

Indicator 7 (Delaware)

Last Modified on 10/21/2024 8:22 am CDT

[Editor Home](#) | [General Information](#) | [Editor Types](#) | [Editor Lock Out and Release Logic](#) | [Text Editors](#) | [Editors](#)

This document only reports early childhood students' information and does not print.

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

Editor Home

The Editor Home lists the editors available, their status, and Modification and Completion information.

Header	Description
Name	The name of the editor.

Header	Description
Status	<p>The state of the editor. Statuses can be:</p> <ul style="list-style-type: none"> • In Progress indicates a user has entered and saved data in that editor. • Not Started is the default status for all editors. • Complete indicates a user has clicked the Complete button on the editor, and the editor is read-only. This does not lock the editor from further editing but indicates the user considers the editor finished. • Not Needed indicates a user has clicked the Not Needed button on the editor. This is usually done for editors that do not apply to the student. <p>The following statuses are only available for certain state-specific documents:</p> <ul style="list-style-type: none"> • ESign indicates that the editor has functionality related to the eSignature process. See the Delaware Special Ed Plan eSignature Process article for additional information. • Complete Pending eSignature indicates the plan has been entered and sent via the Campus Parent portal to the student's guardian for eSignature.
Modified By	The date and the user by whom the editor was last edited.
Completed By	The date and the user who clicked the Complete button for that editor.

General Information

The following table lists the actions available for the editors. When resizing the window, certain buttons are condensed into a single **Action** button.


Button	Description
Save	<p>Different editors have different save options. Click the arrow next to the Save & Stay button to view all saving options for any given editor.</p> <ul style="list-style-type: none"> • Save captures progress and navigates the user to the Editor Home or to the List Screen for List editors. See the Editor Types section for additional information. • Save & Stay captures progress and keeps the user on the current editor. This save button is the default save option and is usually found within the detail screen or list editors, such as Goals and Objectives. • Save & Next captures progress and navigates the user to the next editor. • Save & New captures progress and creates a new record. This save button is usually found within the detail screen of a list editor, such as Goals and Objectives. See the Editor Type section for additional information.

Button	Description
Refresh	Retrieves a new copy of data from the student's record. This includes enrollment, student, parent/guardian, and team member information. This also returns any accidentally deleted records. Manually entered fields do not change when the refresh button is clicked. The user must Save after clicking Refresh to capture changes. A side panel displays a listing of all the student's applicable enrollment records. See the Enrollments tool documentation for additional information.
Cancel	Navigates the user to the Editor Home screen or the List Screen for List editors.
Status	Changes the status of the editor. <ul style="list-style-type: none"> • Complete indicates the editor is finished. This makes the editor read-only. However, this does not lock the editor from further editing. The user must click In Progress to further edit after an editor is marked Complete. • Not Needed indicates the editor does not apply to the student's plan or evaluation. This makes the editor read-only. However, this does not lock the editor from further editing. Click the In Progress button to further edit after an editor is marked Not Needed. • In Progress only displays when the editor is in the Complete or Not Needed status and allows additional edits to be made. <p>The following status is only available for the Nevada and Delaware:</p> <ul style="list-style-type: none"> • Complete Pending eSignature only displays for the Procedural Safeguards, IEP Implementation, and Medicaid Consent editors. This button marks the editor as complete until the parent/guardian electronically signs those sections of the plan via the Campus Parent Portal. See the Delaware Special Ed Plan eSignature Process article for additional information.
Print	Prints the entire document.
Editors	Opens a side panel listing all the available editors and their status. Select an editor from this list to navigate to that editor or click Close to collapse the side panel.
Previous	Navigates the user to the previous editor.
Next	Navigates the user to the next editor.

Editor Types

There are two types of editors available: List or Basic editors. When navigating to a Basic editor, the list of fields within the editor is displayed. List editors display a list of all records within that editor. Clicking an existing record or the **New** button opens the detail view for an individual record.

Editor Lock Out and Release Logic

Only one user at a time can actively work on an editor. A person with a padlock icon ()

) displays in the Editors side panel, Editor Home, and List Screen of list editors indicating which editors currently have users working on them. Hovering over the icon displays the name of the user who has checked out the editor, including the current user (you).

Editors that are currently being edited are read-only for all other users. The name of the person working on the editor displays in the header.

To release an editor, the user must:

- navigate to the next editor by clicking **Save and Next** or the **Editors** button and selecting the next editor from the side panel.
- click the **Cancel** button to return to the Editor Home screen.
- log out of the Campus application.
- navigate to a different tool in the Campus application.

Editors are automatically released when the in-application timeout limit has been exceeded. This is a back-end process and is usually around 30-60 minutes.

Text Editors

Images should not be inserted into text fields.

Editors

[Indicator 7 Information](#) | [Enrollment Information](#) | [Student Information](#) | [Parent/Guardian Information](#) | [Participants](#) | [Positive Social-Emotional Skills](#) | [Acquiring and Using Knowledge and Skills](#) | [Taking Appropriate Action to Meet Needs](#)

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

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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 8

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 *

1000: Autism ▼

District of Residence

Program

Grade

10

District Information

District Number	District Name	
88	MOT Charter School	
District Address		District Phone
4321 MOT Street, MOT City, DE 54321		(111)111-1111
District SPED Address		District SPED Phone
1234 SPED Address Lane, SPED City, DE 12345		(651)111-2222x3333

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.
Program	The program in which the student participates.	This field is limited to 150 characters.
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

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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.apr; 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

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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.

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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 .

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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.

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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.

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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.

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