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Citrix Coming To A Center Near You!

Olga Camacho

Citrix has been the topic of conversation for some time and it is finally here. Sites are being converted even as you read. I would like to use this forum to address the most common questions asked in the past few weeks.

When will it be my turn?

We are working as fast as we can to get everyone in Citrix before the end of June. Individual sites will be contacted to determine a convenient date of conversion. Adding a site to Citrix requires that all sites currently in Citrix be shut down. Therefore, conversion must be done after regular business hours and/or on weekends. In an attempt to minimize down time, most site databases will be collected on a Friday and Citrix installation will be conducted on the following Monday for each workstation at your site. This will require you to use CHRIS *Plus* to VIEW ONLY on the Friday the data are collected.

How will Citrix affect the functionality of CHRIS *Plus*?

Citrix itself will not have any effect on the functionality of CHRIS *Plus*. The fact that CHRIS will now be a statewide master database does pose some challenges. Reporter will now be shared statewide. I have simplified this file to include only layouts and relationships which are useful to you. In order to keep layouts created by a specific site easy to recognize, a naming convention of site and layout name must be followed. As part of the conversion process, all your existing layouts in Reporter will be renamed accordingly. It is extremely important to follow this naming convention for all newly created layouts in Reporter. The Allsites report is another change necessary to accommodate the master database. It will no longer be available for each site to run locally. If you need a copy of your Allsites report, please contact the Help Desk and we will be happy to run it for you.

How will Citrix affect my daily tasks?

The CHRIS Help Desk will now perform several tasks previously conducted separately by each site including backups and nightly update. Technical support will continue to be provided but Citrix will enable CHRIS staff to view users' desktops live, allowing them to witness first hand any issues that arise. In addition, minor program modifications can now be made statewide instantaneously.

Imagine the possibilities!



Life with CHRIS as a Pre-K Coordinator

Ruthie Rieder, Senior Administrator - Early Intervention Services



I recently had an opportunity to attend a National Early Childhood Conference where one of the “hot topics” was how to gather, manage, and use data about young children receiving services. There are many states and communities with nothing in place. The comments and concerns expressed at the conference made me even more appreciative of how the CHRIS system and staff have taken us over the data collection and management hurdle.

CHRIS and EIS

CHRIS has become an important tool in my office and for the Early Intervention Services (EIS) program. I receive calls daily from schools and parents asking for information, help, or advice about children. The first thing I do is locate the child within the CHRIS program. An excellent history of the child’s evaluation and placement process records appear, and I can easily record the details of the call with the parent or school. Our staff of 35 users maintains all record keeping, notes, and IEP information within CHRIS. I always keep the CHRIS Help Desk number close at hand. The CHRIS staff has been so responsive by facilitating training for our new staff and assisting our daily use.

A Useful Tool

CHRIS provides a useful management and accountability tool by enabling the generation of reports to identify records in need of updating, to monitor outstanding actions, or for projecting future appointments. CHRIS reports also help to develop projections for school and program placements, to develop annual reports, and to develop unique sorts to generate specific information. After attending that conference, I am convinced that learning and working with the CHRIS program was one of the best investments our EIS program has made.

UPCOMING EVENTS

TAWG Advisory Board Meeting

Save the date. The Technical Assistance Work Group (TAWG) is holding its next Advisory Board Meeting on **June 2 - 3, 2005** at the Embassy Suites Orlando Airport Hotel in Orlando, FL. One representative from each FDLRS center will be invited to attend and participate in discussions regarding the future directions of the CHRIS Project. Hope to see you there!



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CHRIS Comments
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Tracking Preschool Children with Developmental Disabilities

Christine F. Delgado, Ph.D.



CHRIS records were linked with State of Florida birth certificate and public school records to track 9,523 children (6,665 boys) identified with developmental disabilities prior to school entry.

Continuity of Special Education Services

Results indicated that the majority of children identified with a developmental disability as preschoolers continued to receive special education services in 3rd, 4th, or 5th grade (see Table 1). The proportion of children no longer requiring special education services varied across preschool disability classifications. Nearly half of all preschool children identified with SI/LI no longer had an identified disability at outcome. In contrast, nearly all preschool children identified with EMH, TMH/PMH,

or AT remained in special education at outcome.

Consistency of Disability Classification

Consistency of classification also varied greatly by disability (see Table 1). According to Florida statutes, all preschool children identified with DD must be reclassified with another disability by age 6 to continue receiving special education services. Therefore, no children were able to maintain the DD classification at outcome. Preschool children with all other disability classifications could maintain the same classification. The lowest rates of consistent classification were found for SI/LI and EMH, where only 22% and 50% of children, respectively, maintained the same disability classification at outcome. The highest rates of consistent

classification were found for TMH/PMH and AT, 69% and 86%, respectively. Therefore, it appears that reclassification is less likely for young children identified with severe disabilities and more common for children with milder disabilities.

Conclusions

A better understanding of the future disabilities that children are likely to be assigned later in elementary school will allow school systems to better plan and manage resources in order to provide services to these children. Additional research is needed to better understand the factors that influence changes in disability classification. Such information can be used to enhance early identification practices and service provision for children with disabilities, ultimately improving outcomes for these children.

Table 1. Distribution of Outcome Disability Classifications for Children Identified with a Developmental Disability as Preschoolers.

PK DISABILITY	OUTCOME DISABILITY - 3RD, 4TH, or 5TH GRADE							Totals	
	SI/LI	SLD	EH/SED	EMH	TMH/PMH	AT	Other	Disability	No Disability
SI/LI (n = 5213)	22.1	19.4	3.6	2.6	0.4	0.9	2.6	51.5	48.5
SLD (n = 708)	5.1	58.8	5.4	5.4	1.7	2.4	1.6	80.2	19.8
EH/SED (n = 345)	1.2	8.4	64.1	2.0	0.6	5.2	1.2	82.6	17.4
EMH (n = 506)	4.5	13.8	3.2	50.0	14.8	5.5	2.6	94.5	5.5
TMH/PMH (n = 291)	0.7	1.0	0.7	8.2	69.4	11.3	4.1	95.5	4.5
AT (n = 262)	1.5	3.4	0.8	0.4	1.9	86.3	1.5	95.8	4.2
DD (n = 2198)	10.3	26.8	7.3	15.3	4.1	4.8	5.0	73.5	26.5

Legend:

AT = Autistic

DD = Developmentally delayed

EH/SED= Emotionally handicapped or

Severely emotionally disturbed

EMH = Educable mentally handicapped

SI/LI = Speech or Language impaired

SLD = Specific learning disabled

TMH/PMH = Trainable mentally handicapped or Profoundly mentally handicapped

Summer in Florida

Stacey Arnold

Although it feels like Hurricane season just ended after Florida felt nature's fury in 2004, it is once again time to prepare. The season begins June 1st and lasts through November 30th, so it is necessary to begin thinking about safety precautions to ensure that every computer is fully protected before the threat of a storm.

Lightning

Computers can easily become damaged during thunderstorms.

As we all know well, lightning can cause power surges that shut off computers without notice. Be sure the computer system is plugged into an Uninterruptible Power Supply (UPS) that has sufficient battery power to allow time to shutdown all applications and turn off the machine.

Flooding

Flooding can directly affect computer hardware systems if they are not properly protected. To pre-



vent damage from water, secure the system with plastic coverings or place the computer on top of a desk where it cannot touch the ground. Water damage can rarely be undone, so take the steps necessary to avoid any mishaps.

Without these precautionary procedures, data can be lost and your system can become corrupted. Stay safe!



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