

ADD Annual Report: Section 1

FY 2006: Goals and Objectives

OK- Center for Learning and Leadership, UCEDD/LEND

07/28/2006 05:48 PM

Goal	1: Community Education: Increase the capacity of the state to meet the needs of individuals with disabilities and their families by improving information access and skills for individuals with disabilities, family members and service providers in diverse communities and state agencies.
Area(s) of Emphasis	Quality Assurance, Other, Other - Leadership
Core Function(s)	Community Services: Training & Technical Assistance, Information Dissemination
Type of Activity	Advocacy, Capacity Building, Systemic Change
Objectives	<ul style="list-style-type: none"> • 1: At least 2000 self-advocates, families, service providers, advocates, and others have information on best practices and resources for persons with disabilities and their families. • 2: Develop training content that promotes best practices in family support and self-directed services.
Extent to Which Goal was Achieved:	Achieved
Explanation:	<p>GOAL ONE: Community Education Increase capacity of the state to meet the needs of individuals with disabilities and their families by improving information access and skills for individuals with disabilities, family members and service providers in diverse communities and state agencies.</p> <p>Goal Achievement Projected Outcome One: At least 2000 self-advocates, families, service providers, advocates, and others have information on best practices and resources for persons with disabilities and their families.</p> <p>Oklahomas UCEDD exceeded the projected outcome of 2000 trainees. Over 14,995 self-advocates, families, service providers, advocates, and others received training and information on best practices and resources for persons with disabilities and their families. Details about the training that was provided are described in Strategies for Achieving Goals.</p> <p>Projected Outcome Two: Develop training content that promotes best practices in family support and self-directed services.</p> <p>The Oklahoma UCEDD met our outcome of developing (and disseminating) training content that promotes best practices in family support and self-directed services by developing four (4) products, Self-Directed Services Training, A Side by Side Comparison of Disability Services, Oklahoma Individual and Family Support Principles to Practice Training Module 2 (Writing a Positive Rituals Story) and Communicate, Collaborate, Celebrate, Creating Partnerships Between Physicians and Parents of Children with Disabilities.</p> <p>Additional documents were developed that promote other areas of best practices</p>

and provide information of interest to service providers, self-advocates, families, faculty and students. Those products are described in Strategies for Achieving Goals.

Strategies for Achieving Goals

The Oklahoma UCEDD worked in partnership to achieve the Community Education goal. Our strategies included collaboration with academic and community partners to deliver training and information to local, state and national audiences and to develop training and disability awareness products. In Oklahoma, we have academic partnership agreements with The University of Tulsa in Tulsa, OK and East Central University in Ada, OK. We have community partnerships and/or collaboration agreements with the Oklahoma State Department of Human Services, the Oklahoma State Department of Education, the Oklahoma Family Network, The Oklahoma office of the Social Security Administration, the Oklahoma Health Care Authority, the University of Oklahoma Health Sciences Center, the National Disability Education and Training Center at the University of Oklahoma, the Oklahoma Infant Transition Program, the Oklahoma Areawide Services Information System, the Oklahoma Family Perspective Committee and the Oklahoma Respite Resource Network, the OU Child Study Center, the Central Oklahoma Down Syndrome Association, the Progressive Independence/Independent Living Center and many other entities in the state. Nationally, the Oklahoma UCEDD worked in partnership with national organizations and state agencies and organizations to deliver training and to develop products that promote family support and self-determination.

This goal area addressed advocacy, capacity building and systems change through the training activities and the partnerships. The training materials and activities promote advocacy through equipping families and self-advocates to bring forward the information they want service providers and administrators to know. The training activities included families speaking for themselves and representing the views of other families expressing their preferences for how services are delivered. The training materials and training activities promoted capacity building for families, self-advocates, students and service providers. Training tools helped self-advocates and families communicate their needs and perspectives to providers. Based on feedback from participants it is clear that the training and the tools increased providers understanding of what self-advocates and families need. The training and training products addressed systems change through practica experiences on statewide task forces and development of training materials that were created in collaboration with self-advocates and families.

Areas of emphasis covered by the training activities included quality assurance, healthcare, childcare, education and early intervention, and in the other category is leadership, family support and self-determination.

Specific activities that contributed to the achievement of Goal One are listed below by outcome.

Projected Outcome One: At least 2000 self-advocates, families, service providers, advocates, and others have information on best practices and resources for persons with disabilities and their families. The goal was exceeded by 650%. We trained 14,995 participants.

The Oklahoma UCEDD Community Leadership and Advocacy Director and Oklahoma LEND Family Faculty, Jan Moss, was the keynote speaker for one statewide and six national conferences. Her presentations included the topics of Humor and Wellness, Inclusion, and Celebrating 30 Years of IDEA: Reflections from a Parent Perspective, which is the title of the keynote presentation provided for the Office of Special Educations National Conference on Early Childhood. A total of 1835 participants attended the presentations, which included 285 family members/caregivers (15%) and 300 adults with disabilities (16%) as participants.

The Oklahoma UCEDD provided 12 community training sessions to a total of 433 participants on the topics of Self-Determination and on using the Child and Personal Preference Indicators as tools to facilitate self-determination and inclusion.

The Oklahoma UCEDD partner at East Central University (ECU) provided training to over 9797 case managers and residential training service providers from the Oklahoma Developmental Disabilities Services Division and to 30 rural health care providers who attended the Aging and Disabilities Scholars Grand Rounds.

Through the UCEDDs partnership with the Oklahoma State Department of Education training was provided to 462 special education teachers and 47 other education professionals and paraprofessionals in the low incidence disability areas of Autism, Other Health Impairment, Traumatic Brain Injury, and Deaf/blindness and Multiple Disabilities. We also provided a week-long Summer Symposium on Autism for 15 families and 26 professionals who worked in teams to develop individualized plans and learn approaches for the children of the families attending the symposium.

Oklahomas UCEDD partnered with the states parent training and information center, the Oklahoma Parents Center, to provide an annual conference and forum on issues in special education to 90 families and 110 professionals from across the state.

Oklahoma Respite Resource Network and the UCEDD joined forces to host the National Respite Conference in conjunction with the Oklahoma Family Perspectives Conference in Oklahoma City, OK. Over 100 families, 175 professionals, 2 legislators and 5 adults with disabilities attended this event.

The Oklahoma UCEDD also teamed up with:

Central Oklahoma Down Syndrome Association and the Oklahoma Department of Human Services to host over 80 participants at Oklahomas first Couples Conference for families of children and adults with disabilities.

Oklahomas Developmental Disabilities Council to host 710 participants, 59 exhibitors and 61 speakers at the 2006 Oklahoma Governors Conference on Developmental Disabilities.

Oklahoma Family Resource Coalition to plan and implement a statewide conference, Family Matters. The conference was attended by 325 professionals, paraprofessionals and families from early childhood and HeadStart programs.

Oklahoma Family Network (OFN) to identify 26 new family-to-family mentors (six

are Spanish speaking families), match 169 families with a mentor and provide training to 105 families, 315 preservice students and 110 health-care professionals.

Oklahomas Alliance for Youth project (Administration for Developmental Disabilities Project of National Significance) to provide leadership training for youth with disabilities. A training of trainers was provided to project staff using UCEDD training materials. Project staff adapted the UCEDD materials and provided training for 28 youth.

Projected Outcome Two: Develop training content that promotes best practices in family support and self-directed services.

The Oklahoma UCEDD worked in partnership with state agencies, families and self-advocates to develop training content directly related to promoting best practices in family support and self-directed services. Those collaborating partners and the documents are described below.

The Oklahoma UCEDD collaborated with the Oklahoma Department of Human Services and families of individuals with disabilities to develop content for three products: 1) the Oklahoma Self-Directed Services Training curriculum, 2) A Side-by-Side Comparison of Disability Services, and 3) the Oklahoma Individual and Family Support Principles to Practice Training Module 2 (Writing a Positive Rituals Story). The Oklahoma Self-Directed Services Curriculum has three modules in development. Module 1 is a basic overview and brief history of self-directed services in Oklahoma. Module 2 is self-directed services training for self-advocates. Module 3 is training for case managers. A Side-by-Side Comparison of Disability Services is an overview and comparison of the primary disability services that is written in family-friendly language. The Oklahoma Individual and Family Support Principles to Practice Indicators Training Modules promote best practices in family support. Training Module 1 introduces the Oklahoma Individual and Family Support Principles to Practice Indicators. Training Module 2, Writing a "Positive Ritual" Story, provides a tool to help families share pertinent information about their children in a format that is easy to read and understand.

The Oklahoma UCEDD collaborated with an academic partner at The Tulsa University to develop the book, Communicate, Collaborate, Celebrate, Creating Partnerships Between Physicians and Parents of Children with Disabilities.

"Promising Practices in Family Mentorship: A Guidebook for MCHB-LEND Training Programs" is a collaboration with Family Faculty throughout the nation who are involved in interdisciplinary preservice and continuing education programs. The UCEDD and Oklahoma LEND Family Faculty, Jan Moss, contributed content and expertise in the areas of family expertise, lifespan perspective and people first language.

Additional Outcomes: Other products were developed that inform, create awareness, establish community connections, and promote best practices for persons with developmental disabilities and their families or caregivers. Those products were developed by collaborating faculty and partners and are highlighted below.

	<p>Personal Preference Indicators for the persons who are elderly with disabilities (PPI-E). The original Personal Preference Indicators was developed for adults with disabilities. The tool is being adapted to address the preferences of people who are elderly.</p> <p>Oklahoma Native American Research Center (ONARCH) Faculty Development Program is developing materials to train and mentor Native Americans health care professionals.</p> <p>Training in Basic Statistics and Epidemiology for Health Professionals is being developed. Modules for a two-day short course will target mental health, public health and health professionals to increase their research knowledge.</p> <p>A Disaster Research Training Program is developing training modules on basic principles of statistics, epidemiology, and population-based approaches to research. The modules will be used to train researchers and responder organizations to enhance capacity for conducting rapid post-event disaster mental health research.</p>
<p>Proposed Revision to Goal</p>	<p>We are not changing any goals but we are modifying some of our outcomes to better reflect quantifiable measures.</p> <p>GOAL ONE: Community Education Increase capacity of the state to meet the needs of individuals with disabilities and their families by improving information access and skills for individuals with disabilities, family members and service providers in diverse communities and state agencies.</p> <p>Projected Outcome One: At least 8000 self-advocates, families, service providers, advocates, and others have information on best practices and resources for persons with disabilities and their families.</p> <p>Activities Planned to Achieve Community Education Outcome One: Provide 3 state and national trainings on resources and best practices from the family perspective.</p> <p>Conduct 4 community training sessions on best practices in family support, self-determination, and other areas of disability services and resources.</p> <p>Conduct 8 thirty-two-hour trainings, 1 two-week long symposium and 1 twelve-hour training in low incidence disability areas: Autism, Other Health Impairment, Traumatic Brain Injury, and Deaf/blindness and Multiple Disabilities.</p> <p>Collaborate with community partners to conduct the statewide Oklahoma Governors Conference on Developmental Disabilities.</p> <p>Collaborate with the Oklahoma Family Network to identify 30 new family-to-family mentors, provide training to 200 service providers, students, and families of children with disabilities.</p> <p>Collaborate with the National Disability Education and Training Center to provide leadership training for 10-15 youth with disabilities.</p> <p>Collaborate with university partners to provide training to 1000 service providers for individuals with developmental disabilities.</p>

	<p>Projected Outcome Two: Develop training content that promotes best practices in family support and self-directed services.</p> <p>Activities Planned to Achieve Community Education Outcome Two: Develop 1 new training module based on the Oklahoma Individual and Family Support Principles to Practice Indicators.</p> <p>Pilot new training materials based on the Child and Personal Preference Indicators in at least 1 self-advocate group and 2 family groups.</p> <p>Expand training curricula on self-directed services to include a self-advocate component.</p>
Goal	2: Preservice Education: Increase capacity of the state to better prepare future service providers by expanding academic partnerships for increased access to information and skills regarding interdisciplinary learning opportunities.
Area(s) of Emphasis	Other - Leadership
Core Function(s)	Interdisciplinary Pre-Service Preparation and Continuing Education, Community Services: Training & Technical Assistance, Community Services: Direct Services & Demonstration Projects, Research, Information Dissemination
Type of Activity	Capacity Building
Objectives	<ul style="list-style-type: none"> • 1: At least 300 trainees will receive interdisciplinary training related to persons with developmental disabilities and their families. • 2: At least 10 long-term trainees and 40 intermediate and short-term trainees will have expanded training on resources and best practices from the family and self-advocate perspectives. • 3: At least 10 long-term trainees and 40 intermediate and short-term trainees will have opportunities to participate in systems change initiatives as part of their interdisciplinary training experience. • 4: At least 2 new training products are developed to promote best practices in services for persons with disabilities and their families.
Extent to Which Goal was Achieved:	Achieved
Explanation:	<p>GOAL TWO: Preservice Education Increase capacity of the state to better prepare future service providers by expanding academic partnerships for increased access to information and skills regarding interdisciplinary learning opportunities.</p> <p>The Oklahoma UCEDD expanded academic partnerships to provide approximately 3500 hours of training through coursework, presentations, workshops and symposiums to better prepare future service providers. The Oklahoma UCEDD staff and the current partnerships have addressed the health-related and quality assurance areas of emphasis that were outlined in the original application. Leadership and assistive technology are addressed under the other category areas of emphasis.</p> <p>NOTE: The term trainee has been used more generally until now by the Administration on Developmental Disabilities (ADD) and the Oklahoma UCEDD. Previously everyone who received Oklahoma UCEDD preservice training was called a trainee. Now there is an attempt to more clearly differentiate between</p>

trainees and non-trainees. For the purposes of this report, the non-trainees will be referred to as students. Many preservice training activities have been provided to students who could have been counted as trainees if the appropriate information had been collected. As the definition of trainee is further clarified, the information collection process will be strengthened and expanded so that pertinent students who qualify as trainees can be appropriately counted.

Advocacy, capacity building and systemic change all have been addressed through the Oklahoma UCEDD preservice activities. Preservice activities predominantly contribute to capacity building through didactic, practicum and mentoring work with students and trainees. Involvement and interaction of the interdisciplinary faculty with one another contributes to their increased capacity to provide better learning experiences to students and trainees. Further, the technical assistance provided by the interdisciplinary faculty impacts capacity building beyond specific preservice training. The result is an increased capacity of the State to better prepare personnel to provide services and supports for individuals with disabilities and their families. Advocacy is an integrated part of training activities which directly increases the knowledge and skills necessary for future service providers to recognize advocacy issues and implement effective advocacy strategies. In addition, training activities include and promote involvement for advocacy in national and state programs, committees and councils and conferences held locally and nationally. Systemic change is a primary focus for training and students/trainees are involved in national, state and local work on committees, boards, councils and task forces that are addressing system changes in policies and procedures for persons with developmental disabilities and their families. Specific activities that reflect this work are identified in the following information.

Goal Achievement

Projected Outcome One: At least 300 students will receive interdisciplinary training related to individuals with developmental disabilities and their families.

The Oklahoma UCEDD provided over 2500 hours of interdisciplinary training about individuals with developmental disabilities and their families to 1078 preservice students including 8 long-term trainees. Interdisciplinary preservice training was offered through our partnership with: the OUHSC Colleges of Allied Health, Dentistry, Medicine, Nursing and Public Health; the OU School of Social Work; Oklahoma City University; and numerous community programs, organizations and initiatives.

Strategies for Achieving Goals

The Oklahoma UCEDD offered 4 interdisciplinary training courses that focus on disability issues, leadership and advocacy on behalf of individuals with developmental disabilities and their families. These courses included: Interdisciplinary Leadership Issues I: Disability Services, Fall 2005; Interdisciplinary Leadership Issues II: Disability Advocacy, Spring 2006; The Human Experience of DisAbility, Spring 2006; and Interdisciplinary Issues in Health Care, Summer 2006.

Clinical preservice training opportunities were expanded by the Oklahoma UCEDD to include 2 new clinical training experiences: 1) Jump Start Clinic provides an interdisciplinary clinical training experience addressing the needs of 164 children, birth through age four, and their families at the OU Child Study Center; and 2) the Family Support 360° Center that provides an interdisciplinary training experience

with the development of a Medical Home for 84 children and their families seen through the Department of Pediatrics Pediatric Practice Model Continuity Clinic.

Community preservice training was enhanced to include 3 new community practicum experiences: 1) Hearing Enrichment Language (HELP) Program: Language development for children with cochlear implants and support for their families; 2) Kings Kids: Inclusive day care program for children with and without disabilities and their siblings; and 3) Sooner SUCCESS Region II in Tulsa, Creek and Rogers Counties: Practicum experiences include Regional Council activities and County Coalition activities in each of the three counties. The total practicum experiences for the long-term LEND trainees total 130 hours of training.

The Oklahoma UCEDD is finalizing 1 new web-based course for students statewide which is projected to be piloted during Fall 2006. In collaboration with the OUHSC College of Nursing, the LEND Program is collaborating with Orbis Education Instructional Design for Distance Education to expand course options and potential learners.

The Oklahoma UCEDD partnered with the OUHSC College of Nursing to provide the 20-hour web-based course, Human Experience of DisAbility, to 190 students.

The Oklahoma UCEDD also achieved or provided the following:

40 hours of mentoring with 41 preservice students in the identification of hearing loss in the public schools and the transition from identification to intervention.

500 hours of training to 13 participants including 3 preservice students on direct hearing assessment and supports in the classroom at two large urban school districts.

3 hours of didactic training to 17 preservice students in the area of folic acid deficiency, its effects during pregnancy and efforts to address the issue.

800 hours of graduate training with 26 preservice audiology doctoral students.

500 hours of training to 13 participants including 8 preservice students on hearing screening at Head Start Centers across the state.

173 hours of didactic and clinical practicum training in Cleft Palate and Central Auditory Processing to 26 preservice students.

3 hours of individualized cross-discipline mentoring with 2 preservice students in an interview setting with an individual with a disability.

7 hours of training on Child Sexual Behavior Problems to 25 participants including 11 interdisciplinary preservice students.

20 hours of leadership training to 12 preservice students on Research on Sexual Behavior of Youth.

4 hours of leadership training to 2 graduate preservice trainees on infusing the family perspective in coursework.

6 hours of didactic information to 80 interdisciplinary preservice students on Family-Centered Services.

4 hours of training to 7 interdisciplinary preservice students on the Child Preference Indicators.

8 hours of didactic and bedside training to 12 participants on the Newborn Individualized Developmental Care and Assessment Program (NIDCAP).

8 hours of didactic training to 78 interdisciplinary students on the Newborn Intensive Care Unit (NICU), NIDCAP and the Infant Development Specialist.

240 hours of training to 40 preservice students on the exceptional child and children Pre-K through grade 12 receiving special education services in public and private schools.

18 hours of didactic training to 60 preservice students in the areas of Voice Disorders, Anatomy and Physiology of Speech, Research Foundations and Orofacial Anomalies.

6 hours of didactic training to 183 interdisciplinary preservice students in Feeding Infants and Children with Cleft Lip and/or Palate, Orofacial Growth and Development, Anatomy and Physiology of Speech Production and an overview of voice disorders.

Oklahoma UCEDD also supported interdisciplinary preservice training by providing 131 hours of technical assistance activities specifically related to preservice capacity building with 248 participants at the local, state and national levels.

Projected Outcome Two: At least 10 long-term trainees and 40 intermediate and short-term trainees will have expanded training on resources and best practices from the family and self-advocate perspectives.

The Oklahoma UCEDD has provided 8 current long-term trainees, 9 intermediate trainees (the 9 pediatric residents that are not currently added to the NIRS database but will be added in FY07) and 194 other preservice students with expanded training on resources and best practices from the family and self-advocate perspectives. The trainee number was less than 40 due to a smaller number of long-term trainees being accepted into the program and a scheduling change that was beyond our control which resulted in no Pediatric Residents going through the Rotation in Development this year as intermediate trainees. The additional training participants are noted as other preservice students.

Strategies for Achieving Goals

The Oklahoma UCEDD achieved the following:

expanded didactic information on resources and best practices from the family and self-advocate perspectives by incorporating those perspectives in each of the 4 interdisciplinary courses and each interdisciplinary leadership course seminar module.

provided training on resources and best practices from the family and self-advocate perspectives to 7 interdisciplinary faculty during an Interdisciplinary Faculty Summer Seminar.

presented Family Centered Services from the Family Perspective to 50 participants (5 Pediatric Faculty and 45 Health Professionals including Pediatric Residents) at the OUHSC Pediatric Grand Rounds.

expanded practicum experiences with resources and best practices from the family and self-advocate perspectives through increased involvement of family and self-advocate faculty in 2 new clinical and 3 new community activities.

The Oklahoma UCEDD also provided over 460 hours of training and mentoring as noted in the details that follow:

291 hours of direct faculty-trainee mentoring to 37 preservice trainees and students in interdisciplinary issues including resources and best practices related to families and self advocates.

14 hours of interdisciplinary didactic training to 8 interdisciplinary preservice trainees on including the family perspective on the topics of newborn infants in the Newborn Intensive Care Unit (NICU) and their families, stages of change and systems change theory, interdisciplinary research issues, and family support.

32 hours of orientation and observation for 8 interdisciplinary preservice trainees with the Cleft Palate Clinic and clinic resources for families and self advocates.

14 hours of practicum experience for 8 interdisciplinary preservice trainees on Assistive Technology at the Oklahoma Assistive Technology Center (OATC) and in a home with assistive technology equipment and adaptations.

information about family-centered services to 100 Pediatric Grand Rounds participants including 50 interdisciplinary preservice students, 47 professionals and 3 family members and/or caregivers.

8 hours of leadership mentoring with 8 interdisciplinary preservice trainees on planning and implementation of individual and team leadership projects.

16 hours of individual trainee mentoring with 8 interdisciplinary preservice trainees to develop Individual Leadership Plan (ILP) goals and subsequently review ILP goal attainment.

10 hours of leadership training to 8 interdisciplinary preservice trainees on best practices and resources from the family perspective with the Sooner SUCCESS Program and its focus on family-centered, community-based, coordinated services and supports.

42 hours of advanced didactic leadership training to 8 interdisciplinary trainees on interdisciplinary leadership issues in disability services.

42 hours of advanced didactic leadership training to 8 interdisciplinary trainees on interdisciplinary leadership issues in disability advocacy.

Projected Outcome Three: At least 10 long-term trainees and 40 intermediate and short-term trainees will have opportunities to participate in systems change initiatives as part of their interdisciplinary training experience.

The Oklahoma UCEDD provided opportunities for 8 long-term trainees and 9 intermediate trainees to participate in over 151 hours of systems change initiatives. *Numbers were less due to a fewer long-term trainees accepted into the program and the change in scheduling that resulted in no Pediatric Residents going through the Rotation in Development this year as intermediate trainees.

Strategies for Achieving Goals

The Oklahoma UCEDD involved 8 long-term trainees in activities with the Sooner SUCCESS Project to experience interagency planning and community coordination of services. The trainee number was less than originally planned due to a smaller number of long-term trainees being accepted into the program and a change in scheduling that was beyond our control which resulted in no Pediatric Residents going through the Rotation in Development this year as intermediate trainees.

The Oklahoma UCEDD provided 18 hours of didactic leadership training in systemic change to 8 interdisciplinary preservice trainees with the Medical Home Learning Collaborative activities at the OUHSC. Medical Home community site experiences were designed and are projected to be offered Fall, 2006.

The Oklahoma UCEDD involved 9 trainees in the Oklahoma Family Support 360° Center, which provides experiences in a medical home approach and family support services for families who have children with developmental disabilities.

Two (2) new training products were developed by Oklahomas UCEDD to promote best practices in services for persons with disabilities and their families: 1) Interdisciplinary Training Booklet for universities regarding the inclusion of families in preservice training; and 2) Family Centered Services Power Point 8 hour Training Session.

The Oklahoma UCEDD also achieved the following milestones:

- expanded the interdisciplinary curriculum to include an outline for Pediatric and Family Practice Residents through the intermediate training component focused on interdisciplinary services for children with developmental disabilities and their families.

- provided 35 hours of training to 9 first-year Pediatric Residents on family-centered care for children with disabilities and their families.

- provided 53 hours of training for 21 Pediatric Residents about developing health care goals in partnership with families whose children have disabilities.

- provided 10 hours of leadership training in systemic change to 8 interdisciplinary preservice trainees with the Sooner SUCCESS State Interagency Coordinating Council.

- provided 35 hours of preservice-related systemic change collaboration between

<p>Proposed Revision to Goal</p>	<p>the Oklahoma LEND Program and the Sooner SUCCESS Program.</p> <p>We are not changing any goals but we are modifying some of our outcomes to better reflect quantifiable measures.</p> <p>GOAL TWO: Preservice Education Increase capacity of the state to better prepare future service providers by expanding academic partnerships for increased access to information and skills regarding interdisciplinary learning opportunities.</p> <p>Projected Outcome One: At least 500 students, including 10 long-term trainees and 40 intermediate trainees, will receive interdisciplinary training related to persons with developmental disabilities and their families.</p> <p>Activities Planned to Achieve Preservice Outcome One: Conduct 6 interdisciplinary training courses that focus on disability issues, leadership and advocacy on behalf of individuals with developmental disabilities and their families.</p> <p>Expand clinical preservice training to include 2 new clinical training experiences.</p> <p>Expand community preservice training to include 2 new community practicum experiences.</p> <p>Pilot Distance Education Technology in the state including web-based course, distance seminars on selected course content modules and video conferencing.</p> <p>Projected Outcome Two: At least 10 long-term trainees and 40 intermediate trainees will have expanded training on resources and best practices including family-centered services, cultural competence, interdisciplinary teaming, and inclusive practices for individuals with developmental disabilities.</p> <p>Activities Planned to Achieve Preservice Outcome Two: Expand didactic information on resources and best practices from the family and self-advocate perspectives by involving family and self-advocate faculty mentors in 6 interdisciplinary courses.</p> <p>Expand practicum experiences with resources and best practices from the family and self-advocate perspectives through increased involvement of family faculty mentors in 3 clinical training activities and involvement of family and self-advocate faculty mentors in 3 selected community activities.</p> <p>Projected Outcome Three: At least 10 long-term trainees and 40 intermediate trainees will have opportunities to participate in systems change initiatives as part of their interdisciplinary training experience.</p> <p>Activities Planned to Achieve Preservice Outcome Three: Involve 30 trainees in activities with interagency planning and community coordination of services through collaborative activities with the following: Title V Maternal and Child Health Children with Special Health Care Needs (CSHCN); Developmental Disabilities Services Division (DDSD) of the Department of Human Services; and the Oklahoma Geriatric Education Center (GEC).</p>
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	<p>Support trainee experiences at 2 Medical Home Learning Collaborative community sites.</p> <p>Involve 30 trainees in the Oklahoma Family Support 360° Center as a medical home for families who have children with developmental disabilities.</p> <p>Projected Outcome Four: At least 3 new training products are developed to promote best practices in services for individuals with developmental disabilities and their families.</p> <p>Activities Planned to Achieve Preservice Outcome Four: Expand intermediate training materials for Pediatric and Family Practice Residents that focus on interdisciplinary teaming with family involvement in the delivery of services for children with special health care needs and their families.</p> <p>Develop a training resource document to compare and contrast community waived services</p> <p>Develop a geriatric version of the Personal Preference (PPI) for training in partnership with the Oklahoma Geriatric Education Center.</p> <p>Projected Outcome Five: Clinical training opportunities for preservice students and trainees will be available through selected clinical services provided for children with developmental delay and/or disabilities and their families.</p>
<p>Goal</p>	<p>3: Dissemination: Increase the capacity of the state to access information about disability issues, best practices, research findings, advocacy opportunities and perspectives of individuals with disabilities and families by expanding partnership networks and communication venues.</p>
<p>Area(s) of Emphasis</p>	<p>Quality Assurance, Other, Other - Leadership</p>
<p>Core Function(s)</p>	<p>Community Services: Training & Technical Assistance, Information Dissemination</p>
<p>Type of Activity</p>	<p>Advocacy, Capacity Building, Systemic Change</p>
<p>Objectives</p>	<ul style="list-style-type: none"> • 1: The UCEDD is a statewide resource for disability awareness and best practice information. • 2: The UCEDD is a resource for identifying the self-advocate and/or family perspective on services, policy and education and training.
<p>Extent to Which Goal was Achieved:</p>	<p>Achieved</p>
<p>Explanation:</p>	<p>GOAL THREE: Dissemination Increase the capacity of the state to access information about disability issues, best practices, research findings, advocacy opportunities and perspectives of individuals with disabilities and families by expanding partnership networks and communication venues.</p> <p>Goal Achievement: The goal was met. The Oklahoma UCEDD worked in partnership to achieve the Dissemination goal. Our strategies included collaboration with academic and community partners to disseminate products and share information with local, state and national audiences. A primary focus of the dissemination efforts was products that promote family support and self-determination. The products were developed in collaboration with families, self-advocates and service providers to improve</p>

planning, implementing and evaluating services. The dissemination also included a monthly newsletter that contains current disability information, conferences, community events, and resources. The newsletter was disseminated electronically and through a paper mailing to more than 1250 people each month.

The Oklahoma UCEDD also shared information through electronic networks that reached approximately 3000 families, self-advocates, service providers and advocates. Information provided to these individuals included educational materials, advocacy information, policy and budget alerts, and resources about funding and disability services.

Working in partnership with the Oklahoma Department of Human Service, Developmental Disabilities Service Division, Oklahomas UCEDD held public forums to hear what people had to say about self-directed services. Forum feedback was used to assess the appropriateness of new training materials and to identify policy issues that could be addressed in advance of implementing self-directed services in Oklahoma.

Dissemination activities addressed advocacy, capacity building and systemic change. Advocacy was addressed through self-advocates and families becoming better informed about legislative issues and having opportunities to educate their legislators. Capacity building was accomplished through adding to the number of advocates and professionals with increased knowledge about disability resources, issues, training events and information provided through the UCEDDs monthly newsletter and distributed products. Systemic change was accomplished through the use of information and disseminated materials by committees and task forces working for systemic improvements. For instance, the Oklahoma Individual and Family Support Principles (OIFSP) were disseminated to the Oklahoma Olmstead Strategic Planning Committee which later adopted the principles for use in the Oklahoma Olmstead Strategic Plan. In addition, the OIFSP are being used in curriculum by the University of Vermont School of Education to prepare Special Education teachers.

The areas of emphasis covered by the dissemination activities included quality assurance, healthcare, and in the other category is quality of life, leadership, family support and self-determination.

Activities that contributed to the achievement of Goal Three are listed below by outcome

Strategies for Achieving Goal:

Projected Outcome One: Disability information is disseminated to a network of over 3000 self-advocates, families, advocates, higher education faculty, students and others interested in disability issues.

The Oklahoma UCEDD disseminated over 20,000 information items and products. Disability awareness products were distributed at state and national conferences and workshops. These products were incorporated in interdisciplinary continuing education and preservice activities offered on site and through distance education statewide and nationally.

Featured products and numbers disseminated include:

- 155 Oklahoma Individual and Family Support Principles to Practice Indicators
- 209 Supported Families
- 963 Child and Personal Preference Indicators
- 242 Oklahoma Individual and Family Support Principles
- 115 Alphabet Soup Books
- 18,385 focus facts newsletter
- 123 Oklahoma Individual and Family Support Principles to Practice Indicators, Training Modules 1 and 2
- 50 Disability Awareness Posters
- 50 Reaching Agreement: Toolbox Skills for Disability Advocates
- 65 Oklahoma Family Support 360° Family Care Notebook
- 16 LEND-A-HAND Resource Book
- 27 Oklahoma Native American Research Basis Statistics for Health Professionals
- 27 Honoring Children, Respectful Ways Training Manual

Projected Outcome Two: The UCEDD is a resource for identifying the self-advocate and/or family perspective on services, policy and education and training.

The Oklahoma UCEDD partnered with the Oklahoma Department of Human Services, Developmental Disabilities Services Division (DDSD), the Tulsa Arc, the Tulsa Alliance on Disabilities and the Self-Directed Services Advisory Committee to conduct four forums on self-directed services. Information from the forums is being used to refine a self-directed services training curricula and to assist the DDSD in developing parameters for a self-directed services pilot project.

The Oklahoma UCEDD and the Oklahoma Developmental Disabilities Council compiled a joint survey, with consumer input on the questions, to identify consumer satisfaction and recommendations for improvements in the emphasis areas contained in the Developmental Disabilities Act. Surveys were disseminated at the Statewide Governors Conference on Developmental Disabilities and the survey web-link was also distributed by mail and electronically to enable on-line access. Assistance was available in person and by telephone for those who wanted help to complete the survey.

Proposed Revision to Goal

We are not changing any goals but we are modifying some of our outcomes to better reflect quantifiable measures.

GOAL THREE: Dissemination

Increase the capacity of the state to access information about disability issues, best practices, research findings, advocacy opportunities and perspectives of individuals with disabilities and families by expanding partnership networks and communication venues.

Projected Outcome One: 6000 disability resources will be disseminated nationally and statewide.

Activities Planned to Achieve Dissemination Outcome One:

Distribute 500 training materials that enhance awareness and skills of families, self-advocates, students, policy-makers, services providers, faculty and others.

	<p>Disseminate 5000 newsletters on current disability-related issues, services, best practices, conferences, and policy.</p> <p>Disseminate 500 products and tools to improve services and supports for persons with disabilities.</p>
Goal	<p>4: Research: Increase the research capacity of the state to reflect perspectives of individuals with disabilities and their families by expanding partnerships for research collaboration.</p>
Area(s) of Emphasis	<p>Quality Assurance</p>
Core Function(s)	<p>Research</p>
Type of Activity	<p>Capacity Building, Systemic Change</p>
Objectives	<ul style="list-style-type: none"> • 1: Two family-initiated research projects are implemented.
Extent to Which Goal was Achieved:	<p>Achieved</p>
Explanation:	<p>GOAL FOUR: Research Increase the research capacity of the state to reflect perspectives of individuals with disabilities and their families by expanding partnerships for research collaboration.</p> <p>Goal Achievement: The goal was partially achieved. We planned to develop two family-initiated research projects. Only one was developed. However, additional research was conducted that was not family-initiated but represents partnerships in research collaboration and impacts individuals with disabilities and their families. Those research activities are described below in Strategies for Achieving Goals.</p> <p>This goal addressed two emphasis areas: healthcare because the tool is being adapted for use with healthcare providers who work with individuals with disabilities who are aging.</p> <p>quality assurance because the tool is designed to help the individual with disabilities and/or the family provide information to the service providers that will address the quality of the services and the individualization of those services.</p> <p>The goal addressed capacity building because it is developing a tool that will increase the capacity of service providers to identify the individuals preferences and needs. It addresses advocacy because the tool equips the individual and/or family to communicate about the individuals preferences. Systems change is addressed because involvement in the research promotes improvements in individualization of services for persons with disabilities who are aging.</p> <p>Factors Impacting Achievement of Goals: We planned to measure the effectiveness of the Child Preference Indicators. This tool was developed by a family member of a child with disabilities to promote better information sharing between families and professionals regarding individualized programs for children. We were unable to complete this activity due to time constraints of staff and collaborating partners.</p> <p>Strategies for Achieving Goals The Oklahoma UCEDD worked in partnership with the Geriatric Education Center at the University of Oklahoma Health Sciences Center to implement family-initiated</p>

research on the Personal Preference Indicators, a tool developed by a family member. Initial research activities included gathering and analyzing data to determine adaptations in the Personal Preference Indicators tool to make it more useful for planning with persons who are aging and have disabilities. Field-testing of the tool began this year and adaptations were identified. The tool will need additional field-testing and adaptations to finalize the Preference Indicator for persons who are elderly and have disabilities.

The Oklahoma UCEDD implemented research that impacts the lives of persons with disabilities and their families. Highlights of that research are provided below.

Evaluation of the effects of power mobility on the development of young children with severe motor impairments. Data is being analyzed from a three-year field-initiated research grant.

Study of the auditory processing capability across the age span of children ages 6-18 years. The Frequency Pattern Test is used to determine changes in the auditory system and behavioral abilities of children. In this fiscal year, data was collected on 30 individuals, analyzed and written into a presentation for a report.

Evaluation of aspects of the Oklahoma Family Support 360° Project. Research measures whether the services have an impact on family stress and coping, whether families have increased access to services and assesses attitudes of physicians about outcomes for children with developmental disabilities.

Supervision of the Oklahoma State Department of Health Birth Defects Registry, which is a statewide active registry for children born with birth defects and/or those who are identified up to the age of six years. Ten years of data has been collected and is analyzed on all classes of birth defects.

Proposed Revision to Goal

We are not changing any goals but we are modifying some of our outcomes to better reflect quantifiable measures.

GOAL FOUR: Research

Increase the research capacity of the state to reflect perspectives of individuals with disabilities and their families by expanding partnerships for research collaboration.

Projected Outcome: Expand opportunities for research projects with University and community partners.

Activities Planned to Achieve Research Outcome:

Develop a community research project to evaluate the self-directed services pilot in Oklahoma.

Identify family and self-advocate partners for involvement in research with the Department of Urology at the University of Oklahoma Health Sciences Center and other university partners.

Field-test the revisions of the Personal Preference Indicator document through a research project with the Geriatric Education Center at the University of Oklahoma Health Sciences Center.

Goal	<p>5: Technical Assistance:Increase the capacity of the state to address critical issues identified by individuals with disabilities and family members by expanding partnerships with individuals with disabilities, individual families and organizations that represent families and self?advocates.</p>
Area(s) of Emphasis	Quality Assurance, Other, Other - Leadership
Core Function(s)	Community Services: Training & Technical Assistance, Information Dissemination
Type of Activity	Advocacy, Capacity Building, Systemic Change
Objectives	<ul style="list-style-type: none"> • 1: Policymakers, advocates, administrators and faculty have access to the self-advocate and family perspectives on services and supports. • 2: The principles of family support and self-determination are incorporated into services and programs statewide.
Extent to Which Goal was Achieved:	Achieved
Explanation:	<p>GOAL FIVE: Technical Assistance Increase the capacity of the state to address critical issues identified by individuals with disabilities and family members by expanding partnerships with individuals with disabilities, individual families and organizations that represent families and selfadvocates.</p> <p>Goal Achievement: Goal was met. The Oklahoma UCEDD provided over 1000 hours of technical assistance to national, state and local agencies and to families and self-advocates to improve access to family perspectives on services and supports for persons with disabilities and their families in policy and program development.</p> <p>Oklahoma does not have a statewide advocacy organization, so there are no mechanisms for readily accessing the self-advocate and family perspective for statewide planning efforts. For this reason, the Oklahoma UCEDD focused a high percentage of our technical assistance on identifying and bringing the self-advocate and family perspective into statewide planning efforts. The Oklahoma UCEDD uses a variety of methods to access the perspectives of individuals with disabilities and family members of children and adults with disabilities. We employ staff and faculty who are self-advocates and family members, contract with family and self-advocate organizations and mentor self-advocates and families serving on committees and task forces. We also provide financial support to promote family and self-advocate participation in all aspects of the UCEDDs work.</p> <p>The Oklahoma UCEDD partnered with the Oklahoma Department of Human Services, Developmental Disabilities Services Division to support four social work students in practica that provided systems change experiences in developmental disabilities services. The students were jointly supervised by the Oklahoma UCEDD and the Oklahoma DDSD. They participated in community networks, task forces and activities of the Oklahoma Family Support Partnership Council, the Oklahoma Respite Resource Network, the Oklahoma Developmental Disabilities Council, the Oklahoma Self-Directed Services Advisory Council, the Oklahoma Olmstead Strategic Planning Committee, the Oklahoma Family Support 360°Project, and the Oklahoma Fostering Hope Clinic. The students were involved in strategic planning, product development and training activities that were part of an overall effort to improve Oklahoma services for persons with disabilities and their families.</p>

Oklahomas UCEDD met with self-advocates and families to get input about content for training materials on family support and self-determination. We hosted forums in the community to identify priorities of self-advocates and families and incorporated that information into statewide planning efforts. We established advisory groups that include a predominance of family members for our community-based projects. We also supported family members and self-advocates as trainees and as faculty in our training programs.

This approach to technical assistance provided opportunities for advocacy, capacity building and systems change. Self-advocates and families participated in advocacy through being mentored to advocate for themselves and others by bringing their perspectives into meetings with agency administrators and by educating legislators. Self-advocates and families were involved in capacity building by serving as trainers, by developing training content and by reviewing training materials. Capacity building was also addressed through the technical assistance and mentoring work with students and trainees. The students, and the self-advocates and families were involved in systems change by contributing to the legislative and policy changes that evolved from the work of the Oklahoma Olmstead Strategic Planning Committee and by serving on policy development committees of two State agencies.

The areas of emphasis covered by the technical assistance activities included quality assurance, transportation, healthcare, education and early intervention, and in the other category, quality of life, leadership, family support and self-determination.

Activities that contributed to the achievement of Goal Five are listed below by outcome.

Strategies for Goal Achievement:

Projected Outcome One: Policymakers, advocates, administrators and faculty have access to the self-advocate and family perspectives on services and supports.

The Oklahoma UCEDD provided 70 hours of national consultation on resources and best practices from the family perspective. A family member, who is the Director of Community Leadership and Advocacy at the UCEDD and Oklahoma LEND family faculty, assisted the Association of University Centers on Disabilities (AUCD) Council on Community Advocacy by participating in activities to improve consumer and family participation in UCEDD advisory councils. This family faculty also contributed content and expertise for a training document developed by the MCHB LEND National Family Faculty Project. A UCEDD family member, who is the project coordinator for the Oklahoma Family Support 360° Project, provided family perspective information and provided 12 hours of technical assistance in planning content for the Technical Assistance Institute for the Family Support 360° Projects.

Fifty-two (52) hours of individual support and mentoring was provided by Oklahomas UCEDD for families and self-advocates serving on statewide committees addressing systems change for persons with developmental disabilities. The Self-Directed Services Advisory Committee includes six family members and one self-advocate who were mentored to help them understand terminology and policy guidelines, to increase their level of participation in meetings and to improve

communication and interaction with the professionals. Two self-advocates and one family member were provided support to increase their participation in the Oklahoma Olmstead Strategic Planning Committee, which is tasked by the Oklahoma Legislature to develop a comprehensive plan for Oklahoma agencies to meet the needs of people with disabilities who want to move from institutional settings to the community.

Additional technical assistance milestones Oklahomas UCEDD achieved include having provided:

35 hours of technical assistance to plan the annual Oklahoma Governor's Conference on Developmental Disabilities in collaboration with the Oklahoma Developmental Disabilities Council, the Oklahoma Department of Human Services, SoonerStart (Oklahoma early intervention program), the Oklahoma State Department of Education, the Oklahoma Statewide Independent Living Council and community direct service organizations.

64 hours of technical assistance to plan and implement the Center for Learning and Leadership/UCEDD and the Oklahoma Parent Centers Annual Fall Forum and Conference. The event targets families and educators of people with developmental disabilities.

67 hours of technical assistance to plan and develop Oklahomas Olmstead Strategic Plan, which is a comprehensive State plan of community support for persons with disabilities who want to move out of institutional settings. The Oklahoma Olmstead Strategic Planning Committee reports to the Oklahoma State Legislature and the Governor. The committee consists of representatives from State agencies, community organizations, self-advocates, and families. The Oklahoma UCEDD provided technical assistance serving on the Steering Committee, participating in the two-day retreat, attending three subcommittee meetings and writing and editing content for Olmstead Strategic Plan.

15 hours or more of technical assistance to the Oklahoma Health Care Authority by participating in meetings and mentoring families to assist the committee that was addressing the enrollment and eligibility process for a new Medicaid program (Tax Equity and Fiscal Responsibility Act).

20 hours of technical assistance participating in quarterly meetings, subcommittee meetings, and the annual strategic planning retreat of the Oklahoma Developmental Disabilities Council.

24 hours of technical assistance to the Oklahoma Task Force on Childhood Health. The task force was charged with advising the Oklahoma Legislature regarding development of legislation to improve childhood health, particularly prevention of childhood obesity.

140 hours of community practicum experiences and mentoring for UCEDD/LEND social work trainees. Mentored trainees in family support, self-determination and systems change for persons with developmental disabilities and their families.

Oklahomas UCEDD participated in planning improvements in transportation with the Oklahoma United We Ride project. A staff member who is a family member

provided 14 hours of technical assistance by contributing expertise from the family perspective and coordinating information sharing with UCEDD networks.

The Oklahoma UCEDD also provided:

8 hours of planning and coordination assistance to the Oklahoma State Team of the National Alliance for Full Participation, 6 hours of technical assistance to the OK Alliance for Youth Project Advisory Board to incorporate perspectives of youth with disabilities in planning for self-directed services training.

36 hours of technical assistance to the Sooner SUCCESS project by contributing family perspectives and community resource information at meeting and through individual consultation with providers and families. Two family members who are staff at the Oklahoma UCEDD participated in the statewide planning efforts of the Sooner SUCCESS project. The project is developing regional teams to address community-based services coordination and collaboration for children with special health care needs and their families.

Projected Outcome Two: The principles of family support and self-determination are incorporated into services and programs statewide.

The Oklahoma UCEDD provided at least 50 hours of technical assistance to the Oklahoma Department of Human Services to assist in accessing the self-advocate and family perspectives on current or proposed policy, to review and plan content for self-directed services training modules and other disability resource products, to consult with students about community resources and systems change strategies and to coordinate activities of the Oklahoma Family Support Partnership and the Oklahoma Family Support 360 ° Project.

The Oklahoma UCEDD also incorporated family support and self-determination principles through the following milestone activities:

utilized the Family Supportive Health Care Network (FSHCN) to promote and develop partnership advisory boards in health care settings in Oklahoma. In partnership with the Oklahoma Family Network, the UCEDD provided 27 hours of technical assistance to representatives of hospital advisory boards to improve family-centered services in the hospital, address family-to-family mentoring for parents with children in the neonatal intensive care units and provide perspectives of families whose children experienced long-term hospitalizations.

provided 10 hours of consultation and training to family support coordinators serving families who are low income and have children with special health care needs in a hospital based outpatient clinic and family support center.

provided 32 hours of technical assistance to the Interagency Coordinating Council on Early Intervention to incorporate the principles of family support in planning activities. The council is a planning body appointed by the Governor to address early intervention services.

provided at least 20 hours of technical assistance to the Oklahoma Family Support Partnership Council to develop family support and self determination products and to identify strategies for systems change in family support and self determination. The Oklahoma Family Support Partnership Council includes family

members of persons with disabilities, service providers, advocates, higher education faculty and students who work together to improve the statewide system of family support in Oklahoma. The Council meets monthly.

provided 33 hours of technical assistance to provide the family perspective to the Advisory Board of the Statewide Training and Regional Supports (STARS). STARS offers an extensive year-long calendar of technical and programmatic training for service providers and families in Oklahoma.

partnered with the Child Study Center to create and mentor Family Partners, family members who participate in diagnostic evaluations and serve on interdisciplinary assessment teams in pediatric clinics at the University of Oklahoma Health Sciences Center. Family Partners provided 69 hours of technical assistance in the clinics to infuse the family perspective, promote family-centered practices, and provide individual support and resource information to families in the clinics. The UCEDD also partnered with 9 families to get feedback on services provided by the Family Support 360° Center and the pediatric clinic associated with it.

provided 2 hours oversight and consultation to Kendall-Whittier School Based Clinic which utilized psychology students in a practicum at a school based clinic. The clinic focuses on health care for children with special needs and provides year round school with a population that has a high percentage of Hispanic children. The school program is inclusive of children with special education needs.

Additional Outcomes:

The Oklahoma UCEDD provided over 800 hours in technical assistance to agencies and organizations to improve outcomes for persons with disabilities and their families. Those outcomes were not articulated in our plan but are listed below.

24 hours of technical assistance to the Oklahoma Respite Resource Network to assist in planning the National Respite Conference in coordination with the Oklahoma Family Perspectives Conference and to develop strategic plans for the ongoing program development and funding of respite services in Oklahoma.

110 hours of technical assistance serving on the Board of Directors for the Oklahoma Infant Mental Health Association and organizing the process for determining if Oklahoma will develop a credential and training process similar to the Infant Mental Health Endorsement of the University of Michigan. The purpose is to improve the quality of infant mental health services.

20 hours of technical assistance to the Better Baby Care Forum, which is a leadership group for professionals interested in serving infants, toddlers and their families. The group meets 4 times per year for networking and information sharing and to plan an annual conference.

40 hours of technical assistance to the Disaster Research Training Program which is focused on enhancing the nation's capacity for conducting rapid post-event disaster mental health research. The faculty assisted in 1) developing training modules covering basic principles of statistics, epidemiology, and population-based approaches to research, 2) reviewing other modules to assure continuity between modules and appropriateness of module content, and 3) assisting in training

research teams in Oklahoma.

27 hours of technical assistance to the Oklahoma Association of Colleges of Teacher Education (OACTE) to plan and recommend policy regarding accreditation and programs for teacher education throughout the state.

15 hours of technical assistance to the Teacher Education Council that makes decisions regarding students accepted into education programs and as student teachers for the state.

10 hours of technical assistance to the Accommodation Committee for Oklahoma City University, which discusses concerns and makes policy recommendations to meet physical and academic requirements for students with disabilities.

14 hours of technical assistance to the Oklahoma Family Resource Coalition (OFRC) which is an organization involved in certification of Certified Child Parenting Specialists (CCPS). The OFRC is an interagency group that includes disability coordinators from Head Start and the Regional Child Care Providers. The Oklahoma UCEDD consulted in planning the statewide conference, Family Matters, and provided leadership in identifying disability resources and promoting family support best practices in early childhood programs.

60 hours of technical assistance to the Oklahoma Native American Research Center (ONARCH) Faculty Development Program to plan and develop a training and mentoring program to increase the basic research knowledge of Native Americans health care professionals. The long-term goal is to develop a short course on research methods, biostatistics and basic epidemiology principles and create a durable connection to Oklahomas Native American health care professionals through an area of their interest.

407 hours of consultation on a project for Indian Country Child Trauma Center (ICCTC). The goal is to culturally adapt the Children with Sexual Behavior Problems (CSBP) treatment model for children in Indian Country. The adapted model will be called "Honoring Children, Respectful Ways".

8 hours of technical assistance to the task force that is developing a Physician Assistants (PA) training program that will recruit Native American students. The program will be a partnership between the University of Oklahoma Health Sciences Center and The Tulsa University and will coordinate with the Cherokee Nation in the future.

20 hours of technical assistance to plan and implement community forums for the Center for Community Research and Development and to ensure that disability issues in the community are addressed.

12 hours of technical assistance serving on the Board for the Tulsa, Oklahoma Area Alliance on Disability. The Board which started in 1992 assessed needs in the community and coordinates with the Tulsa Community Service Council to develop strategies to address the needs.

40 hours of technical assistance to the Oklahoma State Department of Health Birth Defects Registry to advise staff in methods for data collection and reports. The

	<p>statewide registry collects data on children born with birth defects and/or identified up to six years of age.</p>
<p>Proposed Revision to Goal</p>	<p>We are not changing any goals but we are modifying some of our outcomes to better reflect quantifiable measures.</p> <p>GOAL FIVE: Technical Assistance Increase the capacity of the state to address critical issues identified by individuals with disabilities and family members by expanding partnerships with individuals with disabilities, individual families and organizations that represent families and self-advocates.</p> <p>Projected Outcome One: Provide 400 hours of technical assistance to state and national agencies and organizations, to policymakers, advocates, administrators and faculty for purposes of increasing information about the perspectives of self-advocates and families.</p> <p>Activities Planned to Achieve Technical Assistance Outcome One: Provide 100 hours of state and national consultation on resources and best practices from the family perspective.</p> <p>Provide 200 hours of technical assistance to State agencies and organizations to help them access self-advocate and family perspectives on current or proposed policy, services and programs.</p> <p>Provide 50 hours of technical assistance to self-advocates and families to promote their full participation in community task forces and meetings to address systems change.</p> <p>Provide 50 hours technical assistance to university and community partners to infuse the family and self-advocate perspective in planning and program activities.</p> <p>Projected Outcome Two: Provide 150 hours of technical assistance to clinics, family networks, community task forces and coalitions to improve services and programs statewide.</p> <p>Activities Planned to Achieve Technical Assistance Outcome Two: Provide 50 hours of technical assistance to the Oklahoma Family Support Partnership Council to address statewide planning in family support.</p> <p>Provide 50 hours of technical assistance to faculty and staff at pediatric clinics of the OUHSC to improve family-centered services and materials. (Family Support 360° Center and OU Child Study Center Family Partners)</p> <p>Provide 50 hours of technical assistance to the family networks to improve collaboration with professionals and involvement in systems change, advocacy and capacity building activities.</p>
<p>Goal</p>	<p>6: Organizational Goal: Provide an infrastructure within the UCEDD that facilitates accomplishment of program goals and inclusive policies and procedures to sustain an effective organization.</p>
<p>Area(s) of Emphasis</p>	<p>Quality Assurance</p>
<p>Core Function(s)</p>	<p>Community Services: Training & Technical Assistance</p>

Type of Activity	Capacity Building, Systemic Change
Objectives	<ul style="list-style-type: none"> • 1: Identify and develop organizational opportunities related to quality assurance in services for persons with disabilities and their families.
Extent to Which Goal was Achieved:	Achieved
Explanation:	<p>GOAL SIX: Organizational Goal Provide an infrastructure within the UCEDD that facilitates accomplishment of program goals and inclusive policies and procedures to sustain an effective organization.</p> <p>Projected Outcome 1: Identify and develop organizational opportunities related to quality assurance in services for persons with disabilities and their families.</p> <p>Strategies for Achieving Goals The Oklahoma UCEDD strengthened collaborative networks to address needs and evaluate impact through the following:</p> <p>The Oklahoma UCEDD Consumer Advisory Council (CAC) met on March 10, 2006 to provide feedback on the Preservice and Community Education goals and activities. The CAC did not meet in June as previously planned due to scheduling conflicts. However, Oklahomas UCEDD utilized other community advisory groups throughout the year to hear input from individuals with disabilities and family members on statewide issues for purposes of planning and identifying opportunities for collaboration and new initiative development. These groups include the Oklahoma Family Support Partnership Council, the Oklahoma Olmstead Strategic Planning Council, the Self-Directed Services Advisory Council and the Oklahoma UCEDD Program Team. Each of these bodies includes representation by self-advocates and/or family members, meets monthly or quarterly, and provides information to the UCEDD about statewide issues and priorities. We also worked in collaboration with the Oklahoma Developmental Disabilities Council to create and administer a survey distributed at the Oklahoma Governors Conference on Developmental Disabilities to collect input on planning our goals and activities.</p> <p>The Oklahoma UCEDD partnered with the University of Oklahoma Health Sciences Center (OUHSC) and state partnerships to address the following identified needs and issues:</p> <ul style="list-style-type: none"> Oral health and dental care issues and services for persons with developmental disabilities and their families Palliative care considerations for persons with developmental disabilities and their families Development of policies for Self-Directed Services Identification of resources for families of children with developmental disabilities Family support training for pediatric residents and social work students <p>Oklahomas UCEDD teamed up with the OU Child Study Center to 1) implement the second year of the Family Support 360° Center, 2) implement the Family Partners program which provides mentoring and training for families serving as faculty or consultants, and 3) expand the numbers of regional teams that are addressing service coordination.</p> <p>In partnership with the Oklahoma Department of Human Services the UCEDD</p>

	<p>worked on critical tasks to 1) implement the National Respite Conference, 2) implement the Family Support 360° Center, 3) develop training products in self-directed services and family support, 4) maintain the Oklahoma Family Support Partnership Council, 5) maintain the Oklahoma Respite Resource Network, 7) consult with the Developmental Disabilities Advisory Committee, and 8) participate in statewide systems change through the Olmstead Strategic Planning Committee.</p> <p>By partnering with the University of Oklahoma Health Sciences Centers Geriatric Education Center and Department of Urology the UCEDD has worked to develop collaborative research activities.</p> <p>The Oklahoma UCEDD partnered with parent networks to provide training, technical assistance and disseminate materials to families of children and youth with developmental disabilities statewide.</p> <p>We have not completed the activity of developing a plan for enhancing organizational identity. However, we have acquired a new staff member to assist in developing a plan for measuring organizational impact. This staff person will oversee program and project evaluations.</p>
<p>Proposed Revision to Goal</p>	<p>We are not changing any goals but we are modifying some of our outcomes to better reflect quantifiable measures.</p> <p>GOAL SIX: Organizational Development Goal Continue development of an infrastructure within the UCEDD that facilitates accomplishment of program goals and inclusive policies and procedures to sustain an effective organization.</p> <p>Projected Outcome: Support internal and external partners in developing organizational opportunities related to quality assurance in services for persons with disabilities and their families.</p> <p>Activities Planned to Achieve Organizational Outcome One: Strengthen collaborative networks to address needs and evaluate impact.</p> <p>Facilitate OUHSC and state partnerships to address identified needs and issues.</p>

FY 2006