
STARS

Statewide Training and Regional Support

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

Annual Report - 2009

June, 2009



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

STARS Statewide Training & Regional Support

Mission

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

Philosophy

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

- ★ Training should be focused on the learner, not the person with a disability.
- ★ Services are to be provided in the person's naturally occurring or least restrictive environment and focus on the individual's, family's and care-provider's concerns and needs.
- ★ Interdisciplinary or transdisciplinary are the preferred models of service delivery in which a high degree of interaction and communication occurs among team members and family members and/or care-providers are equal members of the team.
- ★ Person's who attend STARS trainings listen to the desires for the person with a disability, assist the care-providers in identifying strategies to meet their outcomes and supply the technical assistance and coaching the person needs to carry out their plan. Care-providers are acknowledged as the source for information and perspective regarding their child and culture.
- ★ The privacy of people with disabilities and their families is respected and decisions of families are honored.
- ★ Individuals interacting with families recognize, acknowledge, respect and build upon the ethnic, cultural, and socioeconomic diversity of each family. They demonstrate a desire and commitment to learn from the family, care-providers and community as much as they desire to share their knowledge and expertise.
- ★ Persons not present for discussions and interaction are talked about only in ways in which they would be referred if present.
- ★ The people-first philosophy is used in all communication and interactions. People are considered people first and are not identified by their disability, race, background, culture or socioeconomic status. Children are not "CP kids" but are children with cerebral palsy. A mother is not referred to as "a teenage mom," but rather a mother who is seventeen. The person always comes first and unless pertinent to the topic, the disability, race, etc. need not be automatically attached.

Beliefs about Personnel Development

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

Workshop Criteria

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

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

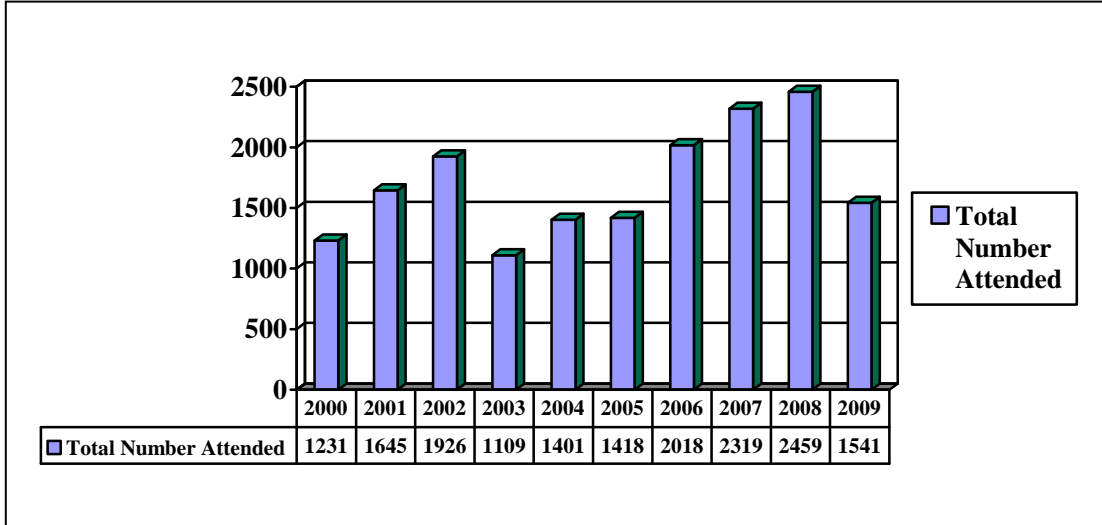
Interagency Coordinating Council Leader and Personnel Development Committee

Yolanda Baird	Program Consultant	Dept of Health
Cynthia Bernardi-Valenzuela	Associate Director, Special Education	Dept of Education
Joni Bruce	Executive Director	Oklahoma Family Network
Robyn Burns	Resource Coordinator	Dept of Education
Jenny Giles	Preschool Coordinator, Special Education	Dept of Education
Audra Haney	STARS Program Director	OUHSC, Tolbert Center
Terry Johnsen	Program Consultant	OKDHS/DDSD
Carol Johnson	Registered Nurse	SoonerStart
Treasa Lansdowne	State Plan Grant Coordinator	OK Commission for Children and Youth
Tara Lozano	Parent, Family Advocate	OUHSC
Beth Martin	Director, Speech Pathology	Dept of Health
Earlene Mason	Vision Consultant	Dept of Health
Lynn McElroy	Registered Dietician, Supervisor	Dept of Health
Jan Moss	Family Advocate	OUHSC, Center for Interdisciplinary Learning & Leadership
Kimberli Robberson	Registered Nurse	SoonerStart
Glenda Rogers	Program Director, SoonerStart	Dept of Health
Ellen Schmeder	Regional Early Intervention Coordinator	Dept of Education
Mark Sharp	Associate Director, Special Education	Dept of Education
Lathonya Shivers	Interagency Coordinating Council Member	OHCA
Amy Wells-Norman	Program Consultant	Dept of Health
Gina Richards	Child Development Specialist	SoonerStart

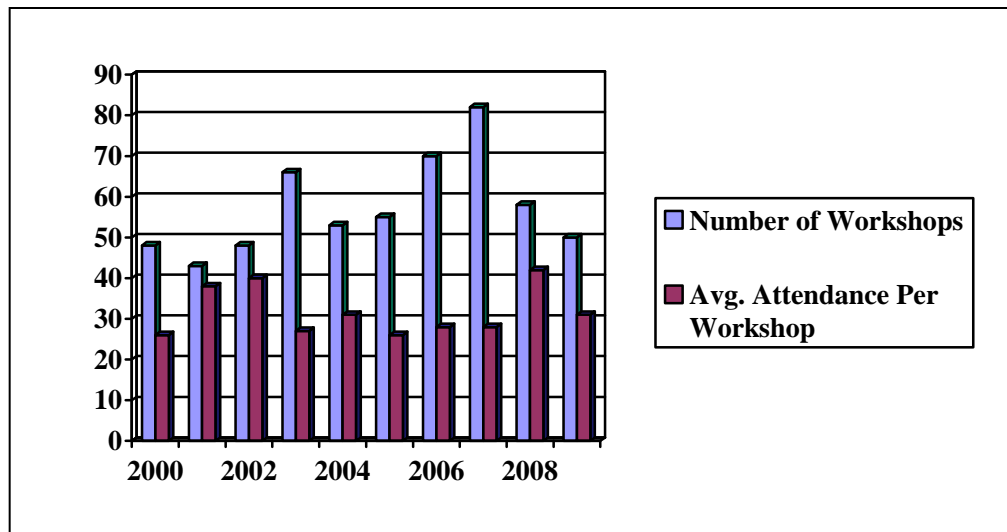
The ICC leadership and personnel development committee met on July 8, 2008; August 19, 2008; November 18, 2008; January 20, 2009; and April 21, 2009.

STARS Attendance Report July 2008 – June 2009

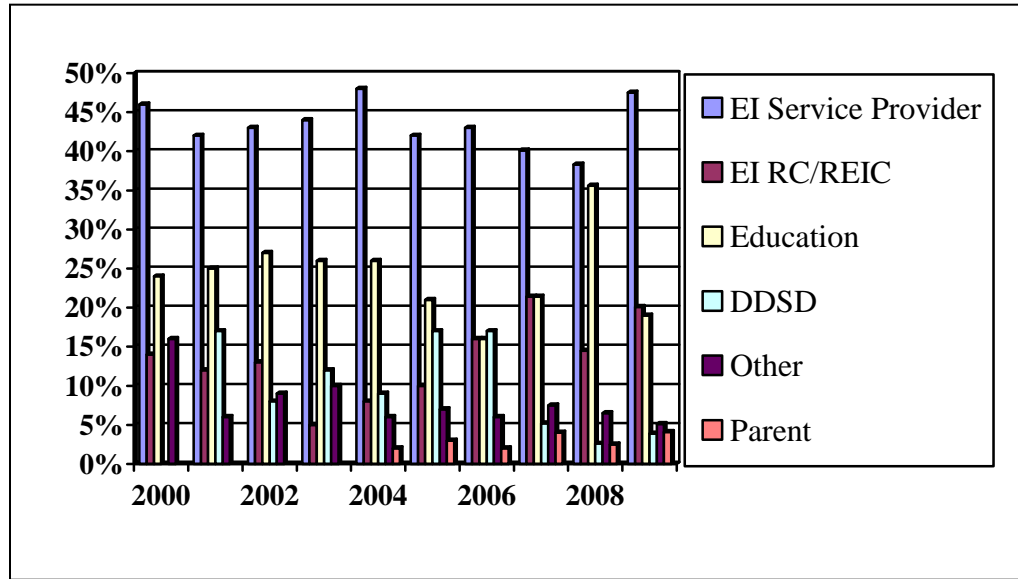
Total Attendance



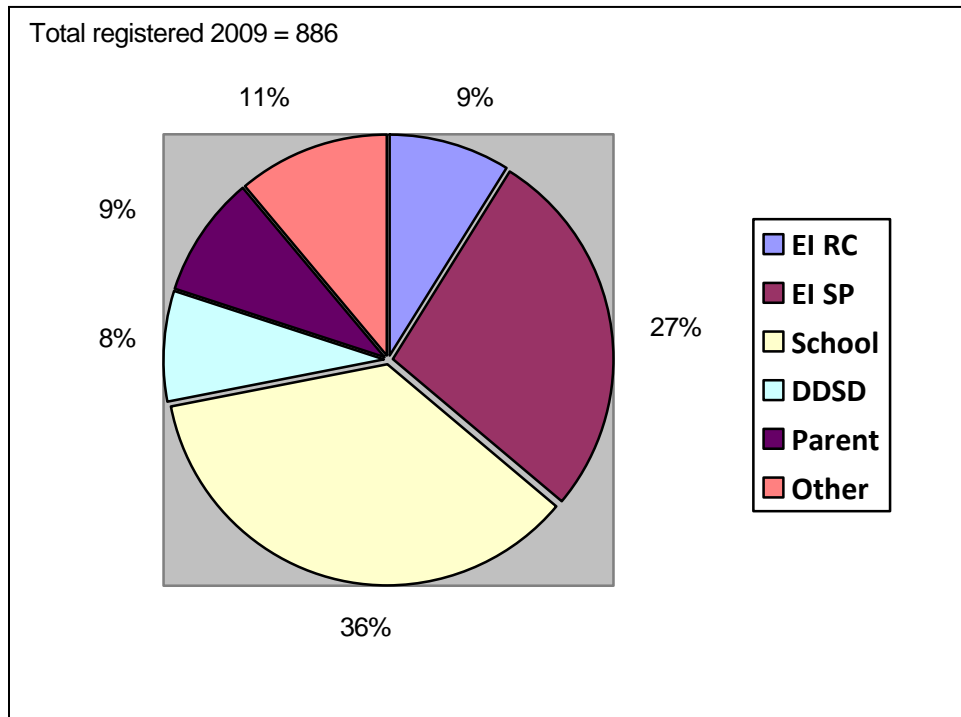
Number of Workshops and Average Workshop Attendance



Attendance by Type of Participant



Registrations for 2009



STARS Activities 2008 and 2009

Summary of Fiscal Year 2009 Activities

- ❖ As of June 5, 2009, STARS has held 50 courses with 886 registrations and 1541 participants attending (individuals are counted for each course attended).
 - **Nine** statewide mandatory trainings accomplished by:
 - **Three core trainings**, for all SoonerStart early intervention staff members who have not previously attended, were offered in multiple sessions to accommodate more participants. Evidence-based Practice was held in 5 sessions across the state: Lawton, Enid, Tulsa, McAlester, and OKC. Understanding Typical Development and Intervention was held in 3 sessions: El Reno, OKC, and Tulsa. Interviewing Skills was held in 4 sessions in Norman.
 - **Two core trainings** for all SoonerStart early intervention staff members who have not attended the required course in the past two years 1) safety in home visitation and 2) applied ethics.
 - **Four core trainings** for all SoonerStart resource coordinators hired after December 2003, 1) Principles of Service Coordination, 2) Writing Progress Notes, 3) Time Management and Organizational Skills and 4) Early Childhood Transition.
 - **Two out-of-state speakers** on topics of sensory processing and working with young children who have a hearing loss.
 - **Four team trainings** on vision screening, or routine based vision services.
- ❖ 84 parents registered for STARS and 64 attended.

SoonerStart Web-based Orientation

STARS implemented the web-based orientation for all SoonerStart employees and contract service providers. As of June 2009, 346 SoonerStart employees and contractors have completed the full orientation.

Autism Pro

- STARS sponsored one day of training provided to SoonerStart early intervention staff to maximize the benefit of implementing the AutismPro program.

AutismPro was developed by Virtual Expert Clinics, and is based in Fredericton, New Brunswick, with offices and staff in Boston, Massachusetts and Denver, Colorado.

Since November of 2004, Virtual Expert Clinics has been developing a revolutionary approach to providing services to children with special needs through a first-of-kind blend of clinical expertise, expert systems programming, and consulting.

Virtual Expert Clinics employs over 20 people, with solid experience in autism programming, training, project management and client services.

DIR/Floortime

- STARS sponsored 24 SoonerStart staff to participate in the online Basic Course on DIR® Model, Floortime™ taught by Dr. Stanley Greenspan. All participants have completed the course and taken the test for mastery. They are currently awaiting results from the mastery test.

The DIR® Model, Floortime™ is one of the methods used to address the challenges faced by the families and their children who have autism or are suspected of having autism. The following link provides a description of the DIR® Model, Floortime™. <http://www.icdl.com/dirFloortime/overview/documents/WhatisDIR.pdf>

Dr. Stanley Greenspan is presenting the Basic Course online this year so he can reach those who have not been able to attend previously due to travel, cost or scheduling constraints. See the following link for the brochure with information regarding course content. <http://www.stanleygreenspan.com/PDF/BrochureEC2009Brochure.pdf>

Basic Course Includes:

- Dynamic developmental approaches to observation, assessment, and intervention planning including the Functional Emotional Assessment Scale (FEAS) and methods to meet both clinical and administrative requirements.
- A comprehensive developmental approach to intervention based on functional developmental level, individual differences, and interactive relationships (DIR® Model, Floortime™).
- Interventions for different subtypes of (1) severe communication and relationship problems, including Autistic Spectrum Disorders and Multisystem Developmental Disorders, (2) regulatory, learning and behavior disorders, and (3) environmental and family disturbances.

Autism Summer Symposium

- STARS sponsored 12 SoonerStart employees to participate in the Autism Summer Symposium sponsored by Oklahoma State Department of Education, Special Education Services; University of Oklahoma Health Sciences Center, Center for Learning and Leadership/UCEDD, Child Study Center Project PEAK, Early Foundations: Autism Model and Outreach Project; Youth and Family Services, Inc.; and the Oklahoma Developmental Disabilities Council.

The Autism Summer Symposium is an intensive 7-day training designed to provide:

- An opportunity for teachers and other service providers to gain firsthand knowledge about autism from kids and families
- An opportunity for teachers and other service providers to work hands-on with kids with autism ages 2-11
- An opportunity for families and providers to learn and work together in partnership

STARS Needs Assessment Results 2009

The STARS program consists of basic and intermediate level workshops organized in five different areas: development and intervention, evaluation and assessment, assistive technology, medical concerns, and professional topics. Annually, a needs assessment is sent to SoonerStart early intervention service coordinators and service providers, Section 619 Preschool providers, local education agency superintendents, Part B special education directors, special education teachers and related service providers, Head Start, childcare providers, and Department of Human Services – Developmental Disabilities Services Division related service providers. The results are considered for planning fiscal year 2009. The information below summarizes the results of the on-line STARS Needs Assessment for 2009.

Key of Participants:

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

Completed Surveys: 307 (some individuals work for more than one program)

103	SoonerStart
65	Service Provider/Contract
38	Regional/Resource Coordinator
144	School Personnel
14	DDSD
9	Parent
73	Other including Head Start

Years working with people with disabilities

	Over-all	EI RC	EI SP	S	DDSD	Parent	Other
Less than 2 years	11	5	3	2	0	0	2
2-5 years	48	9	15	15	2	1	8
6-9 years	24	4	6	13	1	1	1
10 + years	224	20	41	114	11	7	62

Length of training time preferred:

	Over-all	EI RC	EI SP	S	DDSD	Parent	Other
One 1/2 day (4 hrs)	38	7	2	19	2	0	11
1 full day (6 hrs)	252	30	63	114	12	8	57
Two 1/2 days	3	0	0	2	0	1	0
Two full days	14	1	0	9	0	0	5

Preferred training days (choose up to 2):

	Over-all	EI RC	EI SP	S	DDSD	Parent	Other
Monday	79	8	18	39	4	3	17
Tuesday	90	7	14	38	8	1	29
Wednesday	63	10	8	27	5	2	22
Thursday	138	13	30	37	7	5	35
Friday	185	26	45	93	5	2	32
Saturday	19	0	2	13	0	2	6

School personnel, would attend trainings during summer months

47 June

19 July

49 August

Will attend workshops that occur in a series:

	Over-all	EI RC	EI SP	S	DDSD	Parent	Other
consecutive days	177	23	43	74	8	4	42
nonconsecutive days	105	7	19	58	4	4	27
none	22	7	3	10	2	1	4

Preferred training format (choose up to 3):

	Over-all	EI RC	EI SP	S	DDSD	Parent	Other
Computer/Web-Based Learning	85	12	23	34	3	5	23
Discussion Group	53	8	10	26	4	1	10
Distance Learning/Video Conference	81	12	18	31	2	5	26

On-site Consultation	78	12	21	27	6	3	14
Regional Team Training	114	24	35	39	4	0	23
Self-Paced Instructional Materials	37	4	7	21	1	2	6
Workshop	280	30	58	138	11	7	68

Disciplines needing continuing education credit for state licensure requirements:

Total: 157

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

SoonerStart leadership that recommends STARS provides trainings for supervisory credit:

	EI RC	EI SP
Yes	16	33
No	6	1

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

Yes 4
No 4

Preferred location of trainings:

	Over-all	EI RC	EI SP	S	DDSD	Parent	Other
McAlester	47	6	6	27	1	1	14
Norman	76	9	15	37	2	2	18
OKC	181	25	37	80	8	6	44
Shawnee	39	6	10	19	1	0	12

Tulsa	115	20	26	47	5	1	29
Woodward	11	2	2	3	1	0	4

Potential Workshops:

The following list of *potential* workshop topics is ranked by frequency of participant interest. Participants were asked to check the 5 topics they would be most interested in attending in 2009. Shaded responses represent topics with at least 20 percent of participants expressing interest within each participant type.

Topic	Over- all 307	EI RC 38	EI SP 65	S 144	DDSD 14	Parent 9	Other 73
Area: Developmental Issues & Interventions							
Age-Appropriate functional activities and interventions	100	10	20	49	4	3	22
Alternative therapeutic interventions	33	5	7	14	1	1	8
Architectural modifications	5	1	0	3	1	0	1
Authentic assessment for provision of meaningful services	18	3	3	7	2	0	5
Autism and spectrum disorders: screening and diagnosis	41	4	1	23	2	1	14
Autism and spectrum disorders: assessment for program planning	56	3	5	30	4	1	18
Autism and spectrum disorders: intervention strategies / programs	139	5	28	81	4	4	35
Basic movement & body mechanics	7	1	2	4	0	1	1
Battelle Developmental Inventory (admin & scoring)	21	2	0	12	1	0	6
Battelle Developmental Inventory – interpretation, reliability, use interpreters, non-English learners, etc.	12	0	1	7	0	0	4
Beginning communication strategies	26	1	6	18	1	1	2
Challenging behaviors	86	3	13	46	5	5	28
Community-based interventions	14	4	3	4	1	0	4
Curriculum modifications for successful inclusion	35	0	0	24	0	0	13
Developmentally appropriate practice (DAP)	14	1	2	10	0	1	4
Early childhood services in child care settings	15	3	6	1	0	0	7
Estate and future planning	3	0	0	0	1	1	2
Evidence based practice: what is it and where to find it	20	1	3	11	1	0	7
Feeding: Infants born prematurely	14	0	11	1	1	0	3
Feeding: Nutritional for infants & toddlers	13	0	10	1	0	0	4
Feeding: Oral motor & feeding skills	38	0	27	8	2	0	8

Topic	Over- all 307	EI RC 38	EI SP 65	S 144	DDSD 14	Parent 9	Other 73
Hearing: Auditory verbal therapy	17	0	10	5	0	0	4
Hearing: Basic Hearing Screening II (SLP & audiologist only)	3	0	1	2	0	0	1
Hearing: Basic Hearing Screening I	4	0	2	2	0	0	1
Hearing: Communication options for children who are deaf or hearing impaired	5	0	3	2	1	0	0
Hearing: Enriching Children's Communication Opportunities (ECCO) training for working with children who are hearing impaired	7	0	0	6	0	0	2
Hearing: Functional sign language-advanced	5	0	3	2	0	0	0
Hearing: Functional sign language for community living	6	1	1	0	2	1	3
Hearing: Functional sign language – intro	14	0	2	11	0	0	3
Infant / toddler social emotional development assessment	28	6	12	6	0	0	5
Integrated services across school environments	33	4	1	23	1	0	7
Learner focused intervention (adult learning styles)	11	3	3	4	0	0	2
Movement facilitation & intervention	17	0	7	9	0	0	2
Parent-child attachment	10	5	3	2	0	1	1
Parent-child interaction	11	3	3	2	0	2	3
Person-centered planning (mapping)	2	0	0	0	2	0	0
Positioning Strategies for Caregivers: Taking Care of Yourself	7	3	1	1	2	0	0
Program planning for children in preschool environments	17	1	2	10	0	0	7
Relationship based intervention	17	8	5	3	0	1	1
Self-directed services	8	4	0	1	3	0	0
Sensory processing	84	7	18	43	2	4	19
Stress reduction techniques for families	17	9	1	3	1	1	5
Typical & atypical development across developmental domains	20	0	3	7	1	0	9
Vision: active learning for children with visual impairments	12	0	2	10	0	1	0
Vision: screening infants and young children	6	0	0	3	0	0	4
Vision: Visually Impaired Inservice of America (VIISA) training for working with infants & toddlers	3	0	1	2	0	1	0

Topic	Over- all 307	EI RC 38	EI SP 65	S 144	DDSD 14	Parent 9	Other 73
Vision: Visually Impaired Inservice of America (VIISA) training for working with preschool & children	7	0	1	6	0	1	0
Vocational placements for people with disabilities	22	2	1	13	2	1	5
Working with children with severe & multiple disabilities	75	6	14	44	4	2	14
Area: Medical Issues							
Early Brain Development	76	13	26	22	1	2	19
Common syndromes & conditions overview	86	13	13	43	3	1	21
Early oral/dental health	12	3	3	2	1	0	4
Feeding: Transitioning from gastrostomy to oral feedings	27	0	15	9	0	1	9
Medical terminology: Understanding & explaining	24	3	4	7	3	0	10
Prematurity: Guided observations in a neonatal intensive care unit	8	1	3	3	0	0	2
Prematurity: Integrating neurobehavioral concepts into EI evaluations & assessments	15	3	7	4	0	0	1
Prematurity: Intro to reading infant behavioral cues	14	5	6	2	0	0	1
Prematurity: Medical issues in the neonatal intensive care unit	12	4	6	0	0	0	2
Prenatal exposure to chemicals & infectious diseases	32	10	9	8	1	1	4
Seizure disorders	49	7	9	25	2	1	10
Vision: Cortical visual impairments	29	1	7	14	0	1	9
Area: Transitions							
Transitioning from hospital to home/IFSP development	22	9	9	0	2	0	3
Transitioning from SoonerStart to Part B services/IEP development	75	14	7	38	3	0	17
Transitioning from school services	37	1	1	24	2	3	12
Area: Assistive Technology							
Assessing the need for assistive technology	32	3	4	19	1	0	8
Augmentative communication - assessment & intervention	28	0	5	15	3	0	7
Beyond toys & switches	35	2	8	17	2	1	8
Computer access - assessment & introduction	28	0	4	16	2	0	7

Topic	Overall 307	EI RC 38	EI SP 65	S 144	DDSD 14	Parent 9	Other 73
Funding for assistive technology	32	2	2	14	2	0	14
How to make adaptive toys & switches	35	1	9	17	1	0	10
Picture exchange communication system - intro Picture exchange communication system - follow-up	34	0	9	19	2	2	7
Promoting functional use of AT	31	6	5	16	1	0	8
Seating & positioning: basic	10	0	3	6	2	0	0
Seating & positioning: intensive	11	0	3	8	0	1	1
Splinting: lower extremity: advanced	7	1	2	3	0	1	2
Splinting: lower extremity: basic	6	2	1	2	0	1	1
Splinting: upper extremity: advanced	8	1	1	3	1	1	2
Splinting: upper extremity: basic	10	2	1	5	0	2	2
Use of AT to support literacy development	31	1	7	16	1	1	9
Area: Professional Issues							
Advocacy & caregiver organizations	13	5	1	3	3	1	2
Awareness of Meth Labs	25	7	5	6	2	0	5
Basic Spanish	25	5	9	7	0	0	6
Building blocks to success: Helping families create their own resources	24	9	4	3	3	0	5
Clinical instructors for SoonerStart: What is involved?	8	2	3	1	1	0	1
Conflict resolution in a win-win way	16	3	2	5	2	0	4
Culturally competent practice	12	3	2	4	1	0	2
Empowering families	22	9	0	4	2	0	8
Ethics	12	1	2	7	1	0	2
Grandparents raising grandchildren	15	2	1	7	0	0	7
Grant-writing and identifying alternative funding for school needs	31	1	2	22	1	2	8
How to write an effective IEP	39	0	1	31	3	1	7
Identifying and reporting suspected child abuse / neglect	20	7	2	6	1	1	4
Individuals with Disabilities Education Improvement Act 2004 including compliance and changes	19	6	1	10	1	1	3
Interdisciplinary teaming & decision-making	9	0	2	4	2	1	2
Interpreters: roles and collaboration	8	4	2	1	0	0	1
Mental Health: Infant, toddler, early childhood	33	4	13	6	1	0	11
Parent's rights under the Individual's	10	2	0	4	1	0	3

Topic	Over-all 307	EI RC 38	EI SP 65	S 144	DDSD 14	Parent 9	Other 73
with Disabilities Education Improvement Act 2004: Early childhood and school aged children							
Personal safety in home visitation	4	0	3	1	0	2	1
Poverty & its effect on the family	23	5	10	5	1	0	3
Reflective practice / reflective supervision	7	3	2	1	0	0	1
Responding to domestic violence	6	4	0	1	0	0	2
Services under the Individual's with Disabilities Education Improvement Act 2004 vs. a 504 plan	14	3	0	7	1	0	5
Supporting families who have experienced loss	16	6	2	4	3	0	2
Teaming in the public schools	32	5	1	20	0	0	8
The impact of mental health issues on the parent child relationship & child development	23	4	7	3	2	0	8
Working with families in a time of crisis	40	13	12	6	3	0	8

STARS Family Survey for 2009

STARS also conducted a survey for families who have children with special needs to have a better understanding of their specific training needs. 104 family members participated in this survey. Families were asked to indicate the three topics they were most interested in attending.

Parents Rights & IFSP Development (Early Intervention, Birth – 3 years)	2.9%	3
Transition from SoonerStart to School	3.9%	4
Parent Rights (School Age, 3 – 22 years)	36.3%	37
Transition from School to Adulthood	37.3%	38
Parent to Parent Mentorship	17.6%	18
How to Tell Your Story (For advocacy, training purposes, etc.)	17.6%	18
Section 504 (Includes Classroom Accommodations & Modifications)	22.5%	23
Writing an Effective IEP	23.5%	24
Ethics in Special Education Advocacy	10.8%	11
Mental Health Supports for School and Home	14.7%	15
Organizing Your Child's Medical & School Information - Care Notebooks	15.7%	16
Challenging Behaviors & Discipline in School	48.0%	49
Locating available resources	37.3%	38

STARS SoonerStart Survey for 2009

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

Roles:

	All Respondents	Regional/Resource Coord.	Service Provider (HD & Contract)
Lead clinician	8	0	8
Regional early intervention coordinator	8	8	0
Resource coordinator	27	27	0
Service provider (health department)	39	0	39
Service provider (contractor)	8	0	8
Technical supervisor	4	0	4
Other (please specify)	3	0	3

Years with SoonerStart:

	All Respondents	Regional/Resource Coord.	Service Provider (HD & Contract)
Less than 1 year	2	1	1
1 - 2 years	18	9	9
3 - 5 years	27	8	19
6 - 9 years	10	4	6
10+ years	40	14	26

Regional / Satellite Offices

	All Respondents	Regional/Resource Coord.	Service Provider (HD & Contract)
Region I (Clinton, Woodward, Guymon)	4	3	1
Region II (Kingfisher, Stillwater, Guthrie, El Reno, Chandler)	13	4	9
Region III (Lawton, Altus, Chickasha)	5	2	3
Region IV (Ada, Ardmore, Durant)	5	2	3
Region V (Norman, Shawnee)	12	2	10
Region VI (Oklahoma City)	12	3	9

Region VII (Tulsa)	18	6	12
Region VIII (Tahlequah, Claremore, Bartlesville, Vinita)	15	10	5
Region IX (Muskogee, Okmulgee, Sapulpa)	5	2	3
Region X (McAlester, Poteau, Idabel)	4	3	1

In the past year, have you been able to apply information provided during one of the Core trainings or in the online orientation?

	All Respondents	Regional/Resource Coord.	Service Provider (HD & Contract)
yes	86	29	57
no	11	6	5

Review the following topics. Check the topic(s) needed for yourself and / or your team to enhance knowledge and practice (check all that apply). Shaded responses represent at least 25 percent within each participant type.

	All Respondents			Regional/Resource Coord.			Service Provider (HD & Contract)		
	Me	My Team	Total	Me	My Team	Total	Me	My Team	Total
Conflict resolution (between staff)	9	25	27	4	11	13	5	14	14
Evaluation: explaining statistics to families	10	8	13	5	5	9	5	3	7
Using clinical judgment to determine eligibility	13	27	32	5	13	15	8	14	18
Evaluation	2	5	6	0	3	3	2	2	3
Home visits: essential components	14	16	24	7	8	13	7	8	11
IFSP: assessment – across developmental domains and settings	11	15	21	3	10	11	8	5	10
IFSP: assessment – interview and observation	4	6	11	4	4	7	4	2	4
IFSP: assistive technology – consideration, assessment and implementation	9	13	17	2	5	6	7	8	11
IFSP: determining appropriate services (who, what, when, where frequency and intensity)	14	20	26	6	11	14	8	9	12
IFSP: developing meaningful, measurable outcomes including preliteracy and language skills	26	28	40	5	15	15	21	13	25
IFSP: facilitation of meetings	7	9	13	4	4	7	3	5	6
IFSP: making decisions with families	8	13	17	2	5	7	6	8	10
IFSP: review and modification	7	10	14	3	7	9	4	3	5
Medicaid billing and documentation (resource coordinator)	13	6	18	12	3	15	1	3	3
Medicaid billing and documentation	8	12	13	0	4	4	8	8	9

	All Respondents			Regional/Resource Coord.			Service Provider (HD & Contract)		
	Me	My Team	Total	Me	My Team	Total	Me	My Team	Total
(service provider)									
Multidisciplinary staffing	8	18	18	4	11	11	4	7	7
Parent organizations	10	3	11	7	0	7	3	3	4
Personnel development: recruitment and retention	12	7	15	7	3	8	5	4	7
Personnel development: supporting individual and team knowledge and practice	16	10	19	10	6	13	6	4	6
Personnel development: supporting students in SoonerStart	11	5	14	6	3	8	5	2	6
Public awareness/ central directory	11	6	15	8	2	9	3	4	6
Referral	2	1	2	1	0	1	1	1	1
Reflective practice	8	6	10	3	1	3	5	5	7
Reporting suspected child abuse or neglect	10	13	15	5	7	9	5	6	7
Social emotional development	13	13	19	3	3	5	10	10	14
SoonerStart core values and beliefs: culturally competent, family centered care (relationship building with families)	3	5	6	1	4	4	2	1	2
SoonerStart core values and beliefs: meaningful participation in natural life contexts	1	3	3	1	3	3	0	0	0
SoonerStart mission statement (what is it, what does it mean)	2	5	5	2	5	5	0	0	0
SoonerStart organizational structure	1	4	4	1	4	4	0	0	0
State legislation/ history of SoonerStart	2	5	5	1	4	4	1	1	1
Team member roles, indicators, and competencies(what are they)	4	8	8	3	6	6	1	2	2
Team member roles: Interpreters	3	8	9	1	5	5	2	3	4
Team member roles: SoonerStart regional consultants (vision, hearing, nutrition, social work)	4	6	7	2	4	4	2	2	3
Teaming models (multidisciplinary, interdisciplinary, transdisciplinary, coaching, etc.)	6	9	11	4	4	6	2	5	5
The IDEA 2004 (special education law)	9	11	16	5	8	10	4	3	6

Additional Information and Questions

For additional information and questions, please contact Audra Haney by telephone at (405) 271-2131, extension 47119 or by email at audra-haney@ouhsc.edu. The 2009 STARS Course Evaluations and Annual Report can be accessed on the STARS website: www.ah.ouhsc.edu/tolbert.