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## It's Been a Great Ride!

Annie Garber

My story begins in the small town of Miami, Florida. The year was 1990. I was a young graduate with a fresh degree. I found myself at the Mailman Center through a series of coincidences. There I met Dr. Rick Urbano who introduced me to the CHRIS Project. I knew immediately that was where I belonged. Those were exciting times. CHRIS was in its infancy and I was the project's Help Desk/ Technical Support/ Trainer/ Programmer. Our 386 processors were state-of-the-art, and Al Gore had not yet invented the Internet.

Early on, we saw the need for close collaboration among Florida Department of Education personnel, Child Find Specialists, and other CHRIS users. Thus, the CHRIS Technical Assistance Work Group (TAWG) was born. TAWG ensured that the input of CHRIS users, as well as users of the information contained in CHRIS, were always part of the development process. Most of you have experienced the tremendous development of CHRIS as it has passed through various versions. Your input has been vital to the success of the program.

As you know by now, in April 2004 I accepted the full-time position of Mommy to my daughter Shira. The decision to leave my position of Project Manager in December 2004 was one of the hardest I ever had to make. The good news is that I will continue to work with the project as a consultant. Olga Camacho has taken over as the new CHRIS Project Manager. I have had the pleasure of working with Olga for the past nine years and I know you are in great hands.



Annie and Shira Garber with CHRIS Teammates (L-R): Cory, Aimee, and Olga.

I want to take this opportunity to thank Dr. Christine Delgado and Rachael Spanjer for their ongoing guidance. I would also like to thank everyone across the state for your input and support over the past 14 years. We have been through a great deal together and it is because of you that I can honestly say I loved my job. Last

but not least, many thanks to my wonderful CHRIS teammates who have made this ride a joyous adventure.

To stay in touch, please write to me at [annie@thegarbers.net](mailto:annie@thegarbers.net). If you e-mail me, you will not get any CHRIS Points, but you may get on the Shira picture mailing list.

# Data Facilitator Meeting 2004

Aimee A. Echeverri



Last summer, we announced that all CHRIS Database Administrators (DBAs) would take on the new title of CHRIS Data Facilitator. To welcome the new data facilitators, a statewide training was held on December 6-7, 2004 at the Embassy Suites Orlando Airport Hotel. Forty-eight representatives attended, including data entry personnel, managers, and existing DBAs.



*Data Facilitators in training session.*

The focus of the training was to communicate to our data facilitators their main responsibilities: ensure data integrity, communicate with the CHRIS Help Desk, oversee system maintenance, coordinate training, create and generate reports, and prepare for Citrix. Data facilitators were able to run sample exercises that simulated their new support tasks in CHRIS. Also, they were trained on how to run advanced site specific reports in Reporter. Later, as part of a group session, data facilitators reviewed guidelines and discussed scenarios regarding how and when to create Timelines in CHRIS.

Overall, the data facilitator training was a success. We received a good deal of positive feedback and the training sparked a lot of communication among the FDLRS Centers. We would like to thank all of the users who participated and made this event memorable.



*FDLRS/South, Galaxy, and Action (L-R): Lynda, Carolyn, Kathy, Susana, Linda, Sonia, and Cathy.*

*Special Thanks to FDLRS/ Sunrise Associate Center for supplying the equipment and manpower that made this training possible.*

**Overall, the data facilitator training was a success!**



This newsletter is produced by the University of Miami, Department of Psychology, CHRIS Registry Project. It is funded by the Florida Department of Education, Bureau of Exceptional Education and Student Services, through federal assistance under Individuals with Disabilities Education Act (IDEA), Part B funds and through State General Revenue Funds. The CHRIS Comments newsletter provides updates and information for the users of the CHRIS Registry.

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Editor in Chief, Features  
*Aimee A. Echeverri*  
aimee@miami.edu

Principal Investigator  
*Keith G. Scott, Ph.D.*  
kscott@miami.edu

Project Director  
*Christine F. Delgado, Ph.D.*  
cdelgado@umiami.edu

Project Manager  
*Olga Camacho*  
olga@miami.edu

CHRIS Help Desk  
*Cory Beermann, Technical Support*  
cory@miami.edu

CHRIS Comments  
Newsletter Schedule for 2004-2005  
August, November, February, May

CHRIS Project  
University of Miami  
Department of Psychology  
5665 Ponce de Leon Blvd.  
Flipse Building Room #241  
Coral Gables, Florida 33146-0721

Email: [chris.um@miami.edu](mailto:chris.um@miami.edu)  
Web site: [www.chris.miami.edu](http://www.chris.miami.edu)  
Phone: (800) 231-5747  
(305) 284-5514  
Fax: (305) 284-6992

# Tracking Preschool Children with Developmental Delay: Third Grade Outcomes



Christine F. Delgado, Ph.D.

Children with developmental delay (DD) demonstrate significant delays in one or more domains of mental, emotional, or physical development. The limited age range associated with this preschool eligibility category requires that children be identified with a traditional disability prior to age 6 to remain eligible for special education services. The outcomes of preschool children with DD remain largely unknown. This information is crucial, however, for the development of improved assessment techniques and intervention programs intended to optimize outcomes for children with DD.

## Subjects

Third grade outcome disability status was examined in 2,046 children (1,473 boys) who were born in

Florida, identified with a primary exceptionality of DD as the result of a staffing conducted between the ages of 2 years, 6 months and 4 years, 11 months, and attended third grade in a Florida public school during the 1999/2000, 2000/2001, or 2001/2002 school years.

## Results

Twenty-six percent of children diagnosed with DD as preschoolers were no longer receiving special education services by third grade. The remaining 74% of children, however, had an identified primary exceptionality in third grade (see Figure). The most common disability classifications for these children were specific learning disabled and educable mentally handicapped. Fifty-five percent of children were classified with these

disabilities in third grade. Nearly 18% of children were speech or language impaired, 9% were emotionally handicapped, 6% were autistic, and 5% were moderately or severely mentally handicapped.

## Conclusion

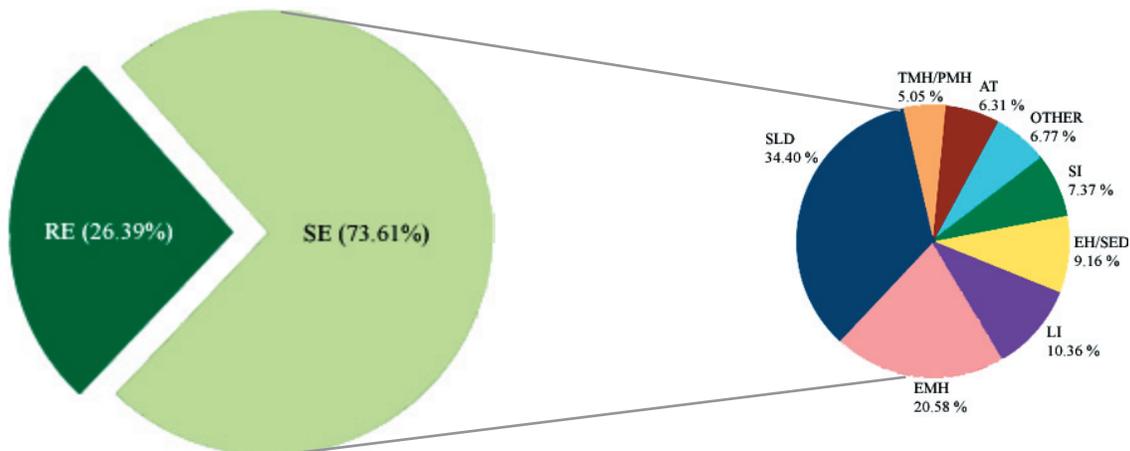
Once identified with DD, the majority of children continued to receive special education services for mild disabilities such as specific learning disabilities and mild mental handicaps. Early identification and service provision, however, undoubtedly played an integral role in the shift from special education to regular education for the 26% of children who were identified with DD as preschoolers but were enrolled in regular education at outcome.

### Figure Legend:

AT = Autistic  
 EH = Emotionally handicapped  
 EMH = Educable mentally handicapped  
 LI = Language impaired

PMH = Profoundly mentally handicapped  
 RE = Regular education  
 SE = Special education

SED = Severely emotionally disturbed  
 SI = Speech impaired  
 SLD = Specific learning disabled  
 TMH = Trainable mentally handicapped



Third grade education status of children identified with DD as preschoolers.

# CHRIS *Plus* Help Desk Tips

Aimee A. Echeverri

## Exit Button

It may seem like an obvious request, but sometimes users do forget that the CHRIS Program has its own unique Exit button. The Exit button is located at the bottom of the main menu. Clicking the Exit button once will log the user out of the program. Clicking the Exit button a second time will close all the CHRIS files and the FileMaker application. Avoid using the small “X” button at the top right corner of the screen. Clicking the “X” will

improperly log the user out of CHRIS and create a corrupted user session. Only the Data Facilitator or the Help Desk can reset user sessions.

## Username and Passwords

*Please do not share usernames or passwords.* We cannot repeat that statement enough. Every user must have their own username and password to access CHRIS. Users should never share login information or use a community login to access CHRIS. In the



event that a user forgets his or her username and/or password, the Help Desk should be contacted immediately.

## Online Tutorials

Instructional videos are available online for all CHRIS users. To view topics on basic data entry functions such as Logging In and Finding a Child’s Record, visit [www.chris.miami.edu/technical\\_support/onlinetutorial.htm](http://www.chris.miami.edu/technical_support/onlinetutorial.htm).



University of Miami  
Department of Psychology  
5665 Ponce de Leon Blvd.  
Flipse Building, Room 241  
Coral Gables, Florida 33146