



START Coordinator Certification Renewal Information

START Coordinator Certification must be renewed every 2 years. The purpose of certification renewal is to ensure that all START Coordinators remain informed of current research, training, and best practices in the context of the START model. Coordinators must submit a Certification Renewal Application to the Center for START Services within the 24th month of certification (early applications will be accepted if submitted within the last 6 months of active certification). *Failure to apply for renewal will result in certification expiration.*

Request for Reinstatement: If your certification is expired for more than 6 months, you are required to request reinstatement in order to regain certification. In addition to submitting a renewal application with accompanying documentation, you will also be required to participate in a live interview process (via Zoom) with at least two (2) members of the START Certification Review Board.

Application Process

- Send the Supervisor Endorsement Survey link to your supervisor
- Fill out the Certification Renewal Application and attach all required documentation
- If documentation is unavailable, please include a Training Confirmation Form signed by your supervisor
- Submit Application to Beth Grosso

Email: Elizabeth.grosso@unh.edu

Fax: (603) 228-3270

Mail: Center for START Services, UNH Institute on Disability
56 Old Suncook Rd, Suite 2, Concord, NH 03301

- Applications will be processed and reviewed within 30 days of receipt by the START Certification Review Board
- Once approved, Certification Renewal documentation will be sent to the mailing address provided on your application

The START Certification Review Board reserves the right to request additional information from any applicant.

Renewal Requirements

Supervisor Endorsement

You must be formally endorsed by your START Program supervisor in order to apply for certification renewal. The endorsing supervisor should also be certified themselves. Provide the following link to your supervisor prior to submitting your application: https://unh.az1.qualtrics.com/SE/?SID=SV_ef9QaSY7sLVI2eV

If you no longer work for a START program, please ensure that your supervisor has an understanding of the coordinator certification process and clearly articulates how you apply the START model in your current job.



Proof of Training Attended

- Certificates of Attendance (COA) of at least 24 hours of training attended/participated in ***within the last 2 years***
- Webinars and pre-recorded online trainings are acceptable if at least 12 of the training hours were recorded/released ***within the last 2 years***
- If a COA is not available for any trainings attended/participated in, please submit a Training Confirmation Form signed by your supervisor
- Sample Training Submission and Training Confirmation Forms are provided at the end of this document

Proof of Training Provided

- You must also prove that you provided ***at least 3*** trainings to your team or network ***within the last 2 years***
- Supervisor initial on Training Submission Form serves as proof of training provided

Approved Trainings

START Trainings

- START National Training Institute (12 hrs total)
- START Program Conferences/Launches
- NADD Conferences
- Clinical Education Team trainings (CETs)
- START National Online Training Series (COAs located [on our website](#))
- Practice Group trainings
- Any trainings provided by START team members

Unaffiliated Trainings

Acceptable if:

- Provided by professionals in the fields of IDD or MH
- Goals/Objectives are focused on supporting individuals with IDD and/or behavioral health challenges

Readings Acceptable as Training

If submitting articles and texts as “training received” please provide a 200 – 500 word summary for each article submitted along with the title, author(s), and date published. Each article submitted can count toward 0.5 hrs of training received.

START Endorsed Reading

- Articles listed in Moodlerooms Online Resource Area
- Articles listed on Community Resources section of START website

Acceptable Outside Reading

Any reading outside of our recommended readings may be considered if directly relevant to the field of co-occurring intellectual/developmental disability and behavioral health challenges. Textbooks and peer reviewed journal articles are acceptable examples.



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Training Submission Form

Trainings Attended (24 hrs minimum)			
Training Name	Date(s)	Location	Hours
National Online Training Series "Using Alternative Therapies with Individuals with IDD"	9/16/16	Zoom	2
2016 SNTI	3/14/2016	Atlanta, GA	12
NADD 33 rd Conference – 1 day	11/4/2016	Ontario, Canada	5
"Evidence-Based Practices for Children, Youth, and Young Adults with Autism Spectrum Disorder"	1/12/2016	Remotely	.5
Complex Trauma and Attachment – DHMC	11/17/16	NHS	1.5
CET's – 12 total	2014 – Jun 11, Jul 22, Oct 7, Nov 4 2015 – Jan, Feb, Mar, Oct 2016 – Feb, Apr, Jun, Aug	UNH/IOD	24
Children's Study Group – 3 sessions	2/22/2016, 5/16/16, 8/11/16	Zoom	6

Trainings Provided (3 minimum)				
Training Name	Date(s)	Location	Hours	Supervisor Initials
Fragile X/CSCP Training	4/15/2015	Farmsteads of NE	2.5	
CSE Training	6/1/2016	NHS/Conway	2	
START Overview	4/1/2016	UNH/IOD	2	
Via Survey Training	6/10/2016	Community Crossroads	1.5	



Training Confirmation Form Attachment

Training Name	Trainer's Name	Date(s)	Hours	Description of Training
Networking and Linkages Study Group		5/24, 6/21, 8/23, 9/20, 10/18, 11/8	9	<ul style="list-style-type: none"> • Identify and learn to implement steps to build effective partnerships including: <ul style="list-style-type: none"> ○ Planning ○ Relationship building ○ Negotiating ○ Maintaining agreements • Utilize case examples to identify key players, their roles, potential community supporters, and to work through partnership issues. • Identify and clarify issues from questionnaire responses • Development and finalization of a guide for establishing effective linkage agreements <ul style="list-style-type: none"> ○ Guide to outline key strategies ○ Provide specific working templates
Using Alternative Therapies with Individuals with IDD	Karyn Harvey, PhD	9/16	1	This training provides an overview of programs implemented at the Baltimore Arc aimed at treating individuals with IDD/MH who have experienced trauma. This training will explore methods of effective alternative trauma therapies.
Sensory Integration and Its Impact on Learning, Living, & Quality of Life: Infancy through Adulthood	Juli Braswell, OTR/L Jeni Yielding, OTR/L	10/21	1	This training provides a brief background and overview of sensory processing and integration across the lifespan. You will learn how to recognize sensory issues and appreciate how they affect daily function. This presentation will provide ideas and strategies to apply during interaction with individuals with sensory dysfunction.
Anxiety in Children	Barbara Smith, LICSW	11/1	2	When children and their parents are in the grips of anxiety and worry, it feels overwhelming and mysterious. Anxiety is a very persistent master; when it moves into families, it takes over daily routines, schoolwork, bedtime and recreation. This presentation will discuss concrete strategies to use with children and teens to handle current anxiety and prevent the development of anxiety and depression later in life.
Intervening Through the Lens of Trauma and Attachment	Kelly Smith, LCSW	11/14	2	This training provides a framework and a dynamic hands-on approach to working with an individual who has experienced trauma, loss, and/or injured attachments. It instills hope in the provider of support who works with individuals



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				<p>experiencing with IDD/MH. A framework is provided for working with individuals with developmental disability and mental health challenges, who have also experienced trauma, loss and/or multiple moves. An introduction to the interactional approach of engagement, curiosity, and playfulness is critical and will be emphasized throughout this training.</p>
<p>Medical Directors Study Group sessions</p>		<p>5/9/16; 8/8/16; 11/14/16</p>	<p>3</p>	<p>5/9: Case Study: Autism & Bipolar- Diagnosing & Treating- Generalize information from a case study format in order to illustrate the complexities associated with diagnosing and treating an individual with co-morbid disorders. Utilize improved criteria and approaches for making a differential diagnosis.</p> <p>8/8: Medication-induced movement disorders- Establishing best practices for monitoring lab work and side effects- Better identify drug-induced side effects (including movement disorders); establish systems for ensuring labwork compliance and routine review of results</p> <p>11/14: Down syndrome & Aging: Ruling out or in dementia, approaching patients and their loved ones in a more formalized way- Understand phenotypes associated with Down syndrome and how these characteristics lend to an increased risk of early onset dementia; list at least three procedures for establishing a sound differential diagnosis; increase capacity to engage the individual's support team in an ongoing monitoring process</p>
<p>Graduate-level course: Introduction to Mental Health Aspects of Intellectual & Developmental Disabilities</p>	<p>Joan Beasley, PhD</p>	<p>Fall 2016</p>	<p>12</p>	<p>Students in this course will 1) develop an understanding of co-occurring conditions and IDD populations, 2) understand the challenges in the diagnosis and treatment of mental health conditions in people with IDD, 3) understand specific clinical presentations as well as treatment and support adaptations for mental health problems in individuals with IDD, 4) gain insight into the application and adaptation of evidence based and evidence informed practices when working with individuals with co-occurring IDD and mental health conditions and their systems of support and 5) understand the role of social work in supporting individuals with IDD and mental health issues in various practice contexts.</p>