –Guidance..... | | | | | | | | |
| Local School Personnel | 3 | | | | | | | |
| Local School Special Ed..... | 1 | | | | | | | |
| Local School – Preschool | 3 | | | | | | | |
| SoonerStart REIC / RC | 3 | | | | | | | |
| SoonerStart Service Provider . | 5 | | | | | | | |
| SoonerStart Contract | | | | | | | | |
| Parent | 2 | | | | | | | |
| Other | 3 | | | | | | | |
| TOTAL | 20 | | | | | | | |
| | | | | | | | | |

- Everything was beneficial. I was unfamiliar w/policies & procedures of transition stage. Very helpful in explaining the process
- I think it was helpful to have the person represented from the State Dept of Ed to answer questions.
- Having small groups of teachers, SoonerStart, parents community programs all giving their input. All good info.
- Tracy is an excellent presenter
- Lengthy discussion of transition issues were good
- Learning more about SoonerStart & how we, at the school can work w/them to make transition easier for the child & their family. Also the importance of family's involvement in writing IEP.
- The procedures & timelines were good.
- Lots of good information
- Thank you, thank you. Everything was good, Just being informed about what to expect as a parent.
- Materials available & case discussions were good
- Great detail loved it. It was all valuable.

Vision Screening
Earlene Mason, MS Western Oklahoma Vision Consultant

Administration and Interpretation of the SoonerStart vision screening form

November 1, 2004 Norman 9:00 -4:00 (VSI)

Maximum number of participants: 25

Audience: 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 | | 4.7 | 4.6 | 4.8 | 2.3 | 4.2 | 4.2 | yes |
| Health Dept –Guidance..... | | | | | | | | |
| Local School Personnel | 1 | | | | | | | |
| Local School – Preschool | | | | | | | | |
| Headstart | 1 | | | | | | | |
| SoonerStart REIC / RC | 1 | | | | | | | |
| SoonerStart Service Provider . | 11 | | | | | | | |
| SoonerStart Contract | | | | | | | | |
| Parent | | | | | | | | |
| Other | | | | | | | | |
| TOTAL | 16 | | | | | | | |

- How to do vision screening was valuable
- Review of most common vision conditions, their etiology & treatment. All was valuable. It was excellent. Don't change it
- Bring able to see demonstrations of the vision exam
- So much more to learn

Seizure Disorders, Recognition of General Health Issues, and Managing Health Related Equipment

Pam Clark, RN State Nursing Director, DDSD/DHS

This course will focus on identifying symptoms, causes, recommended interventions and care for persons with seizures. Discussion will also include general health issues and how to manage them including a basic look at equipment and tools such as functions of a trachostomy and gastrostomy tube. This course will be informative for family members, professionals and direct caregivers who care for individuals with a seizure disorder or have health issues that involve some of these medical equipment needs.

November 12, 2004 Shawnee 9:00 – 4:00 (SD)

Maximum number of participants: 30

Audience: EI, PS, School, DDSD

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 | 3.9 | 4.3 | 4 | 3 | 3.7 | 3.9 | yes |
| Health Dept –Guidance..... | | | | | | | | |
| Local School Personnel | 4 | | | | | | | |
| Local School – Preschool | | | | | | | | |
| SoonerStart REIC / RC | | | | | | | | |
| SoonerStart Service Provider . | 6 | | | | | | | |
| SoonerStart Contract | 2 | | | | | | | |
| Parent | | | | | | | | |
| Other | 2 | | | | | | | |
| TOTAL | 17 | | | | | | | |

- Information was good
- Video w/examples of various seizures list of current medications
- Very good written information
- Very informative, liked the film examples
- Real life experiences from a family was valuable
- The info presented was excellent. It was great to hear a family perspective, which everyone can benefit from a regular basis to remind all of us to be more sensitive to those we work with & always consider the individual & family. Tracing behavior to areas of the brain during a seizure, was excellent, & very helpful. Great examples really helped with understanding
- My knowledge of seizure disorders was negligible prior to the workshop. The strategies to deal w/ seizure disorders was very good. All was valuable.

We Do Best What We Like to do, Planning from Ability and Preference Index
Jan Moss, Director Community Leadership Solutions, College of Medicine, OUHSC

The ability to self-determine is directly related to choice-making ability and reliability! The Personal Preference Indicator's: individualized, person centered planning made possible by a person/professional friendly tool. How to obtain a baseline of "preferences" from which person specific goals, objectives and activities can be designed. Choice making opportunities can be identified and choice making reliability can be tracked over time using the "Indicator" document.

December 6, 2004 OKC 9:00-4:00 (FAP)
Maximum number of participants: 100
Audience: PS, School, DDS
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 | 3.8 | 4 | 4 | 3 | 4.1 | 3.9 | Yes |
| Health Dept –Guidance..... | 1 | | | | | | | |
| Local School Personnel | 1 | | | | | | | |
| Local School – Preschool | 3 | | | | | | | |
| SoonerStart REIC / RC | | | | | | | | |
| SoonerStart Service Provider . | 3 | | | | | | | |
| SoonerStart Contract | 7 | | | | | | | |
| Parent | | | | | | | | |
| Other | 2 | | | | | | | |
| TOTAL | 32 | | | | | | | |

- Very refreshing speakers
- Relearning to let failure to occur was good
- Personal preference indicators were good
- The idea of applying client participation to a goal & objective was good
- Self-determination handouts were most valuable
- Child preference indicators were good
- Discussion about IEP research & discussion of power point handout was good
- Awareness of state laws & the importance of client participation
- Learning how to approach people about preferences, especially people w/ significant disabilities.

Developing Individualized Educational Programs
Claudia Beckner, Technical Assistance Coordinator, Oklahoma Technical Assistance Services,
Southwest Regional office

This workshop will focus on an overview of the IEP from the perspective of IDEA requirements and compliance with regulations. Beginning with how to write effective present levels of performance, the workshop will walk you through the IEP, and include information on writing measurable goals, objectives and benchmarks.

February 4, 2005 OKC 9:00 – 4:00 (IEPD)
 Maximum number of participants: 25
 Audience: PS, EI, DDS, 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 | 5 | 3.9 | 4.4 | 4.3 | 3 | 4.1 | 4 | Yes |
| Health Dept –Guidance..... | | | | | | | | |
| Local School Personnel | 11 | | | | | | | |
| Local School – Preschool | 1 | | | | | | | |
| Contract to Schools | 2 | | | | | | | |
| SoonerStart REIC / RC | 2 | | | | | | | |
| SoonerStart Service Provider . | 2 | | | | | | | |
| SoonerStart Contract | 1 | | | | | | | |
| Parent | 1 | | | | | | | |
| Other | 3 | | | | | | | |
| TOTAL | 28 | | | | | | | |

- Great handouts.
- Needs to be 2 day workshop – so much to be covered
- Claudia is very informative & open to questions. This is a great workshop.
- Walking through actual IEP document was valuable.

Sandy Garrett
 State Superintendent of Public Instruction
 Oklahoma State Department of Education
Oklahoma State Improvement Grant



Training/Activity Evaluation Form

Type of Training/Activity: Developing IEPs – STARS – Session #52 Date: 02/04/2005
 Presenter: Claudia Beckner, Oklahoma Technical Assistance Services, Southwest Regional Office
 Location of Training: Francis Tuttle Technology Center, OKC
 Participant's Position: _____
 No. of Years in Education: _____

For items 1 – 5, please check (✓) one number following each statement which best describes your feelings concerning the training/activity:

| | Av. | Low | 1 | 2 | 3 | 4 | High | 5 |
|---|-----|-----|-----|-----|-----|-----|------|-----|
| 1. Rate your knowledge of the content of the training/activity prior to participating | 2.6 | () | () | () | () | () | () | () |
| 2. Overall rating of this training/activity | 4.3 | () | () | () | () | () | () | () |
| 3. The objective of this training/activity have been accomplished ... | 4.1 | () | () | () | () | () | () | () |
| 4. The methods of presenting information were | 4.5 | () | () | () | () | () | () | () |
| 5. Rate your knowledge of the content of the training/activity at the conclusion | 3.8 | () | () | () | () | () | () | () |

For items 6-7, please circle your response:

6. I feel I can use the information presented in my work. Yes - **24** No
7. I would like more information on the topic(s) presented. Yes - **19** No - **3**

8. What features of this training/activity were most helpful to you? See attached addendum.

9. How could this training/activity have been more helpful to you? See addendum.

10. What other topics would you like to have presented in future trainings/activities? See addendum.

11. Please indicate your preference for on-going professional development related to this training activity:

- 0 None 4 Telephone Consultation 6 Resources/Reference Materials
- 1 E-Learning 5 On-site Consultation 15 Follow-up Training/Workshop
- 4 Other (please describe) _____

Additional Comments (Please continue on reverse): **See attached addendum.**

Sandy Garrett
State Superintendent of Public Instruction
Oklahoma State Department of Education

Oklahoma State Improvement Grant

Training/Activity Evaluation Form

Addendum/Summary

Title of Training/Activity: Developing IEPs – STARS - Session #52

Date: 02/04/2005

Presenter: Claudia Beckner, Oklahoma Technical Assistance Services, Southwest Regional Office

Location of Training: Francis Tuttle Technology Center, OKC **No. of Participants:** 26

Participant Comments for items 8-10 are listed below:

8. What features of the training/activity were most helpful to you?

- Handouts and activities
- Discussion of IEP parts and what to write
- Everything actually!
- The specific info.
- IEP outline – Group tasks
- Handout exercises
- Step-by-step of IEP
- All of it, the whole IEP process
- Open discussion – q & a
- Handouts and specific activities discussing IEP parts. Presentation “style” very good.
- Going over the Anywhere Schools IEP document.
- Provided a great basic foundation for understanding IEPs.
- Handouts – goals/object. Examples
- Great handouts and examples.
- Being interactive – asking questions
- Understanding the special education process and IEP team members and contribution to IEP development.
- Handouts, examples
- Actual review of IEP document and its content.
- I love the open forum for questions.
- I feel the handouts will be most helpful.
- How the IEP is produced by the service provider.

9. How could this training/activity have been more helpful to you?

- More focus on GOBs
- Maybe spread out over 2 day period.
- Handouts for examples of measurable goals.
- Two day workshop to discuss this topic. Small group (study group type) interactions for goal writing – bring in (sample) IEP for reviews (remove identifying student info.)
- 2 days
- Should be a 2 day workshop – not enough time for all of the info.
- More on goal writing
- Longer – probably 2 days.
- Needed to be 2 day training.
- 2 day training instead of one.
- More time
- More general/less specific, basic overview of IEPs and how they're structured.
- More work on goals and objectives that are measurable.
- It would be helpful to expand this to 2 days if possible.
- Specific goals and objectives, extent of progress toward achieving the annual by the end of the year.
- I am a parent that is new to this process. I don't feel qualified to make these judgments.

10. What additional information would you like to have presented in future trainings/activities?

- Spec. Ed. laws, policies and procedures review, GOBs/RED/MEPS training, 504 plan information and training.
- Goal writing, going over IDEA
- MEETS
- Interested in GOB workshop.
- This topic available to more Sp. Ed. attending – Reg. Ed. attendance & parent attendance from participants.
- GOBs
- Goals and objectives in IEPs
- GOBs
- A mock IEP meeting with all disciplines, personnel, etc. present
- Ways to link goals for speech to general curriculum. Information related to evaluations for SLPs.
- Apraxia
- Goals/objectives/benchmarks
- MEETS, RED
- IEP goal writing (actual samples) – specific cases

Additional Comments:

- Thanks
- Excellent handouts, resources – instructor very knowledgeable – would like to see IEP with child description.
- Great conference! Nice to get one answer on how to do things.

Battelle Development Inventory
Lynn Jeffries, PT, PhD, PCS,
Clinical Physical Therapist, Department of Rehabilitation Science, OUHSC

Administration, scoring and interpretation of the newly published Battelle Developmental Inventory 2.
 February 11, 2005 OKC 9:00-4:00 (BDI)
 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 | 4.5 | 4.5 | 4.3 | 2.7 | 3.8 | 4.4 | yes |
| Health Dept –Guidance..... | | | | | | | | |
| Local School Personnel | 10 | | | | | | | |
| Local School – Preschool | | | | | | | | |
| Contract to Schools | 1 | | | | | | | |
| SoonerStart REIC / RC | 8 | | | | | | | |
| SoonerStart Service Provider . | 3 | | | | | | | |
| SoonerStart Contract | | | | | | | | |
| Parent | | | | | | | | |
| Other | | | | | | | | |
| TOTAL | 25 | | | | | | | |

- The most valuable was practice scoring
- Looking at test kits & books, scoring practice was valuable.
- Very good course
- Actually seeing the kits was good
- Administration of BDI was good
- Practice review materials & hands on were good
- Great review of BDI-2.
- Practice for scoring, overview of background & data of how test is constructed, reliability, validity & test administration was good.

Basic Splinting

Lynn Jeffries, PT, PhD, PCS, Clinical Physical Therapist, Dept of Rehabilitation Science, OUHSC
Jodie Kauble, PT, MHSA, Physical Therapy Services Supervisor, SoonerStart, Creek Co Health Dept

A hands-on opportunity to develop basic skills in lower extremity splinting.

February 17-18, 2005 Tulsa 9:00 – 4:00 (BS)

Maximum number of participants: 15

Audience: EI

Level: Basic

***Course participation approved by instructor.**

| <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 | 0 | 5.0 | 5.0 | 5.0 | 2.8 | 4.2 | 5.0 | Yes |
| Health Dept –Guidance..... | | | | | | | | |
| Local School Personnel | 2 | | | | | | | |
| Local School – Preschool | | | | | | | | |
| Contract to Schools | | | | | | | | |
| SoonerStart REIC / RC | 0 | | | | | | | |
| SoonerStart Service Provider . | 6 | | | | | | | |
| SoonerStart Contract | 1 | | | | | | | |
| Parent | 0 | | | | | | | |
| Other | 0 | | | | | | | |
| TOTAL | 9 | | | | | | | |

- All valuable
- Practicing the splint was valuable.
- Hands on experience was valuable
- Recommend more videos/assessment time

Vocational Choice Making

James Martin PhD, Zarrow Endowed Professor of Special Education, 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.

February 18, 2005 Moore-Norman 9:00 – 4:00 (VCM)
 Maximum number of participants: 100
 Audience: S, 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 | 23 | 3.5 | 4.1 | 3.5 | 2.2 | 3.6 | 3.8 | yes |
| Health Dept –Guidance..... | | | | | | | | |
| Local School Personnel | 3 | | | | | | | |
| Local School – Preschool | | | | | | | | |
| Local School – Special Ed | 1 | | | | | | | |
| Local School – related svcs | | | | | | | | |
| Contract to Schools | | | | | | | | |
| SoonerStart REIC / RC | | | | | | | | |
| SoonerStart Service Provider . | | | | | | | | |
| SoonerStart Contract | 2 | | | | | | | |
| Parent | 3 | | | | | | | |
| Other | | | | | | | | |
| TOTAL | 32 | | | | | | | |

- The different assessment tools were valuable.
- Good materials to reference providers for adoption.
- It was all very informative.
- I enjoyed the "Choose & Take Action" CD and demonstration. It was all valuable, Recommend 2 day workshop instead of 1 so we could go closer and practice some of each activity.
- Videos & audiovisuals were good, provided useful tools

The Role of Augmentative Communication Strategies and Students with Autism Spectrum Disorders – In collaboration with the Oklahoma Assistive Technology Center
Christine Reeve, PhD

This presentation will focus on the characteristics of autism spectrum disorders both high functioning and more complex students, and their need for effective methods for communication. Focus will be placed on the strategies matched to characteristics as well as an emphasis on the use of receptive and expressive augmentative communication strategies for effective interactions. The latter part of the presentation will focus on the need for successful communication strategies using augmentative communication to prevent And address challenging behaviors in individuals with ASD. Reviews of the research on the use of AAC with students with autism will be presented as well as practical strategies for the use of AAC in the classroom and in students' individual behavior plans.

February 22, 2005 OKC 9:00 – 4:00 (RACC)
Maximum number of participants: 200
Audience: PS, EI, DDS, 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 | 4.1 | 4.6 | 4.1 | 3.2 | 4.0 | 4.2 | yes |
| Health Dept –Guidance..... | | | | | | | | |
| Local School Personnel | 38 | | | | | | | |
| Local School – Preschool | 4 | | | | | | | |
| Contract to Schools | | | | | | | | |
| SoonerStart REIC / RC | 1 | | | | | | | |
| SoonerStart Service Provider . | 23 | | | | | | | |
| SoonerStart Contract | 4 | | | | | | | |
| Parent | 1 | | | | | | | |
| Other | 1 | | | | | | | |
| Head start | 1 | | | | | | | |
| TOTAL | 86 | | | | | | | |

- I really enjoyed hearing all of the personal stories & applications. It was very helpful & interesting.
- Handouts..... the great practical ideas were good.
- Descriptions of autism broken down in high functioning/low functioning was good.
- The overall presentation was quite organized & had a flow. Presenter's use of her experiences mixed with facts was effective
- All was appropriate even things I had previous knowledge of. Functional activities that can be used in my work.
- Real life examples from personal experiences with your sister was good.
- Specific goals for teaching – functional communication training was good
- Presenter had many useable ideas – not a bunch of theory.
- The entire sequence of communication deliver methods based on the child ability & preference was good.
- Visuals – great overview of different approaches. Handouts were good, nice overview of all deficits.

VIISA – Infants and Toddlers

Earlene Mason, MS, TBVI, SoonerStart Vision Consultant

Lee Ann Tapscott, MS, TBVI, COMS, SoonerStart Vision Consultant

Deb Delhotel, MS, TBVI, Outreach Coordinator, Western Oklahoma School for the Blind

Carolyn Vestal, MS, TBVI, Norman Public Schools

Barbara Estes, MEd, TBVI, COMS, Jackson County Health Department

Loretta Holland, MS, CCC-SLP, Seminole County Health Department

Strategies for working with children age birth to three who are blind and visually impaired.

February 23-25, 2005

Shawnee

(VT/VT2)

April 20-22, 2005

Maximum number of participants: 20

Audience: SoonerStart EI staff and parents

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 | | 4.8 | 4.7 | 4.5 | 2.7 | 4.1 | 4.8 | yes |
| Health Dept –Guidance..... | | | | | | | | |
| Local School Personnel | 2 | | | | | | | |
| Local School – Preschool | | | | | | | | |
| Contract to Schools | | | | | | | | |
| SoonerStart REIC / RC | | | | | | | | |
| SoonerStart Service Provider . | 13 | | | | | | | |
| SoonerStart Contract | | | | | | | | |
| Parent | 1 | | | | | | | |
| Other | | | | | | | | |
| Head start | | | | | | | | |
| TOTAL | 16 | | | | | | | |

- Gaining insight into the huge issues of being without visual incidental learning.
- All good. Nothing non-essential. Spread it out a little more 3, 2day run.
- Hands on activities and seeing kids participate onsite.
- Learning about visual impairment and their effects.
- The visuals of actual vision-impaired children and videos were good.
- Learning about different impairments and samples of interventions to try.
- Fabulous – everything make & takes were good.

Transition Plans in Schools – Preparing for Community Life – In collaboration with the Oklahoma Deaf-Blind Technical Assistance Project

Jan Watts, MEd, Project Coordinator, OK Deaf-Blind Technical Assistance Project, University of Oklahoma

Lisa Lawter, PhD, Technical Assistance Specialist, Oklahoma Deaf-Blind Technical Assistance Project, University of Oklahoma

This course will provide detailed instruction on Transition Law and the implementation of a meaningful individualized Transition Plan; person Centered Planning: School Jobs, Community Based Instruction, Job Sampling, and Vocational Placements. This one day user friendly – case study based training is geared for parents, paraprofessionals, teachers and other agency providers who work with students with moderate to severe disabilities.

March 1, 2005 Norman 9:00 – 4:00 (TS)
Maximum number of participants: 100
Audience: S, DDS
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 | 3.8 | 3.9 | 3.7 | 2.7 | 3.6 | 3.6. | yes |
| Health Dept –Guidance..... | | | | | | | | |
| Local School Personnel | 13 | | | | | | | |
| Local School – Preschool | | | | | | | | |
| Contract to Schools | | | | | | | | |
| SoonerStart REIC / RC | | | | | | | | |
| SoonerStart Service Provider . | 1 | | | | | | | |
| SoonerStart Contract | | | | | | | | |
| Parent | 7 | | | | | | | |
| Other | | | | | | | | |
| Head start | | | | | | | | |
| TOTAL | 25 | | | | | | | |

- The different programs available for families with LD children were valuable
- Initial transition process was good. List of work activities
- I felt that they hit on all of my questions.
- List of activities & jobs were valuable.
- Resource guide, IEP matrix, parents/providers in audience – questions/comments were all valuable
- Handouts to take home & read were valuable.
- Parent’s side was good.

Early Childhood Transition

Traci Castles, Family Services Coordinator, OUHSC, Tolbert Center for Developmental Disabilities
Julie Smith, MS, OTR/L, Clinical Occupational Therapist & STARS Program Director, OUHSC, Tolbert Center for Developmental Disabilities

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 Act (IDEA)

March 4, 2005 Shawnee 9:00 – 4:00 (ECT)
 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 | | 4.73.8 | 4.6 | 4.5 | 3.3 | 4.4 | 4.8 | yes |
| Health Dept –Guidance..... | | | | | | | | |
| Local School Personnel | 4 | | | | | | | |
| Local School – Preschool | | | | | | | | |
| Contract to Schools | 1 | | | | | | | |
| SoonerStart REIC / RC | 11 | | | | | | | |
| SoonerStart Service Provider . | 3 | | | | | | | |
| SoonerStart Contract | 1 | | | | | | | |
| Parent | | | | | | | | |
| Other | | | | | | | | |
| Head start | | | | | | | | |
| TOTAL | 20 | | | | | | | |

- I loved the parent panel. Very informative, I learned a lot about IEP's and transition
- Listening to the parent panel was good. There really wasn't one least valuable part
- All of it was valuable. Enjoyed parent input
- Everything helped me be able to learn ways to help the parents. Great!
- Very relevant information; handouts were informative & can be used to educate other staff
- Everything helped me be able to learn ways to help the parents. Great!
- Participants were a mix of RC/providers. This was valuable.
- Hearing personal stories from parents of disabled children was good
- Real life examples/stories

Useful Spanish for the Working Adult
Barbara Culbertson, MEd
Dwight Culbertson, Culbertson Bilingual Enterprises

Practical methods such as memorization training, listening, etc that have been researched, and tested and taught to several students to date. These methods will enable the participant to start a self-motivating learning program towards comprehending and communicating with the Spanish language

March 11, 2005 OKC 9:00 – 4:00 (US)
 Maximum number of participants: 30
 Audience: EI, PS, School, DDS
 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> |
|--------------------------------|-----------|---------------------------------|--|--|---|---|--|--|
| DDS | 1 | 4.7 | 4.9 | 4.7 | 2.9 | 3.9 | 4.6 | yes |
| Health Dept –Guidance..... | 1 | | | | | | | |
| Local School Personnel | 6 | | | | | | | |
| Local School – Preschool | | | | | | | | |
| Contract to Schools | | | | | | | | |
| SoonerStart REIC / RC | 8 | | | | | | | |
| SoonerStart Service Provider . | 12 | | | | | | | |
| SoonerStart Contract | | | | | | | | |
| Parent | 2 | | | | | | | |
| Other | 1 | | | | | | | |
| Head start | 1 | | | | | | | |
| TOTAL | 32 | | | | | | | |

- Hearing & speaking was the most valuable. Offer a longer course or a second advanced course
- The info handed out in class & the style of the professor/instructor was valuable
- Recommend longer – maybe over 2 days
- I gained confidence to try to learn Spanish
- He provided confidence in your ability to learn Spanish. Recommend more time.
- Very concrete information provided. None a least valuable
- Handouts were good. This is a wonderful class
- The visual aids & practical memory tools was good. Engaging, fun speaker.
- Everything was good. Recommend more courses & longer courses
- Basic presentation was valuable. Recommend multiple dates offered annually by STARS

SIS – Supports Intensity Scale
James R. Thompson, PhD, Illinois State University

The purpose of this workshop is to familiarize session attendees with the Supports Intensity Scale (SIS), a new scale published by the American Association on Mental Retardation (AAMR). The SIS is intended to be used within a four-component support needs assessment and planning approach that includes: (a) identifying a person’s desired life experiences and goals, (b) determining an individual’s intensity of support needs across a wide range of environments and activities, (c) developing an individualized support plan and (d) monitoring outcomes and assessing the effectiveness of the plan

March 21, 2005 OKC 9:00 – 4:00 (SIS)
Maximum number of participants: 50
Audience: S, DDSD
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 | 50 | 3.7 | 3.6 | 3.6 | 2.2 | 3.5 | 3.6 | yes |
| Health Dept –Guidance..... | | | | | | | | |
| Local School Personnel | 4 | | | | | | | |
| Local School – Preschool | | | | | | | | |
| Contract to Schools | | | | | | | | |
| SoonerStart REIC / RC | | | | | | | | |
| SoonerStart Service Provider . | 1 | | | | | | | |
| SoonerStart Contract | 1 | | | | | | | |
| Parent | 2 | | | | | | | |
| Other | 2 | | | | | | | |
| Head start | | | | | | | | |
| TOTAL | 60 | | | | | | | |

- Handout/verbal explanation of process. All statistical stuff.
- Introduction to system was good.
- Explained how to use SIS form, how to score & why it is useful.
- Reviewing the SIS was good. I would like to see raters take a class on this tool before using it in an IP process
- Scoring activities were good. Recommend do more scoring.
- Completing the SIS gave me a better understanding of what it is & how to complete it.
- Actually scoring/using the tool. Enjoyed it more than any STARS
- Case study discussion was good.
- Cases & uses of aggregate date

Oklahoma Individual and Family Support – Taking Principles to Practice
Traci Castles, Family Services Coordinator, OUHSC, Tolbert Center for Developmental Disabilities
Jan Moss, Director, Community Leadership Solutions, College of Medicine, OUHSC

Participants will receive a copy of the Oklahoma Individual and Family Support Principles to Practice Indicators. The indicators were developed by families, service providers and advocates to describe actions and attitudes that promote positive communication and encourage partnerships between families and providers. We will discuss how participants can use this document and its significance in promoting best practices in family support.

March 24, 2005 OKC 9:00 – 4:00 (FSP)
 Maximum number of participants: 75
 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 | 4.6 | 4.6 | 4.6 | 3.3 | 4.5 | 4.6 | yes |
| Health Dept –Guidance..... | | | | | | | | |
| Local School Personnel | 3 | | | | | | | |
| Local School – Preschool | | | | | | | | |
| Contract to Schools | | | | | | | | |
| SoonerStart REIC / RC | 3 | | | | | | | |
| SoonerStart Service Provider . | 2 | | | | | | | |
| SoonerStart Contract | | | | | | | | |
| Parent | 1 | | | | | | | |
| Other | 3 | | | | | | | |
| Head start | 1 | | | | | | | |
| TOTAL | 21 | | | | | | | |

- Hearing personal stories from parents was good
- Real life examples & stories
- I really enjoyed the parents/family perspective, instead of the “medical” model presented in school. Everything was good & I also enjoyed the idea that the family is always the expert
- The personal stories were wonderful. You helped us to see what you were talking about. It was all so valuable.
- Resource materials were good.
- Hearing Jan & Traci’s stories helped.
- A refocusing of my philosophies
- I learned things about individuals with rituals that I can make changes to help them. Great Job!
- Principles to practice book & helpful ideas on implementing positive rituals were good.
- Examples of how you have handled difficult situations.
- Reframing my notion about rituals/behaviors.

OK Funding for AT – A Guide to Solving the Puzzle and Getting Assistive Technology in Oklahoma

Milissa Gofourth, MS, Oklahoma ABLÉ Tech

Maria Jones, PT, PhD, ATP, Clinical Physical Therapist, Oklahoma Assistive Technology Center

The training will discuss various public and private funding sources for assistive technology (AT). Information will include the focus that each program has in relation to AT, eligibility, AT devices provided, AT services provided, application and appeals process along with “pieces of the puzzle”

April 1, 2005 Shawnee 9:00 – 4:00 (ATF)
 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 | 9 | 4.6 | 4.3 | 4.5 | 2.9 | 3.9 | 4.8 | yes |
| Health Dept –Guidance..... | | | | | | | | |
| Local School Personnel | 7 | | | | | | | |
| Local School – Preschool | 1 | | | | | | | |
| Contract to Schools | | | | | | | | |
| SoonerStart REIC / RC | | | | | | | | |
| SoonerStart Service Provider . | 3 | | | | | | | |
| SoonerStart Contract | 1 | | | | | | | |
| Parent | | | | | | | | |
| Other | 1 | | | | | | | |
| Head start | 1 | | | | | | | |
| TOTAL | 23 | | | | | | | |

- Handouts and manual were good
- Discover that a device can be transferred or purchased by another agency. It was pretty organized, but maybe more time for case study
- Very good, very informative. In depth info on funding, sources in an understandable manner w/backup written info for future reference
- It was all valuable
- Reviewing all types of funding available was good.
- Resource pack for reference along w/explanation was good.
- Case studies were good
- Resource info, explanation of options for funding and resource manual were good.

Making Sense Out of Stereo Instructions

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

Angela Kelly, Oklahoma State Department of Education, Special Education Services

Parents Rights? Ever read them? Would you like to know what they really mean? This workshop will provide an in-depth look at parent's rights from Early Intervention (Part C) to Transition to Adulthood (Part B).

April 8, 2005 OKC 9:00 – 4:00 (MSS)
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 | 1 | 4.34.6 | 4.2 | 4.6 | 3.1 | 4.2 | 4.5 | yes |
| Health Dept –Guidance..... | | | | | | | | |
| Local School Personnel | | | | | | | | |
| Local School – Preschool | | | | | | | | |
| Contract to Schools | | | | | | | | |
| SoonerStart REIC / RC | 11 | | | | | | | |
| SoonerStart Service Provider . | | | | | | | | |
| SoonerStart Contract | | | | | | | | |
| Parent | 1 | | | | | | | |
| Other | 1 | | | | | | | |
| Head start | | | | | | | | |
| TOTAL | 14 | | | | | | | |

- Resource info to share w/parents & parent's rights were good
- The handouts can be shared & used with staff members & families
- Learning new resources for answers to questions - also info that can be used professionally & personally.
- Participation of special education Coordinator from OSDE. Discussion of issues was good
- Discussion w/examples of what has happened to families was good. Getting plenty of valuable resources & info to share with families. All info was valuable on some level.
- Great discussion, lots of individual questions answered. Nearly needs to be 2 days. There is so much to cover
- Discussion with examples of how rules can be met or challenged. Recommend school involvement
- Discussion back & forth was good.
- Able to obtain answers to specific questions asked

Vision Screening
Earlene Mason, MS, TBVI, Western Oklahoma Vision Consultant

Administration and interpretation of the SoonerStart vision screening form

April 11, 2005 OKC 9:00 – 4:00 (VS2)
Maximum number of participants: 25
Audience: 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 | | 4.2 | 4.7 | 4.8 | 3.3 | 4.6 | 4.4 | yes |
| Health Dept –Guidance..... | | | | | | | | |
| Local School Personnel | 2 | | | | | | | |
| Local School – Preschool | | | | | | | | |
| Contract to Schools | | | | | | | | |
| SoonerStart REIC / RC | | | | | | | | |
| SoonerStart Service Provider . | 5 | | | | | | | |
| SoonerStart Contract | | | | | | | | |
| Parent | | | | | | | | |
| Other | | | | | | | | |
| Head start | | | | | | | | |
| TOTAL | 7 | | | | | | | |

- It was all very interesting – good job. I would have liked to see more of the screening. It was really good
- Interpreting screening results were good.
- Excellent review of anatomy and common visual diagnosis.
- Handouts given were good. Hands on demo of Battelle testing & vision screening with real children with visual impairments was good
- All the eye info & going over forms was good. All was helpful. Thank you for the gift & information.

Confronting Child Maltreatment: Recognizing and Reporting Child Abuse and Neglect
Nancy Hurst, BSW, MHR, Oklahoma Dept of Human Services, Children & Family Services Division

Increasing numbers of Oklahoma children are victims of child abuse and neglect each year. As professionals involved in the lives of children and families it is our obligation to report suspected maltreatment of children to the proper authorities. It is only through consistent reporting and subsequent intervention that the rate of child abuse incidents in our state can be reduced. The purpose of this workshop is to increase awareness of the physical and behavioral signs of child abuse in order to assist those who work with children in knowing when and what to report. Mandatory reporting will be explained and participants will learn how to give thorough and detailed referrals to child welfare authorities.

April 14, 2005 Norman 9:00 – 4:00 (CCM)
Maximum number of participants: 50
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 | 4 | 4.6 | 4.3 | 5.0 | 3.4 | 4.2 | 4.6 | yes |
| Health Dept –Guidance..... | | | | | | | | |
| Local School Personnel | 10 | | | | | | | |
| Local School – Preschool | | | | | | | | |
| Contract to Schools | 1 | | | | | | | |
| SoonerStart REIC / RC | 9 | | | | | | | |
| SoonerStart Service Provider . | 9 | | | | | | | |
| SoonerStart Contract | | | | | | | | |
| Parent | | | | | | | | |
| Other | 1 | | | | | | | |
| Head start | | | | | | | | |
| TOTAL | 34 | | | | | | | |

- Learning exactly what DHS is looking for when reporting & the priority levels was good. Excellent presentation
- If I suspect abuse I don't have to decide – I should call DHS. Good info!! Thanks
- Handouts/video with doctor was good
- The identifiers of different types of abuse. I found it really interesting.
- All info was very good & equally important. I felt all of the course was important. Maybe we need 2 days for so much info
- Very informative for the purpose of reporting in the schools.
- I enjoyed the video & explanation of what abuse may look like. I also enjoyed the examples
- Info on what occurs and why after a referral was good
- One of the best trainings of this nature that I have attended. Well done.
- Comparing normal/healthy sexual behavior with unhealthy behavior. Dr. Block's video showing suspicious vs. normal injuries and indicators were all valuable.

SoonerStart Resource Coordinator Core Training

Mark Sharp, EI Associate Director, Oklahoma State Dept of Education: Overview

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

Beth DeGrace, PhD, OTR/L, Assistant Professor, OUHSC: Family interviewing techniques

Sandy Ingraham, JD, MSW: Procedural safeguards and parent rights

Treasa Lansdowne, ICC Coordinator, Oklahoma Commission on Children and Youth: SoonerStart process, philosophy and core values

Kjuland Ogles, Early Intervention Coordinator, Oklahoma Health Care Authority: Medicaid and documentation

Louis Worley, BSEd, OUHSC Child Study Center: Effective helping

April 18-19, 2005 OKC 9:00 – 4:00 (RCCT)

Maximum number of participants: unlimited

Audience: EI Resource Coordinators and Service Providers

Level: Basic/intermediate

Required course for SoonerStart resource coordinators hired Dec 2004 and later

| <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 | | 4.5 | 4.6 | 4.5 | 2.6 | 4.1 | 4.5 | yes |
| Health Dept –Guidance..... | | | | | | | | |
| Local School Personnel | | | | | | | | |
| Local School – Preschool | | | | | | | | |
| Contract to Schools | | | | | | | | |
| SoonerStart REIC / RC | 24 | | | | | | | |
| SoonerStart Service Provider . | | | | | | | | |
| SoonerStart Contract | | | | | | | | |
| Parent | | | | | | | | |
| Other | | | | | | | | |
| Head start | | | | | | | | |
| TOTAL | 24 | | | | | | | |

- Info on what the parents need to know was good. It would be very helpful to have someone go through how to use & when to use the various forms to provide services
- Sandy Ingraham's presentation on parent rights & ethics was good
- Gaining a better understanding of the correct way to do thing. Also being able to discuss w/other RCs how they feel & complete paperwork. Recommend more speakers like Louis Worley and Beth DeGrace
- I realized that other RCs face some of the same challenges I do. It was good to bond w/fellow RCs & discuss tactics & proven methods in a friendly, "safe" environment. I learned many new procedures & policies that I have shared with my team as well as families. Thanks.
- Good discussion on many topics.

Homemade Assistive Technology: Tools You Can Make Yourself
Tessa Stinnett, MA, CCC-SLP

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.

April 21, 2005 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 | 7 | 4.5 | 4.5 | 4.2 | 3.5 | 4.1 | 4.1 | yes |
| Health Dept –Guidance..... | | | | | | | | |
| Local School Personnel | 23 | | | | | | | |
| Local School – Preschool | 1 | | | | | | | |
| Contract to Schools | | | | | | | | |
| SoonerStart REIC / RC | | | | | | | | |
| SoonerStart Service Provider . | 11 | | | | | | | |
| SoonerStart Contract | 6 | | | | | | | |
| Parent | 1 | | | | | | | |
| Other | 1 | | | | | | | |
| Head start | 1 | | | | | | | |
| TOTAL | 51 | | | | | | | |

- Board making was good. Switches, but I loved learning about them anyway. I really enjoyed this course. Tessa was a great instructor
- Great hands on activity
- The CD idea was awesome! Thank you so much!
- Hands on activities were good
- Many idea that can be used or adapted
- All was good. Hands on experience was good. Add a motor component
- Variety of ideas presented was good. Getting new ideas of how to modify toys & books. Making a board but it was nice to have something I can use right away. Very good.
- Battery interrupter & toy permanent adaptations were good.

Bereavement – Working with Families Who are Experiencing Grief and Loss
Joni Bruce, Executive Director, Oklahoma Family Network

This course will provide information, resources and strategies to appropriately communicate with bereaved family members.

April 28, 2005 Tulsa 9: 00 – 4:00 (BRVT)
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 | 6 | 4.7 | 4.3 | 4.2 | 3.1 | 4.1 | 4.1 | yes |
| Health Dept –Guidance..... | | | | | | | | |
| Local School Personnel | 5 | | | | | | | |
| Local School – Preschool | | | | | | | | |
| Contract to Schools | | | | | | | | |
| SoonerStart REIC / RC | 8 | | | | | | | |
| SoonerStart Service Provider . | 5 | | | | | | | |
| SoonerStart Contract | 1 | | | | | | | |
| Parent | | | | | | | | |
| Other | | | | | | | | |
| Head start | | | | | | | | |
| TOTAL | 25 | | | | | | | |

- The resources were good. Keep expanding the resource lists
- The stories were good. We need to hear from parents of children that are on hospice. For years, ride a roller coaster ride many times before the older child does.
- Personal stories – 1st hand experience on what to say & do. Group activity was good. Excellent workshop. Thanks for offering this info
- Tips & personal stories
- Hearing from the mother's who have lost their child
- Having insight into emotional reactions – personal testimony & tips
- Resource info, the grief – coping cycle explanation and parent stories were valuable.
- Listening to parents who have lost a baby. Also parents who have children with disabilities.
- Learning what to say to families grieving, hearing first hand from someone's experience. Good idea to bring a male & his experiences.
- Personalization of family, steps of grieving. I thought it was all valuable.

Without Apology – A Screening, Discussion and Workshop on Sibling and Family and Family Issues

Susan Hamovitch, Filmmaker/sibling

In the morning, "Without Apology" a personal documentary about one family's struggle to care for their son during the "bad old days" of the 1950s and 1960s will be screened. The screening will be followed by a Q & A discussion and some outtakes. Then we will have a discussion of the impact of family – particularly siblings – on the planning for our consumers. In the film we have seen medical theories and policy had a profound impact on family's internal landscape and that in turn affected the well being of their son and brother. So where are we today – have things improved? What are siblings' concerns? What are their potential contributions? How can we, the sib, be better incorporated into the planning and care of our consumers? These questions and others generated by the workshop participants will form grist for our discussion.

April 29, 2005 OKC 9:00 – 4:00 (WA)
Maximum number of participants: 50
Audience: EI, PS, S, DDS
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 | 4.2 | 4.7 | 4.8 | 3.3 | 4.6 | 4.4 | yes |
| Health Dept –Guidance..... | | | | | | | | |
| Local School Personnel | | | | | | | | |
| Local School – Preschool | | | | | | | | |
| Contract to Schools | 1 | | | | | | | |
| SoonerStart REIC / RC | 9 | | | | | | | |
| SoonerStart Service Provider . | 12 | | | | | | | |
| SoonerStart Contract | 1 | | | | | | | |
| Parent | 6 | | | | | | | |
| Other | 1 | | | | | | | |
| Head start | | | | | | | | |
| TOTAL | 32 | | | | | | | |

- Discussing siblings & what they are in need of. Both personally & in relation to the family as a whole. Although interesting, the info re-institutions doesn't apply to our family.
- Family point of view was valuable. Video & personal story was good
- Open discussion & film review was interesting way to learn. Weekend courses so more parents can attend
- She brought a subject to light that most people only have a passing thought. Should be a requirement for all SoonerStart providers.
- Instructor had excellent knowledge of information
- The info was good but did not tell what to tell families of how to deal with siblings. Seeing how clients used to be treated & info or sibling support groups was good.
- Seeing results on sibling relationships & not how to help foster the healthy relationship. Recommend on how to help young siblings.
- Documentary & open discussion about tough issues & struggles sibling & families face was good.

Supporting Children with Autism in Inclusive Settings
Phillip Strain, PhD, Professor of Educational Psychology at the University of Colorado at Denver

This presentation will focus on the following issues:

1. *modifying curricula to support individualization*
2. *trans-disciplinary teaming*
3. *embedding goals and objectives in daily routines,*
4. *using data to drive instruction*

May 12, 2005 OKC 9:00 – 4:00 (SCAI)
Maximum number of participants: 100
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 | 6 | 4.1 | 4.1 | 4 | 3 | 3.7 | 3.8 | yes |
| Health Dept –Guidance..... | 1 | | | | | | | |
| Local School Personnel | 31 | | | | | | | |
| Local School – Preschool | 1 | | | | | | | |
| Contract to Schools | | | | | | | | |
| SoonerStart REIC / RC | 1 | | | | | | | |
| SoonerStart Service Provider . | 22 | | | | | | | |
| SoonerStart Contract | 2 | | | | | | | |
| Parent | 2 | | | | | | | |
| Other | 3 | | | | | | | |
| Head start | | | | | | | | |
| TOTAL | 70 | | | | | | | |

- Insight into the LEAP program & the research that supports how the program is structured was good. It was specific to pre-school but I found many ideas transferable to education of all developmentally delayed.
- Learning about some of the tips on supporting a child in a regular education setting.
- I enjoyed it thoroughly
- Maybe try to help states without as much funding as Colorado to find other ways to replicate the LEAP model.
- Learning about the program & new ideas of writing IEP goals was good
- Practical applications were good. Everything was helpful.
- Presented a different perspective for management of autistic child. Presenter was knowledgeable. Need to know more about management of the very low functioning child.
- Importance of increasing social opportunities.
- There were many practical suggestions presented on deciding what & how to teach, deciding on IEP objectives & the importance of providing multiple opportunities.
- Information debunking that SI is evidence bases, that children should begin at 30-36 mos., that waiting is detrimental to long-term outcome. I'd say I can use all aspects of this presentation.
- Good information, just need information for older students.

The Power of Peers: Peer Strategies to Support Appropriate Behavior and Social Skills
Phillip Strain, PhD, Professor of Educational Psychology at the University of Colorado at Denver

This presentation will address four basic questions regarding peer-mediated social skills intervention:

1. *What are the key skills to teach*
2. *How to teach typical children intervention skills*
3. *How to embed social skills opportunities, and*
4. *How to evaluate progress*

May 13, 2005 OKC 9:00 – 4:00 (POP)
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 | 4.2 | 4.6 | 4.2 | 2.7 | 4.2 | 4.3 | yes |
| Health Dept –Guidance..... | | | | | | | | |
| Local School Personnel | 6 | | | | | | | |
| Local School – Preschool | 2 | | | | | | | |
| Contract to Schools | | | | | | | | |
| SoonerStart REIC / RC | 4 | | | | | | | |
| SoonerStart Service Provider . | 23 | | | | | | | |
| SoonerStart Contract | | | | | | | | |
| Parent | 4 | | | | | | | |
| Other | 3 | | | | | | | |
| Head start | | | | | | | | |
| TOTAL | 45 | | | | | | | |

- All was valuable. Speaker very knowledgeable, humorous, and congenial – loved the casual way he used examples to explain concepts.
- Great presenter- very entertaining/engaging style. Please bring him back & advertise to preschool programs, head starts, school systems etc
- Doing the activity of embedding social interactions into daily routines was valuable.
- Strategies of intervention for teaching social skills & videos were valuable.
- Hands on ideas were good.
- Hand-outs, working through & talking through the activities, ideas were all good. Thought all was good
- Backed up with research – instruction on how their program works was good
- Video clips & openness of question time was valuable.
- Learning basic skills needed & strategies were valuable.
- Knowledge of speaker, speaker style was good

Getting Into the Routine

Juliann J. Woods, PhD, CCC-SLP, Professor and Director, Department of Communications Disorders, Florida State University

Routines are fundamental to accomplishing the tasks of everyday life yet often taken for granted and not recognized for their teaching and learning potential. What are the active ingredients that make routines effective for instruction? How can service providers use routines efficiently as the context for early intervention within natural environments? What does evidence indicate are strategies that enhance the child's and family's learning? Practical intervention methods will be presented that reflect "joining in" to the family's routines and activities rather than "taking over" with special activities or therapies for the child. Special emphasis will be placed on supporting diverse children and families.

May 19, 2005 Tulsa 9:00 – 4:00 (GIR)
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 | 4.3 | 4.3 | 3.3 | 4.1 | 3.9 | yes |
| Health Dept –Guidance..... | | | | | | | | |
| Local School Personnel | 1 | | | | | | | |
| Local School – Preschool | | | | | | | | |
| Contract to Schools | | | | | | | | |
| SoonerStart REIC / RC | 2 | | | | | | | |
| SoonerStart Service Provider . | 27 | | | | | | | |
| SoonerStart Contract | 31 | | | | | | | |
| Parent | | | | | | | | |
| Other | | | | | | | | |
| Head start | | | | | | | | |
| TOTAL | 36 | | | | | | | |

- Thanks so much! Video clips & problems bring validating intervention in hotlines.
- 2 day to help overall program
- Good talk of using all routines for TX ideas.
- Generating ideas for routines & gathering data/observing families & videos
- Hearing of experiences, cases were good
- Video examples of routines were most valuable.
- I really enjoyed the class. I plan to use the steps next week with 2 families
- Videos & discussions. Round-robin, routine list was valuable.
- Finally, explains what we are to do w/routines & how to fit our intervention strategies within families.
- Make it 2 days – Instructor did a great job. It was good to see perspective from other states, speaking about imbedding expectations. I really like this model & want to learn so much more & become proficient at it. Please bring additional trainings, practice opportunities, etc.
- It was all very good information. Needs to be required course for all EI team members. Thanks for a wonderful, useful training!
- I wish I had received this training when I first started doing EI.

Making It Happen!

Juliann J. Woods, PhD, CCC-SLP, Professor and Director, Department of Communications Disorders, Florida State University

Knowing about routines based interventions is important but knowing how to integrate the changes into everyday practice is essential for programs striving for excellence in the natural environment. This interactive training offers a “tool kit” of staff development strategies for early intervention program administrators, coordinators, supervisors to facilitate the development and implementation of family guided routines based supports within natural environments. Participants identify priority staff development needs, review methods and materials, and develop a plan for “Making it Happen!” Strategies to infuse practical information and resources within team meetings and staff training opportunities will be demonstrated. A packet of training ideas and material will be provided.

May 20, 2005 Tulsa 9:00 – 4:00 (MIH)
 Maximum number of participants: 50
 Audience: Only EI lead clinicians, Regional Early Intervention Coordinators & technical Supervisors
 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 | 4 | 4 | 4.2 | 3 | 3.6 | 4.2 | yes |
| Health Dept –Guidance..... | 1 | | | | | | | |
| Local School Personnel | | | | | | | | |
| Local School – Preschool | | | | | | | | |
| Contract to Schools | | | | | | | | |
| SoonerStart REIC / RC | 6 | | | | | | | |
| SoonerStart Service Provider . | 19 | | | | | | | |
| SoonerStart Contract | | | | | | | | |
| Parent | | | | | | | | |
| Other | 2 | | | | | | | |
| Head start | | | | | | | | |
| TOTAL | 29 | | | | | | | |

- As a new supervisor, motivating me to take charge of supporting team members in an active way
- Excellent – please come back!!
- Leadership development, web resource, training. Ideas I can carry over to service coordination. I wish I would have signed up for both days.
- This course was beneficial to help look at how to incorporate ideas that are meaningful to families. It changes the way I view IFSP goals/strategies & how to mentor other team members.
- The information about what routines look like & how to get that info from parents was helpful. Follow-up team specific training.
- Great discussion of “change” & the discussion over the “key” indicators of family-guided routine-based intervention.” Survey, activities (reflection) was good.
- I liked the “hands on activity” and concrete examples.
- The various techniques to practice – perhaps ways to implement this. Felt like this was the most real training I’ve had from an outside source. I would like to see this offered next year, so I can get other team members to come.
- Concept of routines was valuable.