

Indicator 7 (Delaware)

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Tool Search: Special Ed Documents

This document only reports information about early childhood students and does not print. For information on general functionality, navigation, and additional plan and evaluation features, see the core [Plan and Evaluation Information](#) article.

The current print format for this document is **DE Indicator 7 2024**. Delaware is a State Edition, and districts cannot change the plan format.

Editor Home - DE Indicator 7 ?			
NAME	STATUS	MODIFIED BY	COMPLETED BY
Indicator 7 Information	IN PROGRESS	System Administrator 6/18/24 2:23 PM	>
Enrollment Information	IN PROGRESS	System Administrator 6/18/24 2:24 PM	>
Student Information	IN PROGRESS	System Administrator 6/18/24 2:23 PM	>
Parent/Guardian Information	IN PROGRESS	System Administrator 6/18/24 2:23 PM	>
Participants	NOT STARTED		>
Positive Social-Emotional Skills	NOT STARTED		>
Acquiring and Using Knowledge and Skills	NOT STARTED		>
Taking Appropriate Action to Meet Needs	NOT STARTED		>

Indicator 7 Editor Home

Indicator 7 Information

The Indicator 7 Information captures data about this document, including the type, relevant dates, and sources of data.

Indicator 7 Information
IN PROGRESS
Editor 1 of 8

Type

Rating Date

Is the child exiting the program?
Exit Date

Progress Made

Was Progress Made?

Social-Emotional

Describe

Knowledge

Describe

Indicator 7 Information Editor

▶ [Click here to expand...](#)

Field	Description	Validation
Type	The type of document. Options include: <ul style="list-style-type: none"> • Entry COS • Monitoring COS • Exit COS • Transfer 	N/A
Rating Date	The evaluation date.	<p>State Reporting Field Name: Evaluation Date</p> <p>Database Location: SEPlan.startDate</p>
Is the child exiting the program?	Indicates the student is exiting the program. Options are Yes or No.	<p>State Reporting Field Name: Exit Evaluation Indicator</p> <p>Database Location: SEPlan.exitReason</p>

Field	Description	Validation
Exit Date	The day the student exited the program.	*This field is available when Yes is selected for the "Is the child exiting the program?" question.
Progress Made Was Progress Made?		
Social-Emotional	Indicates the student's social-emotional progress. Options are: <ul style="list-style-type: none"> • Making Progress • Not Making Progress 	State Reporting Field Name: Social-Emotion Progress Database Location: SEPlan.specialRequest
Describe	A description of the student's social-emotional progress.	This field is limited to 500 characters.
Knowledge	Indicates the student's knowledge progress. Options are: <ul style="list-style-type: none"> • Making Progress • Not Making Progress 	State Reporting Field Name: Knowledge Progress Database Location: SEPlan.school1
Describe	A description of the student's knowledge progress.	This field is limited to 500 characters.
Actions to Meet Needs	Indicates the student's behavior progress. Options are: <ul style="list-style-type: none"> • Making Progress • Not Making Progress 	State Reporting Field Name: Behaviors Progress school2 Database Location: SEPlan.school2
Describe	A description of the student's behavior progress.	This field is limited to 500 characters.
Sources of Information		
Sources of Information	The sources of information. Click the expand link to view available options. ▶ Click here to expand... <ul style="list-style-type: none"> • Adaptive Behavior Assessment System (ABAS) • Ages and Stages Questionnaire-3 AND Ages and Stages SE-2 • Assessment of Basic Language and Learning Skills Revised (ABLLS-R) • Assessment, Evaluation, and 	Up to three checkboxes can be selected.

Field	Description	Validation
	<p>Programming System for Infants and Children (AEPS-3)</p> <ul style="list-style-type: none"> • Callier Azusa Scale • Carolina Curriculum Assessment for Infants and Toddlers with Special Needs • Carolina Curriculum Assessment for Preschoolers with Special Needs • Creative Curriculum • Developmental Assessment for Individuals with Severe Disabilities – 3rd Edition (DASH-3) • Early Learning Survey • Early Start Denver Model (ESDM) checklist (in conjunction with TSG) • Evaluation Summary Report (to be used for entry COS only) • Goldman Fristoe Test of Articulation (GFTA-3) • For children identified with speech/language impairment, if GFTA-3 is selected as the primary assessment, a secondary assessment must also be used so all 3 Outcomes are addressed. • Record Review for Transfers Only • The Ounce Scale • The Photo Articulation Test – 3rd Edition (PAT-3) – use for outcome #2 ONLY • Teaching Strategies GOLD • Verbal Behavior Milestones Assessment and Placement Program (VB-MAPP) • Vineland Adaptive Behavior Scale- 3rd Edition • Work Sampling 	

Field	Description	Validation
Additional Sources of Information	Any additional sources of information. Options include: <ul style="list-style-type: none"> • Anecdotal Records • Observation • Classroom Data • Interviews 	N/A
Family Information on child's functioning (check all that apply)	Any information provided by the student's family. Options include: <ul style="list-style-type: none"> • Received in IEP Team Meeting • Incorporated into Assessment(s) • Collected Separately • Not Included 	N/A

[^ Back to Top](#)

Enrollment Information

The Enrollment Information editor is a read-only editor that pulls in district and school information where the student is enrolled. This editor also documents the student's disability(ies).

Enrollment Information IN PROGRESS
Editor 2 of 18

Click Refresh to select or change Enrollment data. Information entered into this editor will NOT modify the student's current Enrollment record when the plan is locked.

Primary Disability: (Required)

Secondary Disability:

Tertiary Disability

District of Residence

Attending Building

Grade
11

District Information

District Number	District Name	
79	<input type="text" value="Academy"/>	
District Address	District Phone	
<input type="text" value="DE 19804"/>	<input type="text"/>	
District SPED Address	District SPED Phone	
<input type="text" value="DE 19804"/>	<input type="text"/>	

Enrollment Information Editor

▶ [Click here to expand...](#)

Field	Description	Validation
Primary Disability <i>Required</i>	The student's first disability. Options include: <ul style="list-style-type: none"> • 1000 Autism • 1100 Deaf-Blind • 1400 Developmental Delay • 0200 Emotional Disability • 0700 Hearing Impairment • 0300 Learning Disability • 0100 Mild Intellectual Disability • 0400 Moderate Intellectual Disability • 0603 Orthopedic Impairment • 0601 Other Health Impairment • 0900 Partially Sighted • 1600 Pre-School Speech Delay • 0500 Severe Intellectual Disability • 1200 Speech and/or Language Impairment • 1300 Traumatic Brain Injury • 0800 Visually Impaired 	N/A
District of Residence	The student's district of residence.	This field pulls in from the student's Enrollment record when available but can be manually edited.
Attending Building	The building where the student attends school.	Upon Refresh, this field is pulled from the Enrollment tool but can be manually edited.
Grade	The student's grade.	Upon Refresh, this field is pulled from the Enrollment tool and cannot be modified. Database Location: enrollment.grade
District Information		
District Number	The district number associated with the Enrolled school.	District Information > State District Number
District Name	The district name associated with the Enrolled school.	District Information > Name
District Address	The district address associated with the Enrolled school.	District Information > Address

Field	Description	Validation
District Phone	The district phone number associated with the Enrolled school.	District Information > Phone
District SPED Address	The district special education address associated with the Enrolled school.	District Information > SPED Address
District SPED Phone	The district special ed phone number associated with the Enrolled school.	District Information > SPED Phone

[^ Back to Top](#)

Student Information

The Student Information editor pulls demographic information regarding the student. This is a read-only editor.

The **Refresh** button retrieves a fresh copy of data from the student's record.

Student Information IN PROGRESS
Editor 3 of 8

When a Plan is generated, a snapshot of the student's information is taken from Census. Click Refresh to retrieve current student information.

Last Name <input type="text"/>	First Name Mazen	Middle Name <input type="text"/>	Suffix
Birthdate <input type="text"/>	Student ID <input type="text"/>		

Address

Case Manager Information

Name Thomas Becker	Title (TEACHER)
Phone	

Student Information Editor

▶ [Click here to expand...](#)

Field Name	Description	Database and UI Location (when Refreshed is clicked)
Last Name	The student's last name.	Demographics > Last Name identity.lastName

Field Name	Description	Database and UI Location (when Refreshed is clicked)
First Name	The student's first name.	Demographics > First Name identity.firstName
Middle Name	The student's middle name.	Demographics > Middle Name identity.middleName
Suffix	The student's suffix.	Demographics > Suffix Name identity.suffix
Birthdate	The student's birthdate.	Demographics > Birth Date identity.birthDate
Student ID	The student's ID number.	Enrollment > Student Number identity.studentNumber
Address	The student's address.	Households > Address Info address.number; address.street; address.tag; address.prefix; address.dir; address.apt; address.city; address.state; address.zip
Case Manager Information		
Name	The first and last name of the team member.	Student Information > Special Ed Team Members
Title	The role of the team member.	Student Information > Special Ed Team Members
Phone	The phone number of the team member.	Student Information > Special Ed Team Members

[^ Back to Top](#)

Parent/Guardian Information

The Parent/Guardian Information editor pulls the contact information of the student's parent/guardian(s).

The **Refresh** button retrieves a fresh copy of data from the parent/guardian's record.

Parent/Guardian Information IN PROGRESS
Editor 4 of 8

When a Plan is generated, a snapshot of the parent/guardian information is taken from Census. Individuals with the Guardian checkbox marked on the Relationship tool for the student display below. Click Refresh to retrieve current Guardian information.

Parent/Guardian

Print Sequence ?

1 ▼

Remove

Name
 Theresa - Mother

Address
 DE 19701

Home Phone

Work Phone

Cell Phone

E-mail

Home Primary Language

Parent/Guardian

Print Sequence ?

2 ▼

Remove

Name

Parent/Guardian Information Editor

▶ [Click here to expand...](#)

Field	Description
Print Sequence	The order in which the parent/guardian displays.
Name	The name of the parent/guardian.
Address	The address of the parent/guardian.
Home Phone	The parent/guardian's home phone.
Work Phone	The parent/guardian's work phone.
Cell Phone	The parent/guardian's cell phone.
Email	The parent/guardian's email.
Home Primary Language	The language the parent/guardian speaks at home.

[^ Back to Top](#)

Participants

The Participants editor records the team members for the student.

Participants IN PROGRESS Editor 5 of 8

FIRST NAME *	LAST NAME *	ROLE NAME *	
Hannah	Abad	General Education Teacher	Remove
Thomas	Becker	Special Education Teacher	Remove

Participants Editor

▶ [Click here to expand...](#)

Field	Description	Validation
First Name	The first name of the team member.	This field populates from the Team Members on the selected Meeting Invitation .
Last Name	The last name of the team member.	This field populates from the Team Members on the selected Meeting Invitation .
Role Name	The role of the team member.	This field populates from the Team Members on the selected Meeting Invitation .

[^ Back to Top](#)

Positive Social-Emotional Skills

The Positive Social-Emotional Skills editor documents the student's current level of social-emotional performance.

Positive Social-Emotional Skills IN PROGRESS
Editor 6 of 8

To answer the questions below, think about the child's functioning in these and closely related areas (as indicated by assessments and based on observations from individuals in close contact with the child):

- Relating to adults
- Relating to other children
- Following rules related to groups or interacting with others (if older than 18 months)

1a. To what extent does this child show age-appropriate functioning, across a variety of settings and situations, on this outcome? (Choose one number)

4

Supporting evidence for this outcome rating

Age-appropriate functioning: Concerns?

No

If yes, describe

Immediate foundational skills/Functioning that is not yet age-appropriate

Functioning that is not yet age appropriate or immediate foundational

Positive Social-Emotional Skills Editor

▶ [Click here to expand...](#)

Field	Description	Validation
1a. To what extent does this child show age-appropriate functioning, across a variety of settings and situations, on this outcome? (Choose one number)	Options include: <ul style="list-style-type: none"> • 1- Not Yet • 2 • 3- Nearly • 4: • 5- Somewhat • 6 • 7- Completely 	<p>State Reported Field Name: Social-Emotional Rating</p> <p>Database Location: sepGenericForm.vcMax1 WHERE type = deSocialEmotional</p>
Supporting evidence for this outcome rating		
Age-appropriate functioning: Concerns?	Options are Yes or No.	N/A

Field	Description	Validation
If yes, describe <i>*Required</i>	A description of the concerns.	*This field is available and required when Yes is selected from the "Age-appropriate functioning: Concerns?" question. This field is limited to 8000 characters.
Immediate foundational skills/Functioning that is not yet age-appropriate	A description of the skills or areas in which the student is not functioning to the same degree as their age-level peers.	This field is limited to 8000 characters.
Functioning that is not yet age appropriate or immediate foundational	A description of any immediate foundational behaviors the student is not achieving.	This field is limited to 8000 characters.
1b. (If Question 1a has been answered previously) Has the child shown ANY new skills or behaviors related to positive social-emotional skills (including positive social relationships) since the last outcomes summary? <i>*Required</i>	Options are Yes or No.	*This field is available and required when 1a is populated.
If yes, describe progress <i>*Required</i>	A description of any new skills/behaviors noted since the last outcomes summary.	*This field is available and required when Yes is selected for 1b. This field is limited to 8000 characters.

[^ Back to Top](#)

Acquiring and Using Knowledge and Skills

The Acquiring and Using Knowledge and Skills editor documents the student's current level of academic performance.

Acquiring and Using Knowledge and Skills IN PROGRESS
Editor 7 of 8

To answer the questions below, think about the child's functioning in these and closely related areas (as indicated by assessments and based on observations from individuals in close contact with the child):

- Thinking, reasoning, remembering, and problem solving
- Understanding symbols
- Understanding the physical and social worlds

2a. To what extent does this child show age-appropriate functioning, across a variety of settings and situations, on this outcome? (Choose one number)

3- Nearly ▼

Supporting evidence for this outcome rating

Age-appropriate functioning: Concerns?

No ▼

If yes, describe

Immediate foundational skills/Functioning that is not yet age-appropriate

Functioning that is not yet age appropriate or immediate foundational

Acquiring and Using Knowledge and Skills Editor

▶ [Click here to expand...](#)

Field	Description	Validation
2a. To what extent does this child show age-appropriate functioning, across a variety of settings and situations, on this outcome? (Choose one number)	Options include: <ul style="list-style-type: none"> • 1- Not Yet • 2 • 3- Nearly • 4: • 5- Somewhat • 6 • 7- Completely 	<p>State Reported Field Name: Knowledge Rating</p> <p>Database Location: sepGenericForm.vcMax1 WHERE type = deKnowledgeSkills</p>
Supporting evidence for this outcome rating		
Age-appropriate functioning: Concerns?	Indicates there are academic concerns. Options are Yes or No.	N/A

Field	Description	Validation
If yes, describe <i>*Required</i>	A description of the academic concerns.	*This field is available and required when Yes is selected from the "Age-appropriate functioning: Concerns?" question. This field is limited to 8000 characters.
Immediate foundational skills/Functioning that is not yet age-appropriate	A description of the skills or areas in which the student is not functioning to the same degree as their age-level peers.	This field is limited to 8000 characters.
Functioning that is not yet age appropriate or immediate foundational	A description of any immediate foundational behaviors the student is not achieving.	This field is limited to 8000 characters.
2b. (If Question 2a has been answered previously) Has the child shown ANY new skills or behaviors related to acquiring and using knowledge and skills since the last outcomes summary? <i>*Required</i>	Options are Yes or No.	*This field is available and required when 2a is populated.
If yes, describe progress <i>*Required</i>	A description of the student's progress.	*This field is available and required when Yes is selected for 2b. This field is limited to 8000 characters.

[^ Back to Top](#)

Taking Appropriate Action to Meet Needs

The Taking Appropriate Action to Meet Needs editor documents the student's current level of skills regarding self-care and basic needs.

Taking Appropriate Action to Meet Needs
IN PROGRESS
Editor 8 of 8

To answer the questions below, think about the child's functioning in these and closely related areas (as indicated by assessments and based on observations from individuals in close contact with the child):

- Taking care of basic needs (e.g., showing hunger, dressing, feeding, toileting, etc)
- Contributing to own health and safety (e.g., follows rules, assists with hand washing, avoids inedible objects) (if older than 24 months)
- Getting from place to place (mobility) and using tools (e.g., forks, strings attached to objects)

3a. To what extent does this child show age-appropriate functioning, across a variety of settings and situations, on this outcome? (Choose one number)

4

Supporting evidence for this outcome rating

Age-appropriate functioning: Concerns?

No

If yes, describe

Immediate foundational skills/Functioning that is not yet age-appropriate

Functioning that is not yet age appropriate or immediate foundational

Taking Appropriate Action to Meet Needs Editor

▶ [Click here to expand...](#)

Field	Description	Validation
3a. To what extent does this child show age-appropriate functioning, across a variety of settings and situations, on this outcome? (Choose one number)	Options include: <ul style="list-style-type: none"> • 1- Not Yet • 2 • 3- Nearly • 4: • 5- Somewhat • 6 • 7- Completely 	<p>State Reported Field Name: Behaviors Rating</p> <p>Database Location: sepGenericForm.vcMax1 WHERE type = deAppropriateAction</p>
Supporting evidence for this outcome rating		
Age-appropriate functioning: Concerns?	Indicates there are basic needs skills concerns. Options are Yes or No.	N/A

Field	Description	Validation
If yes, describe <i>*Required</i>	A description of the basic needs skills concerns.	*This field is available and required when Yes is selected from the "Age-appropriate functioning: Concerns?" question. This field is limited to 8000 characters.
Immediate foundational skills/Functioning that is not yet age-appropriate	A description of the skills or areas in which the student is not functioning to the same degree as their age-level peers.	This field is limited to 8000 characters.
Functioning that is not yet age appropriate or immediate foundational	A description of any immediate foundational behaviors the student is not achieving.	This field is limited to 8000 characters.
3b. (If Question 3a has been answered previously) Has the child shown ANY new skills or behaviors related to taking appropriate action to meet needs since the last outcomes summary? <i>*Required</i>	Options are Yes or No.	*This field is available and required when 3a is populated.
If yes, describe progress <i>*Required</i>	A description of the student's progress.	*This field is available and required when Yes is selected for 3b. This field is limited to 8000 characters.

[^ Back to Top](#)