

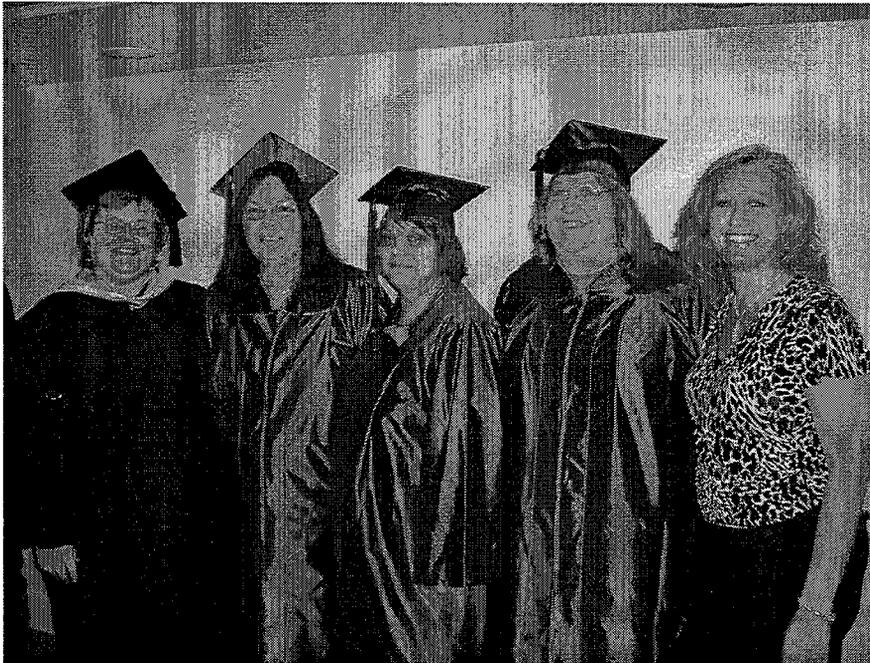
Appendices

Appendix A: Artifacts to support Direct Support for Professionals

Photograph of Ms. Potts in her office with the Governors Proclamation



Photograph of DSP graduates of the certificate program and Ms. Potts (far left)



What is **DSP** **OK**?

Through an organized group, significant issues affecting Direct Support Professionals gain a voice from the thousands of DSPs in Oklahoma. Potential goals of such an organization may include:

- **enhancing the status and recognition of DSPs**
- **improving better access to high quality educational experiences and career path opportunities that enhance competency**
- **strengthening partnerships between DSPs, self-advocates, other consumer groups and their families, other professionals, and supporting agencies**
- **promoting system reform towards incentives for educational experiences, increased compensation, and access to career pathways for DSPs**
- **credentialing or registry**

Contact: Diane Potts, M.S.
DSP Project Director
Tulsa Community College
Northeast Campus
(918) 595-7416
dpotts@tulsacc.edu

DSPs R'OK

Celebrate Oklahoma DSPs

Sponsored by:
**Direct Support
Professionals
of Oklahoma**

DSP **OK**



Saturday, September 12, 1-3 pm
Tulsa Community College/NE
2009

Oklahoma DSPs

(DSP OK)

Next Statewide Meeting

- ✓ We have a name! DSP OK
- ✓ We have a draft mission and vision statement that will be available for more input.
- ✓ We have an event:
 - DSPs R'OK...somewhere between "DSPs Rock" and "DSPs are Okay" @...**
 - a kick-off event for National DSP Recognition Week to recognize all DSPs in Oklahoma

WHAT:

- **DSP OK** Statewide Meeting &
- **DSPs R'OK**

WHEN:

Saturday, Sept. 12
1:00 – 3:00 p.m.

WHERE:

Tulsa Community College
Northeast Campus
Seminar Center

3727 E. Apache, Tulsa
(just off N Hwy 75 & Hwy 11)

WHO:

Direct Support Professionals
(all direct care workers, personal assistants, in-home support workers, paraprofessionals, direct supervisors, program and care coordinators, case managers)
Individuals receiving direct care support
Family Members
Supporting Agency Representatives
Invite others

➤ Please RSVP

Name: _____

Address: _____

City/Zip: _____

Contact #: _____

Agency: _____

Position: _____

Years in DSP profession: _____

Attending:

Adults _____ Children _____

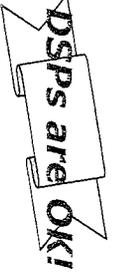
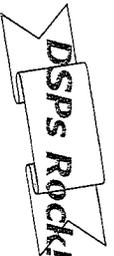
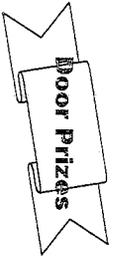
I cannot attend, but would like to be involved in **DSP OK**

Please return by email
dpotts@tulsacc.edu

or mail to:

Diane Potts, M.S., DSP Project Director
Tulsa Community College/NE Campus
3727 E. Apache
Tulsa, OK 74115

or phone:
(918) 595-7416



Take Time to Honor America's DSPs

National Direct Support Professionals Recognition Week

September 14-19, 2009



If you don't already know a DSP, someday you will.

Learn about the critical services DSPs perform for our developmentally,
physically and intellectually disabled citizens

www.youneedtoknowme.org



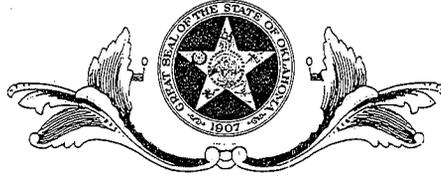
YOU NEED TO KNOW ME

I am a Direct Support Professional

ANCOR American Network of Community Options and Resources
Providers Offering Quality Supports to People with Disabilities
1101 King Street, Suite 380 - Alexandria, VA 22314-2944 • 703-335-7850 • www.ancor.org

State of Oklahoma Executive Department Proclamation of Direct Support Professionals
Recognition Week

STATE OF OKLAHOMA



EXECUTIVE DEPARTMENT

Proclamation

Whereas, direct support workers, direct care workers, personal assistants, personal attendants, in-home support workers, and paraprofessionals are the primary providers of publicly funded long term support and services for millions of individuals; and

Whereas, a direct support professional must build a close, trusted relationship with an individual with disabilities, assisting with the most intimate needs on a daily basis, including preparation of meals, helping with medications, bathing, dressing, mobility, transportation and general daily affairs; and

Whereas, a direct support professional provides essential support to help keep an individual with disabilities connected to the family and community of the individual; and

Whereas, direct support professionals enable individuals with disabilities to live meaningful, productive lives, and to avoid more costly institutional care; and

Whereas, in 2009, the majority of direct support professionals are employed in home and community based settings and this trend is projected to increase over the next decade; and

Whereas, there is a documented critical and growing shortage of direct support professionals in every community throughout the United States;

Now, therefore, I, Brad Henry, Governor of the State of Oklahoma, do hereby proclaim September 14-20, 2009, as

“Direct Support Professionals Recognition Week”

in the State of Oklahoma.

In Witness Whereof, I have hereunto set my hand and caused the Great Seal of the State of Oklahoma to be affixed.



ATTEST:

Done at the Capitol, in the City of Oklahoma City, this ninth day of September, in the Year of Our Lord two thousand and nine, and of the State of Oklahoma in the one hundred first year.
M. Susan Love Brad Henry
GOVERNOR



Tulsa Community College

**HUMAN SERVICES – CERTIFICATE OPTION
(DSP I – Direct Support Professional I) 645**

The DSP I certificate option involves the student strictly in courses specific to the Direct Support Professional, building upon required training in the State of Oklahoma and providing students with academic coursework to develop attitudes and values, technical skills, and knowledge necessary for employment as a Direct Support Professional (DSP) or Habilitation Training Specialist (HTS). DSPs support people with developmental disabilities, physical disabilities, and other related conditions in residential, vocational, educational, recreation, health, and other community settings. The certificate option may be completed prior to obtaining general education requirements for an academic degree or may provide the core courses needed to individuals with academic degrees in unrelated fields desiring to change careers.

Degree Awarded: Certificate of Achievement

For More Information Contact:

Liberal Arts and Community Services Division/Northeast Campus: (918) 595-7494

Semester plan available through faculty advisement

Certificate Requirements Credit Hours: 15

^Human Services: 15 hours

*HS 1403 DSP Foundations

HS 1413 Introduction to Developmental Disabilities

HS 1423 Models for Supporting Persons with Developmental Disabilities

* HS 1443 Direct Support Professional I

* HS 1453 DSP Practicum

Total Credit Hours: 15

*Course has prerequisite (See course description section of catalog).

^ Students must earn a grade of "C" or better in HS courses in order to progress to advanced courses in the program, or gain permission of the instructor or associate dean.

TULSA COMMUNITY COLLEGE
HUMAN SERVICES – DIRECT SUPPORT PROFESSIONAL CERTIFICATE OPTION

HS 1403 – DSP Foundations

3 credits

Basic knowledge necessary to enable a beginning Direct Support Professional (DSP) or Habilitation Training Specialist (HTS) to provide supports in residential, employment or vocational, community waiver or specialized foster care services for individuals with disabilities. Emphasis on fundamentals of working in the field, effective teaching/learning, communication, ethical and legal issues, basic residential support, health and safety issues, physical assistance, behavioral intervention, and community inclusion. Lecture: 2 Laboratory: 4 hours. Prerequisite: DDS Certificate of Training and approval of instructor.

HS 1413 – Introduction to Developmental Disabilities

3 credits

This course will provide an overview of developmental disabilities, focusing on education and training needs of persons with mild to severe/profound disabilities, as well as trends and issues in services to this population. Students will be exposed to strategies/outcomes planning and assessment skills that are used to help the consumer with disabilities prepare for transition from school to community living and employment. Students will examine job opportunities, training and skills requirements for employment. Lecture: 3 hours. No Laboratory.

HS 1423 – Models for Supporting Persons with Developmental Disabilities

3 credits

An examination of the community environment support settings in which persons with disabilities live, go to school, and work. The course will emphasize the concepts of values, beliefs, ethics, attitudes, respect, and choices as the foundation within all the support networks. The latest models in the areas of family, education, employment, medical, recreation and leisure, advocacy, and community-based programming will be reviewed. Lecture: 3 hours. No Laboratory.

HS 1443 – Direct Support Professional I

3 credits

This course will enhance professional awareness and knowledge of issues related to the Direct Support Professional within the field of developmental disabilities. Emphasis will focus on professionalism, code of ethics, DSP roles and interaction with various professionals and organizations. Course will also guide participants in analyses of life experiences and professional growth, incorporating portfolio and career path development. Lecture: 3 hours. No Laboratory. Prerequisite: Approval of instructor.

HS 1453 – DSP Practicum

3 credits

Practicum provides an opportunity for students to observe daily operations and practice skills in a setting specializing in disabilities. Faculty-guided seminar and assignments will provide opportunities for students to demonstrate the application of attitudes, skills, and knowledge to the field of developmental disabilities. Students will demonstrate sensitivity to diverse populations, self-examination, and satisfactory proficiency in developing, interpreting, implementing, and documenting helping interventions specific to the provider agency. Demonstration of effective communication, positive behavioral interventions, documentation of activities incorporating client-specific supportive services, and other DSP role competencies will be emphasized. Lecture: 1 hour. Laboratory: 7 hours. Prerequisites: Approval of instructor.

Quick Facts for DSP brochure

About Direct Support Professionals Project:

Tulsa Community College and the Oklahoma Developmental Disabilities Council have developed a Direct Support Professionals Project to enhance the quality and stability of the workforce serving individuals with developmental disabilities. This project creates meaningful career paths that lead to best practices in the field of developmental disabilities. The DSP Project supports these goals through the development of college coursework aligned with nationally recognized standards of competence and professional affiliation for all interested individuals and groups.

The DSP Project is a statewide collaborative effort involving:

- Individuals with developmental disabilities
- Family members
- DSPs (inclusive of all levels of employed staff working in the field of developmental disabilities)
- Providers
- Advocates
- Educators and trainers
- Support agencies

The DSP Project has several facets:

- Develop college credit courses that enhance career opportunities for DSPs in Oklahoma
- Establish a statewide professional organization for DSPs and interested individuals at all levels
- Enhance recognition of the professional nature of the work of DSPs
- Participate in efforts to promote best practices in service delivery to individuals with developmental disabilities
- Participate in efforts to promote wages commensurate with the skills and knowledge required in this field
- Promote statewide access to degree/career paths in developmental disabilities in Oklahoma

For more information on the DSP Project, contact TCC Assistant Professor of Human Services Diane Potts, DSP project director, at **918-595-7416** or e-mail dpotts@tulsacc.edu.



Tulsa Community College

Northeast Campus – Human Services
3727 E. Apache
Tulsa, OK 74115

www.tulsacc.edu/dsp

The DSP Project is funded by a grant from the Oklahoma Developmental Disabilities Council.



You can earn college credit at TCC for training received from the Oklahoma Developmental Disabilities Services Division. Upon receiving proof of completion and earning 12 additional hours of credit at TCC, TCC will award three credit hours to you for completing the Direct Support Professional Foundations class offered by the State of Oklahoma.

Program Details:

Earn a DSP Certificate of Achievement by completing 15 credit hours in the following competency-based college courses:

- Introduction to Developmental Disabilities
- Models for Supporting Individuals with Disabilities
- Direct Support Professional I
- Direct Support Professional Practicum
- Direct Support Professional Foundations (This course is offered by the State of Oklahoma as DSP entry-level required training. Course credit available upon proof of completion.)

This program has courses available online and in blended format (both online and in-person) with statewide access. Courses are aligned with nationally-recognized standards of competence and professional affiliation in the disabilities field. (An Associate in Applied Science degree in Developmental Disabilities is available at TCC).

Enhance skills and knowledge for enhancement and advancement in your career:

- DSP professional organization
- Student and work leadership opportunities
- Additional certificate of achievement for DSP supervisors
- Associate degree in Developmental Disabilities
- Individualized career planning

www.tulsacc.edu/dsp

D. Smith Self-Analysis, essay written at the end of her DSP program

December 1, 2008

I reflect to the beginning of the year when I was not sure if I could go back to school and I didn't have any faith in myself. But I was in a group of three other ladies from my area and one being my age. I knew no matter what that if I failed at least I tried. I have grown in so many areas', to think back who I was then, and who I'm now, we are two different people. I had stayed to myself in my job and had lost the ability to mingle with people of the same company that I work for. There was information that was never passed down to me, so new and important information that would of helped not only me but my individual that I serve, I never received. I learned new ways in my class on how to help the individuals we serve.

I had frustrations, in working with my individual on behaviors and I was too close to her, to attached to make a good judgment call. This class showed me that I could back off from the individual I was working with and help her in a more efficient way. I found a very important lesson in this. It helped me separate myself from my job, so I could do a much better job and be able to help individuals in a more professional manner. I learned in different areas in how to help, not only the individual I serve, but also myself. This class gave me courage; it gave me a chance to breathe, to learn and experience a new type of life, education.

One of the biggest frustrations I had is when we had the fast track class and another class together. I was really over loaded, working and trying to stay up with all of it. And not knowing because I hadn't been in college before I thought there was a certain way we was suppose to do our work, but I finally learned that the teachers wanted to see what I knew and how I felt. It took me most of the class semester to understand that. Another frustration I had was traveling to a new place. I have a problem in trying out new things for the first time, but once I've done it, I can adjust. So this class has made me reach out and learn so many things for the first time. I had a habit of staying in a comfort zone, so I'm thankful I was able to learn something new about this also.

I have had the greatest relationships and enjoyed and learned from the people I was around, and we helped each other through bad times. During this year I lost a husband, and my son went to Iraq, if it hadn't been for this class and the support I received from all the individuals I would still be at home working and no education. I feel I can do anything, which is what this class has done for me, besides the knowledge I have in my mind. In my accomplishments I have found ways to help the young lady I work with and it has made her life better and mine also. I not only learned from the teachers but the people going to the classes from their experiences with the people they work with.

As a professional I understand more about individuals with disabilities. I have learned about different diseases, and how to deal with behaviors in a more efficient manner. I have learned how to search out and find information by networking. I'm excited about the fact that hopefully soon we will have a organization here in Oklahoma for Direct Support Professionals, so that we will be recognized for the work we do. I have learned and accomplished all of these things and

more, I have a better understanding of the young lady I work with, but I even have more understanding of myself, and why I enjoy this area of work. It is to better the lives of the members we serve, so they can have the same things we do if they wish, to be more productive in society, and also to protect their rights to live a full life.

D. Smith reflections on how she has changed as a result of the DSP program in regard to caring for her client

What did I learn taking the DSP Class?

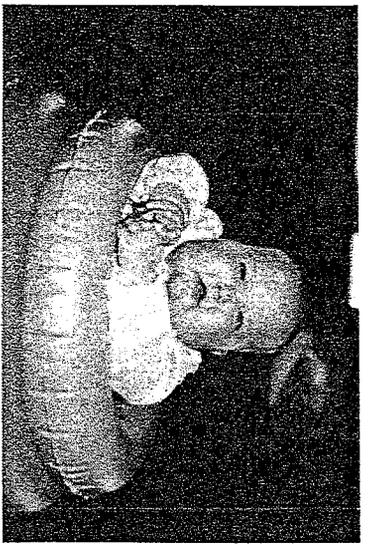
When I started the class it took me a little while to really focus in on what I was learning, but I think the most important single thing I did learn, that has helped the individual I serve, and that was networking. At the time she (my client) needed dental help and we could not find out who would provide services for her. By learning how to go about finding out information, now she has a dentist and is able to get her teeth fixed. But it wasn't just about this subject; I was trying to find out about different places she could go to. The education that I got from the classes, I feel have enhanced her life. Before the classes I was so close to her that I automatically did things for her, through self analysts I learned that even though you may have worked with a person for a long time, they need to make decisions if they are able to, and now she has empowerment in her life and can tell you when she doesn't want what is being offered. She has more control over her life, and if she doesn't understand I do my best to explain it to her, or show her.

I feel she has become more independent in her own decision-making and is able to enjoy life more. Through the course I got a better understanding of different types of disabilities and causes. I learned about behaviors, adaptive equipment, jobs and workshops, the list is endless. When you work in this field you don't have all the information to be able to help your individual, and even though it has been eighteen years I've worked with her I'm glad that what I have learned can enhanced her life. I work as an advocate for her, that is another area that I feel is so important so that her needs are met, although I had done that for her, I learned how to advocate in a more efficient way during the classes. I can't express enough how the classes have not only helped me but her also, I want to thank everyone involved in this program, and thank you for give me the opportunity to take these classes.

D. Smith
February 1, 2010

Appendix B: Artifacts to Support A Pilot Program for Developing Sooner SUCCESS

Sooner SUCCESS brochure



COORDINATOR CONTACT INFORMATION

REGION 1

Region 1 Coordinator—Becky Reuter:

405-271-6824, ext. 45144
becky-reuter@ouhsc.edu

Blaine County—Jona Arthur:

580-623-7977 (work) 580-614-1043 (mobile)
jona-arthur@ouhsc.edu

Canadian County—June Teters:

405-373-4679 (home) 405-517-5246 (mobile)
june-teters@ouhsc.edu

Garfield County—Lisa Simmons:

580-242-2273 (home) 580-603-1580 (mobile)
lisa-simmons@ouhsc.edu

Kingfisher County—Lisa Copeland:

405-375-6348 (home) 405-368-7348 (mobile)
lisa-copeland@ouhsc.edu

Logan County—Amanda Fortney

405-990-1491 (mobile)
amanda-fortney@ouhsc.edu

Major County—Denice Haworth:

580-227-3366 (home/office) 580-227-0199 (mobile)
denice-haworth@ouhsc.edu

REGION 2

Region 2 Coordinator—Gina Fermann:

918-619-4753
gina-fermann@ouhsc.edu

Creek County—Mindy Littlefield:

918-378-5632 (mobile)
mindylittlefield@yahoo.com

Rogers County—Dee Ann Brown:

918-694-5568 (mobile)
deann_brown@sbcglobal.net

Tulsa County—Mindy Littlefield:

918-378-5632 (mobile)
mindylittlefield@yahoo.com

Healthy People 2010 Initiative:

- families partner in decision-making
- easily accessed community-based services
- healthcare is provided through a *Medical Home*
- adequate public and/or private financing
- transitions to all aspects of adult life
- early screening, evaluation and diagnosis

For Statewide Information

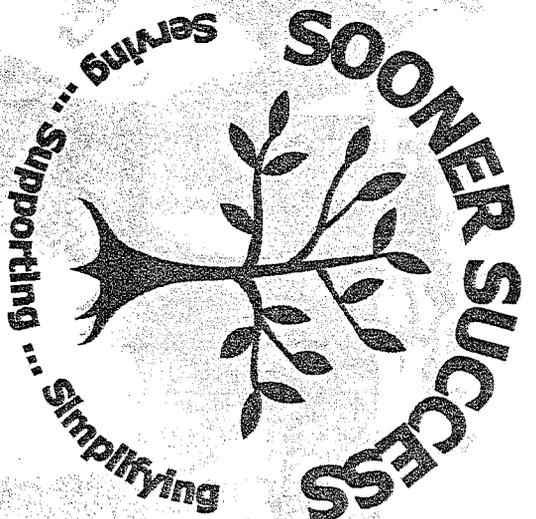


405-271-6824



The University of Oklahoma is an Equal Opportunity Institution. Accommodations on the basis of disability are available by contacting the Sooner SUCCESS program at (405) 271-6824. This project is funded through a collaboration with the OK State Dept. of Human Services, OK State Dept. of Education, OK Health Care Authority, US DHHS Maternal & Child Health Bureau & the OK State Legislature at the OUHSC Dept. of Pediatrics, Section on Developmental & Behavioral Pediatrics.

Printed April, 2009



Serving Families of

Children & Youth

with Special Health Care Needs

IN YOUR COMMUNITY

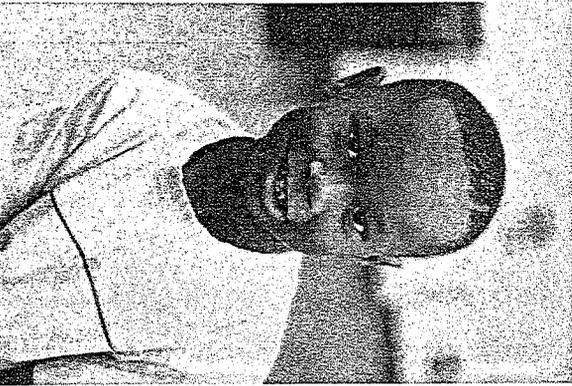
Child Study Center Program



Who Do We Serve?

Families of Children & Youth, birth to 21 years of age, with one or more of the following:

- developmental delay or disability
- chronic health care needs
- abuse/neglect issues
- mental health needs



Sooner SUCCESS can offer support for families who:

- need a break and would like information on whom to call
- would like help organizing your child's medical, educational and other information
- would like to know what resources are available in your area
- would like to network with other parents and learn about children's services and issues
- need services or equipment and you don't know what to do
- would like more information on a specific disability or condition

Sooner SUCCESS can offer providers opportunities to:

- learn more about available resources
- network with other providers in your county
- access information on the Medical Home philosophy
- connect with families through referral
- attend and participate in more local learning



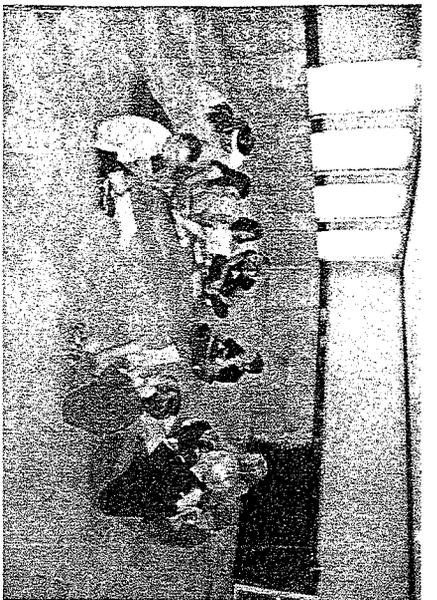
County Coalitions

- meet monthly to share information about community resources, upcoming trainings and projects
- discuss ways to meet needs and fill service gaps
- provide a forum for networking and public awareness on children's issues

A schedule of these meetings is listed on our website at:
<http://devbehaviorpeds.outhsc.edu/ss.asp>

The mission of Sooner SUCCESS is to advance a comprehensive, unified system of health, social and educational services for children and youth with special needs.

Sibshops brochure



Statewide Sibshop Initiative:

- Facilitates development of at least one Sibshop initiative in each of five communities across the State.
- Provides support and technical assistance to local Sibshop developers and facilitators to assure efficient start-up and follow-through.
- Assists with local Sibshop initiative securing financial support for first year activities and sustaining funds for subsequent years.
- Supported by Oklahoma Developmental Disabilities Council.

For Statewide Information:

Lori Wathen
 State Sibshop Coordinator
 405-271-5700 x45180
 1-877-441-0434
 lori-wathen@ouhsc.edu

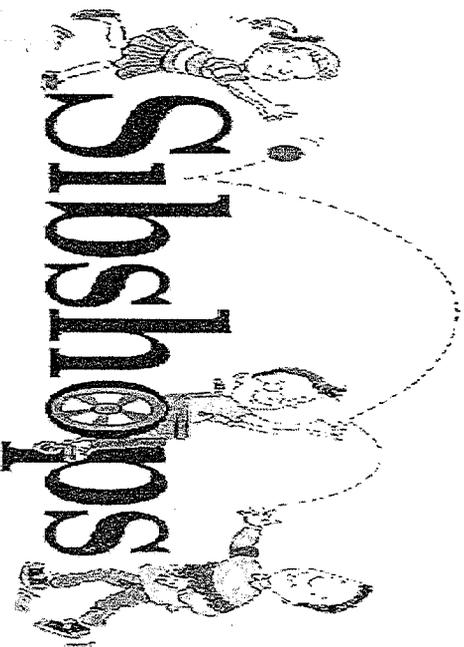
How can the Statewide Sibshop Initiative help implement a Sibshop in your community:

- Identify and collaborate with local supports, services, and resources to develop capacity for a local Sibshop implementation.
- Disseminate project information to potential local stakeholders.
- Recruit Sibshop workgroup that may consist of core family members, potential Sibshop facilitators and other key representatives.
- Facilitate development of local Sibshop.
- Provide support and technical assistance to local Sibshop developers and facilitators to assure efficient start-up and follow-through.
- Assist with local Sibshop initiative securing financial support for first year activities and sustaining funds for subsequent years.
- Some first year funding available through the Sibshop Initiative.



The University of Oklahoma is an Equal Opportunity Institution. Accommodations on the basis of disability are available by contacting us at (405) 271-5700 or 1-877-441-0434. This project is funded through a collaboration with the Oklahoma Developmental Disabilities Council.

Printed February, 2010



*Serving Brothers and Sisters of
 Children & Youth*

*with Special Health Care Needs
 IN YOUR COMMUNITY*

Child Study Center Program



Sibshops:

- Provide an opportunity for brothers and sisters of children with special health and developmental needs to obtain peer support and education within a recreational context that emphasizes a kids-eye view.
- Are lively, pedal-to-the-metal celebrations of the many contributions made by brothers and sisters of children with special needs.
- Intersperses information and discussion activities with new games designed to be unique and offbeat, cooking activities, and special guests who may teach participants about a wide variety of topics, including art, music and sports.
- Are not therapy, group or otherwise, although their effect may be therapeutic for some children.
- Acknowledge that most brothers and sisters of children with special needs, like their parents, are doing well, despite the challenges of an illness or disability. Consequently, while Sibshop facilitators always keep an eye open for participants who may need additional services, the Sibshop model takes a wellness approach.

Who attends Sibshops:

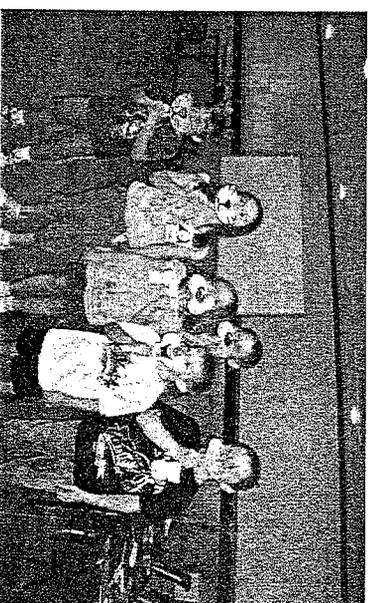
- Originally developed for eight-to thirteen-year-old siblings of children with developmental disabilities, the model is easily adapted for slightly younger and older children.
- Adapted for brothers and sisters of children with other special needs, including cancer, hearing impairments, epilepsy, emotional disturbances, and HIV.
- Adapted for use with children who have lost a family member. Children who attend Sibshops come from many diverse backgrounds.

Who Sponsors Sibshops:

- Any agency serving families of children with special needs can sponsor a Sibshop provided it can financially support, properly staff the program, and attract sufficient numbers of participants.
- However, we strongly recommend agencies working together to co-sponsor a local Sibshop. We have found that Sibshops are well within the reach and abilities of most communities. They are not expensive to run, and logistically are no more difficult to coordinate than other community-based programs for children, such as Scouts or Camp Fire.

Who Runs Sibshops:

- Sibshops are best facilitated by a team of service providers (such as social workers, special education teachers and professors, psychologists, nurses) and adult siblings of people with special needs.
- Team of facilitators are knowledgeable of the disability or illness represented, possess a sense of humor and play, enjoy the company of children, and respect the young participants' expertise on the topic of life with a brother or sister with special needs.



What is the optimal number of participants for a Sibshop:

- Sibshops have been held for as few as 5 children and as many as 45. Around a dozen children, with at least two facilitators, is a comfortable number.

When are Sibshops offered:

- Usually Sibshops are offered on Saturdays, often from 10 AM until 2 PM. This allows ample time for games, discussion and information activities, and making and eating lunch.
- Saturdays from 10 until 2 will not be ideal for all families or communities. Each community will need to determine the best day and length for their Sibshop.

How often are Sibshops held:

- Depending on the needs and resources of the community, Sibshops may be offered as frequently as weekly (as with a 1 1/2 hour after school program) or as infrequently as yearly (as with an all-day Sibshop that is a part of an annual conference for families from around the state or nation). Generally, Sibshops are presented monthly or bi-monthly.



The following story is highlighted as part of Champions' Community Recognition Program, which identifies communities that are good models of community-based service systems.

Major County, OK

Picture a quiet community located in the northwest area of Oklahoma with a population of about 7000, the residents distributed sparsely across 957 square miles. The nearest metropolitan areas of Oklahoma City and Tulsa are located hundreds of miles away. A community such as this can only be described as very rural, which is exactly how the citizens of Major County, Oklahoma see themselves.

How it All Began: Mental Health Needs

Five years ago Denice Haworth, County Coordinator for the statewide Sooner SUCCESS program, surveyed families about what their most pressing needs were. Results showed that families had an overwhelming need for mental health services for their children. For good reason, too: At the time, only one part-time mental health counselor was employed in the entire county.

At the same time, Denice also learned of a single mother with four children, all of whom needed mental health services. In order for the mother to attend appointments for all of her children, she had to leave work regularly and pull the child out of school – a serious burden on a working mother. Upon learning of this situation, Denice arranged for school-based counseling to be held once a week for all students in need of mental health services.

This idea only blossomed from there. Today, three mental health professionals are providing services in schools throughout the county. Mental health services are easy to find and accessible throughout the community. In fact, requests about finding counseling services have dropped to being the least-requested service on the key informant survey and in everyday requests received by Denice.

Brainstorming Solutions

Mental health is not the only issue children and families in Major County deal with. Denice, as a County Coordinator, ensures that *any* family with a need is served, even if they don't necessarily have a confirmed diagnosis. This includes families and children of any culture, socioeconomic status, or age.

The most effective way the community meets these needs is through the use of a county coalition, which is organized by Denice. This coalition, which meets monthly, is made up of family partners and service providers, including a school nurse, Family Services, Oklahoma DHS, the Division of Rehabilitation Services, Mental Health, Education, Major County Health Department, and the Office of Juvenile Affairs. The group regularly uses all their combined expertise and backgrounds to brainstorm ideas that will help a specific family's situation. Because the core family member is a strong influence in the coalition, other families can rest assured that there will be decision-makers on the coalition who can empathize best with the struggles they may be facing.

The coalition has a reputation for banding together to help families across many different situations. In one case, the coalition organized a community group (through the Make a Difference Day Committee) to help remodel a family's bathroom to be wheelchair accessible for their 9-year old son with spina bifida and hydrocephalous. Help arrived in the form of funding from many organizations such as Oklahoma DHS, Make a Difference Community Committee, Penner Community Fund, the Donna Nigh foundation, and a number of willing and eager community volunteers such as plumbers, electricians, and carpenters. Even Lowe's home improvement store gave the organizers a discount on an handicap accessible toilet and pedestal sink. The project was time-consuming, but incredibly rewarding. Today, the boy is learning to take care of his own needs, both at home and in school.

The community not only helps young children with special needs, they also assist youth who are transitioning to adult life. One of the many diverse members of the coalition is also a member of the Department of Rehabilitative Services. She travels to schools throughout Major County and works with youth with special needs to make sure they are ready to transition out of high school. In some cases, youth may qualify to continue school for a "13th year" if they are not quite ready to be finished with school.

There have been many cases of youth successfully transitioning to adult life in the community. In one case, a 16-year old with cerebral palsy had a real passion for photography. However, she needed an adaptation for her walker to hold the camera still and enable her to take quality pictures. Denice, along with the girl and her mother, went to a local photographer to get advice. The photographer was happy to become involved and ended up providing photography lessons and making an adaptation for the youth's walker. His influence helped the girl to graduate and continue on to work on her passion in the field of photography at the technology center.

Spreading Awareness to Schools

Oftentimes, when Denice identifies a need in the community through her work, a subcommittee of the coalition is formed from the professionals that are best suited to provide brainpower. Frequently, those professionals come from the school system, as is the case with Vicky Neufeld, a school nurse on the coalition. Vicky is instrumental in spreading awareness of disabilities throughout schools in the community. This is done in a variety of ways, including

puppet shows about children with disabilities and volunteers from the coalition who read to classes and discuss disability awareness.

Developmental Screening: A Variety of Options

One program that has had an impact on the community of Major County is Sooner Start, Oklahoma's early intervention program designed to meet the needs of infants and toddlers with disabilities and developmental delays. The program is a joint effort of the Oklahoma Departments of Education, Health, Human Services, Mental Health Services, the Commission on Children and Youth, and the Oklahoma Health Care Authority. When a family comes to the county health department, they are referred to Sooner Start for developmental screening. Families find Sooner Start especially convenient because screening assessments are often provided right in the family's home where the child is most comfortable. Sooner Start screens children for vision, hearing, developmental, and mental delays. Most special needs are identified by the time the child is three or four. Denice, as the County Coordinator, then works with the families to ensure children are directed to the right resources.

Families who live in the city of Fairview, which is located in Major County, also have the option of working with Oklahoma Parents and Teachers, or OPAT. An OPAT representative works at a Fairview school, and when a referral is made, that representative visits the family at home just like Sooner Start. The families participate in activities and projects with the main purpose being to promote parent/child bonding. After carefully assessing these activities, the OPAT representative will sometimes make a referral for further care and screening to be done. The best part is that *any* parent can request OPAT services – even if no previous diagnosis has been made on their child.

Fueled by Brainpower

Perhaps one of the most impressive parts of the Major County community is that they function successfully with little to no local funding. It is the responsibility of the members of the coalition to seek out grants or other private sources. Best of all, much of their support comes from private donations in the community. They are lucky to be surrounded by a community that is renowned for working together to identify and meet the needs of families. And the community coalition is the perfect personification of this cohesiveness. As Denice says, "We have a lot of brain power support [in the coalition]; we don't have very much financial support."

So far, brainpower seems to be working nicely to help the citizens of Major County.

Sooner SUCCESS example of building capacity

Another example of building capacity to serve families with children with disabilities involves a case where a family member had spina bifida and used a wheelchair. He couldn't access his bathroom without being lifted from his chair and carried. His family came to the coordinator and said can you help us widen the door. The job required more than widening the door in order to get his chair in the bathroom. The coordinator went to the department of rehabilitation services because she knew that it provided retrofitting design work. They didn't provide the cost of doing the work. Then she went to other service organizations in the community and a couple of foundations and found the money to get the bathroom remodeled for the family. After that was accomplished, they also put in a new ramp at the back door so they had 2 ramps in the house.

After that, the family wanted to thank all of the people who had helped them, so they had a little backyard barbecue and the community members at that event came to the county coordinator and said what's next? That's capacity in a small community. It doesn't have to be bricks and mortar, it doesn't have to be a particular service being provided on a particular date and that sort of thing. This community stepped up for that family and that's increased capacity in many of our rural communities because the need is unique and the population is sparse and you can't keep something in place when nobody uses it. So you have to rise to the occasion. If a community is willing to rise to the occasion more than once, that's increase capacity.

Sooner SUCCESS has also addressed a lack of daycare for children with special. It was originally suggested to build a facility to provide the service. County coordinators surveyed existing childcare programs in the county and found a lot of open spaces, however, providers did not have comfort with having children with special needs. The coalition developed a training program to help the existing childcare programs take children with special needs. Thus, capacity was increased at little cost to the community.

According to Dr. Mark Wolraich "these are ideas that came out of coalitions and coordinators who understand their county and have different ways of solving it. That's what we anticipated with thinking about it as a complex system is that they are going to figure out ways to adapt and that's not predictable beforehand. There has been a tendency in the past to come up with a solution or plan and then from top down bring it from the state down to the local level. But having the tiers we have, there are issues that can flow it up then from the counties where it is clear that multiple counties have the same type of problems to have some influence on the state as to what the state might want to do on a state level."



Volume 12. Issue 1 2007

Sooner SUCCESS: Assisting Families and Clinicians Connect with Other Community Services

There are many challenges for families of children and youth with special health care needs (CYSHCN) and the clinicians who serve them. Locating resources in the home community is often at the top of the list for both provider and family. Primary care practices are pressed to organize and fund staffing patterns that can help connect their patients to other community services. Adding the function of coordinating access to other community-based services that patients may need is beyond the financial capacity of most practices since those services are not typically reimbursable. Also, locating individuals with adequate knowledge about available resources further complicates the problem.

Sooner SUCCESS, at the OU Child Study Center is building a community-based infrastructure to help ease access to services, better integrate these services and increase capacity within communities to provide services to CYSHCN. The program coordinates the efforts of the health, mental health, social and education systems to improve access to services for individual families, assist clinicians to connect their patients with resources and support communities to build new service capacity.

The project, now in its fourth year of implementation, began as a coalition of family members, public child/youth serving agency managers and advocacy groups. Funding has come from Oklahoma's CYSHCN Program, the Oklahoma Developmental Disabilities Council, the Oklahoma State Department of Education, the Oklahoma Health Care Authority and a federal grant from the Maternal and Child Health Bureau. Sooner SUCCESS promotes and strengthens a community-based, integrated service system using a multi-tiered approach, addressing differences in coordination at the state, regional, local and individual level. At the state level, the Sooner SUCCESS State Interagency Council identifies systemic approaches to maximizing service coordination. Regionally, Sooner SUCCESS partners with existing formal and informal service and support systems to identify the status of CYSHCN and the services available to them and their families. The project also

works to strengthen communication among the many providers involved in the children's care. At the local level, the project supports community-based coalitions to identify ways to increase service capacity and respond to individual families' needs.

Serving as a catalyst at the state and local level, Sooner SUCCESS has partnered with other organizations to build a stronger integrated system of services:

Dr. Laura McGuinn and Cyd Roberts, MSW, OU Child Study Center, surveyed primary care practices to determine the status of Medical Home implementation across the state. They have established an advisory board that includes several AAP state chapter members and other community members to develop strategies to spread adoption of the concept. The program also provides technical assistance to practices implementing aspects of the Medical Home. From this effort, enhancement of screening and referral practices has been initiated through Setting the Stage for Success, a follow-up to a successful program funded by the Commonwealth Fund in North Carolina providing Oklahoma with technical assistance to improve the quantity and quality of developmental and behavioral screening in Oklahoma's Medicaid program and enhance communication between primary care practices and community resources.

In partnership with the University Center for Excellence in Developmental Disabilities, a Medical Home has been implemented in the Pediatric Practice Model clinic at the University of Oklahoma Health Sciences Center. Not only will the children and youth served by that clinic receive comprehensive, coordinated care through a Medical Home, the pediatric residents receiving their continuity of care experience in that clinic will have first hand experience with Medical Home concepts.

"Sooner SUCCESS, at the OU Child Study Center is building a community-based infrastructure to help ease access to services, better integrate these services and increase capacity within communities to provide services..."

In a primarily rural county, a local planning group initiated a project that will provide a community-based care coordinator to work with four primary care practices to help those clinicians connect their patients to other services. The project is being accomplished in partnership with Oklahoma's Medical Home initiative at the OU Child Study Center, the Oklahoma Health Care Authority, the Oklahoma Commission on Children and Youth, and the Canadian County Children's Justice Center. The model employs a community-based care coordinator who is not organizationally attached to any one practice or to any service agency. The care coordinator will work between the practices, service agencies and families. The concept, and the local planning group, originated with one of the Sooner SUCCESS local coalitions. The coalition identified the need to support families' access to more comprehensive and continuous health care and to support primary care practices serving these families with care coordination activities. Service agencies will benefit by having greater access to services across all providers for their clients.

The long-term goal is to make Sooner SUCCESS available throughout the state of Oklahoma and serve as an exemplary model for other states. Dr. Mark Wolraich, the Director of the OU Child Study Center, and Sooner SUCCESS staff are pursuing state funding to replace the term limited grants and contracts that currently support the program and to extend it to other regions of the state. They are meeting with key state legislators to brief them on Sooner SUCCESS and request funding. If you are interested in more information about Sooner SUCCESS, you may contact Louis Worley, Sooner SUCCESS State Coordinator at 405-271-6824 extension 45131 email: louis-worley@ouhsc.edu or Dr. Wolraich at 405-271-6824 extension 45123 email: mark-wolraich@ouhsc.edu.



June Teters, Access Healthcare Coordinator, Dr. Vladimir Holy, Ashlee DeLong, R.N., holding Lorena McKee, age 2 of El Reno.

Talk about team work!

When the Access Healthcare Committee of the Canadian County Coalition for Children & Families decided to help get more kids into doctors offices for well-child EPSDT* screenings.....

- Parkview Hospital provided office space
- The Canadian County Children's Justice Center, along with the Oklahoma Commission on Children and Youth and the Oklahoma Health Care Authority provided funds to hire Access Healthcare Coordinator, June Teters
- Dr. Vladimir Holy agreed to be one of four Canadian County medical practices to work with the Access HealthCare Coordinator. Other practitioners in the project are:
 - o Cathy Flores, MD & Javier Flores, MD, Yukon
 - o Michael Furgeson, MD, Yukon
 - o Alecia Hanes, MD, Yukon
- The Sooner SUCCESS Project at OUHSC Child Study Center coordinated contracts and finances.
- Project PEA (Practice Enhancement Assistants) at OUHSC offers support for clinic administrative staff, and works with the Access Healthcare Coordinator.

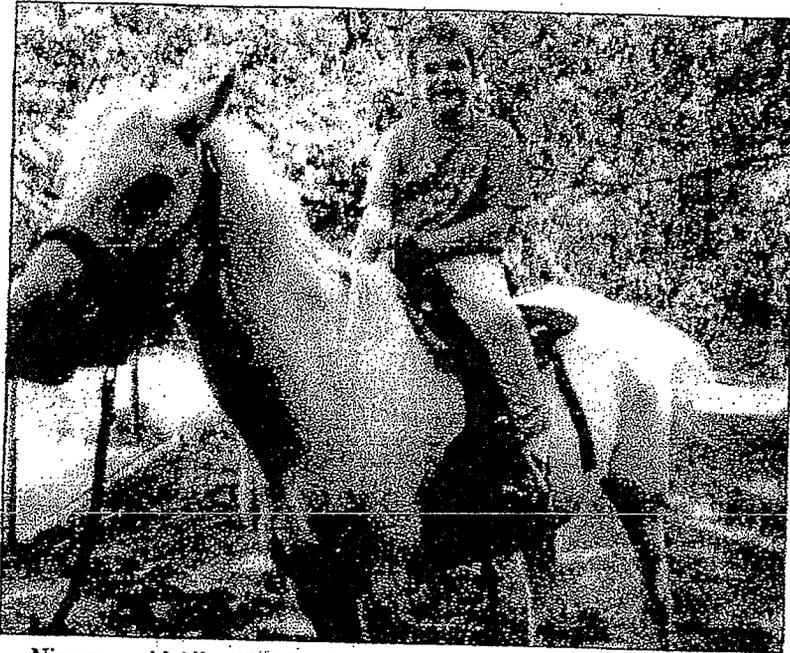
With team work like this, more children will be screened during well-child visits. Problems can be found and treated earlier, more successfully and at less expense than when detected later in life.

*Early Periodic Screening, Diagnosis & Treatment

For more information, contact:

Canadian County Coalition for Children & Families..... Billie Linam, 373-3707

Local child needs medical attention



Nine-year-old Allen "Michael" Fillmore, of Sapulpa, is dealing with a terminal brain condition, and needs the help of doctors in Fort Worth, Texas.

Although he has been under the care of physicians in Tulsa, they have done all they can for Michael, and have made an appointment with a surgeon in Fort Worth.

The family is facing a financial crisis due to Michael's illness and need support from the community to get Michael to and from Fort Worth. A fund has been set up at any Bank of Oklahoma location, and you can help the family by depositing donations into this account.

Michael is the son of Mark and Robin Fillmore of Sapulpa; and the grandson of Pam and Jerry Smith of Kellyville, Cloyde Fillmore of Tulsa and the late Neta Fillmore.

Fyi:

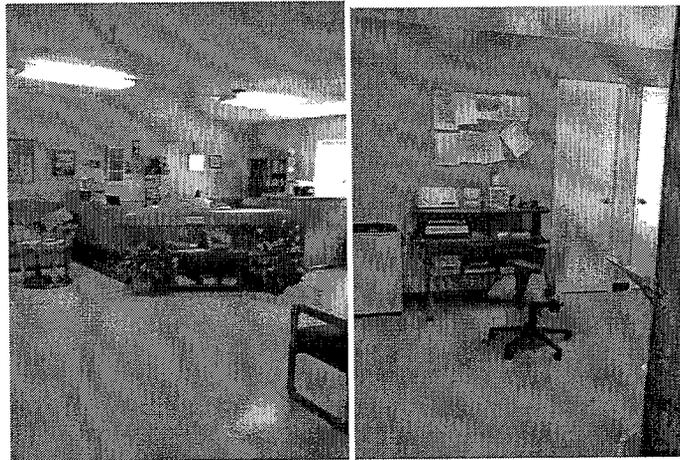
The Sooner SUCCESS County Coordinator set up a bank account + saw this article to help fund trip to a specialist in Texas.

Appendix C: Artifacts to Support Transitions

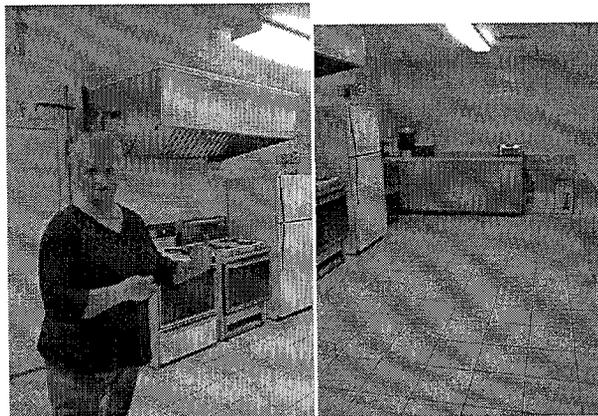
Nancy Anderson as her desk



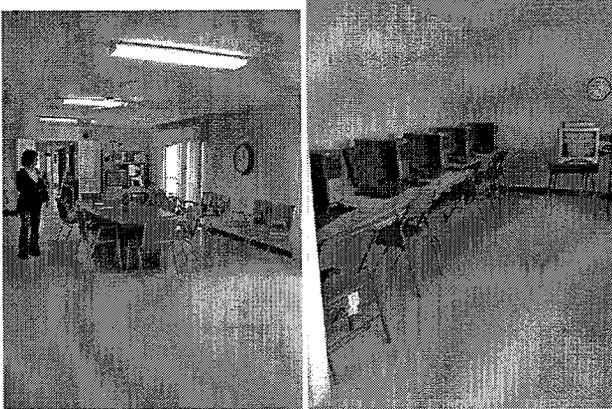
Transitions Reception and Work Areas



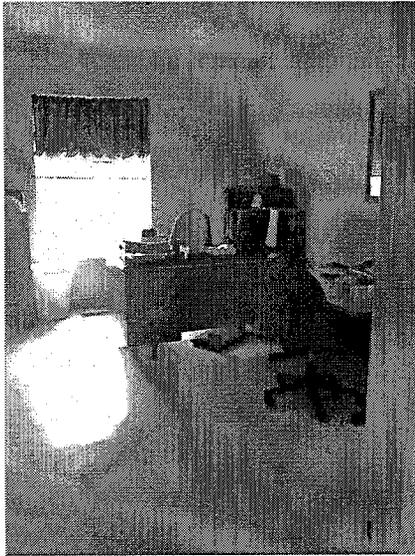
Transitions kitchen with Nancy Anderson



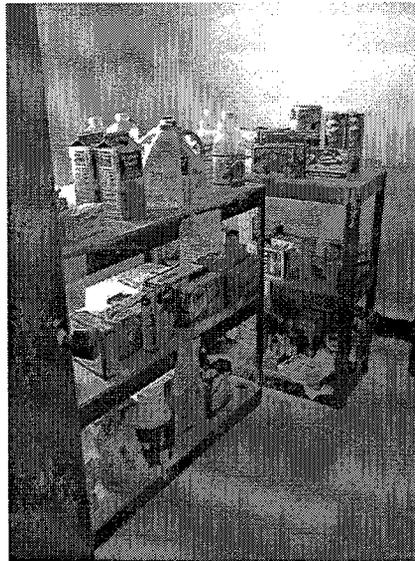
Transitions dining area and training room for computer skills and internet job searching tasks



Transitions training room for office instruction



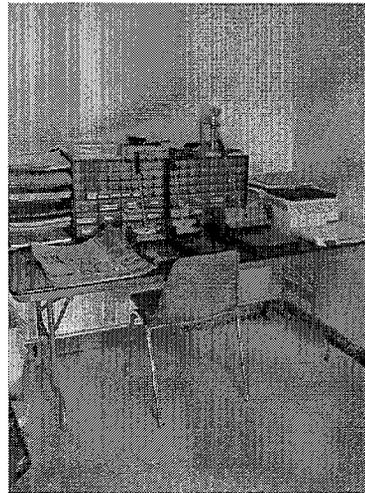
Transitions training room for cashiering tasks



Transitions training room for video store reshelving tasks



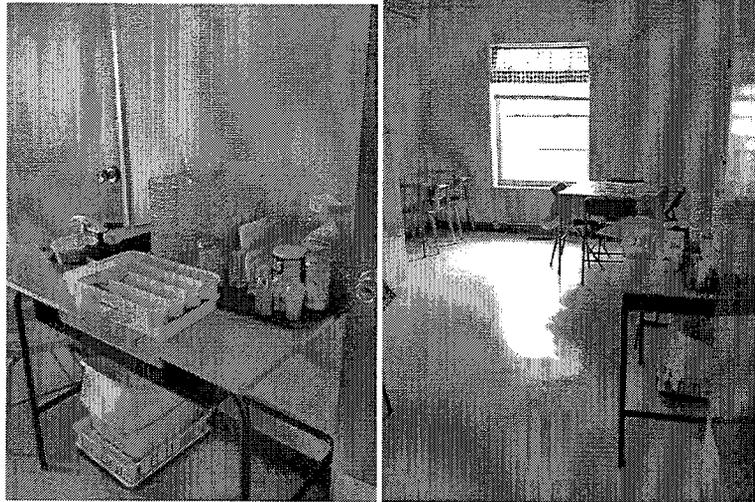
Transitions training room for greeting card making tasks. Greeting cards are sold under the name, *Special Cards by Special People*



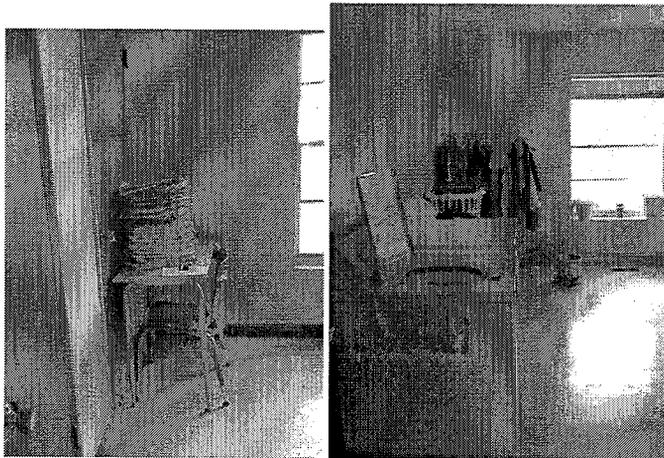
Transitions training room for hotel maid tasks



Transitions training room for
restaurant server tasks



Transitions training room for
newspaper folding tasks and
laundry tasks



Appendix D: Artifacts to support The Habilitation Center for Developmentally Disabled
Offenders

The Habilitation Center Program Theory and Logic Model

1.

The Habilitation Program

Faith is important

Character Building

Skills and Useful Behaviors

Work

Character	Classes or activities	Skill Standards	Classes or activities
Outward behavior	Decisions	Reading	Choir
Do what is right	Pro-Social I	Writing/spelling	Music Appreciation
Avoid what is wrong	Pro-Social II	Money	Workshop
Within yourself	Program Class	Management	Job Skills
Your heart - Your feelings	Substance Abuse Group	Health	Money Management
Your interests	Sex Offender Group	Hygiene	Cooking
Your mind - Your thoughts	Anger Management	Social	Life Skills
Your will - Your decisions and choices	Conflict Management	Cooking	- Get along
What is important to you		Shopping	
Your personal problems		Home	
		Improvement	
		Rights and Privileges	

Your faith is important for

Changing for the good

Learning new skills

Helping others

Complete the following classes:

- Program Class
- Decisions
- Pro-Social I
- Pro-Social II
- Assigned crime-related classes

Graduation Requirements

Pass all 10 Skill Standards

18 months

- Work
- Good hygiene
- Absence of major conflicts
- Absence of misconducts
- Final test

Program Components

Mission Statement, Goal and Objectives



Model

(intellectual functioning, major areas, adaptive skills, criminality and citizenship, environment)



Pre-plan Assessment and Data Collection

(initial, vocational, mental health, consent form, abuse risk, health, hygiene, rights and privileges,



Individual Habilitation Plan



Classes, Activities, Groups

(Pro-Social I, Pro-Social II, Decisions, Substance Abuse, Sex Offender Group, Anger Management, Cooking, Home Improvement, Computer Lab, Work Shop, Life Skills, Job Skills, Money Management, Program Class, Music Appreciation, Conflict Management)



Program Reviews

(attendance, participation, progress, staff observations)



Release Planning

(non program staff implemented)



Program Evaluation

(Program Data, Board of Advisors, Program Survey, DDS Survey)

Program Plan

page ___ of ___

I. PARTICIPANT'S INTERESTS AND PLANS

- * Interests and areas of importance _____
- * Work
 - During incarceration _____
 - Following incarceration _____
- * Current relationships inside and outside of prison _____
- * Housing following incarceration _____
- * Other _____

II. SUMMARY OF TESTS, ASSESSMENTS, SELF-REPORTS, OBSERVATIONS

Number of days on time sheet _____ 85% yes ___ no ___ Level _____ Misconducts _____

- * Criminality/citizenship (rights and responsibilities)
NCIC, J&S _____
- * Self-care/Health and Health and Hygiene **Skill Standard Health Skill Standard Hygiene** _____
- * Relations **Clinical Interview, Initial Assessment, Abuse Risk** _____
- * Rights and Privileges **Skill Standard Rights and Privileges** _____
- * Work **Vocational Assessment, Initial Assessment** _____
- * Independent living skills **Clinical Interview, Initial Assessment** _____
- * Initial Assessment **Skill Standard Reading, Skill Standard Writing/Spelling** _____
- * Mental Health **Clinical Interview, Initial Assessment** _____

Program Plan

Updated ___ / ___ / ___

page ___ of ___

5. Work	During incarceration:							
	Following incarceration:							

6. Independent living	During incarceration:							
	Following incarceration:							

7. Reading and Math								

8. Other								

