



SPECIAL EDUCATION

SPECIAL EDUCATION
School Year 2008/09

DDS MySped Application

SPECIAL EDUCATION
Training Guide

Revision: August, 2008

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Key Concepts and Understanding

Student Application

1. All services for these students should be identified in their Individual Education Plan (IEP).
2. **ALL referrals to special education are to be entered.**
3. If you receive a referral for a former special education student; they are considered a new referral since the student is not currently receiving services. If you receive a referral for an additional evaluation of an existing special education student, do not enter them into referral tracking since they are not a new referral.
4. **Part C to Part B transition:** If a child going from the 0-3yr program to the 3-5yr program, mark “yes” in C to B Transition field. Note that the EDD 3rd birthday field and Temporary 3rd bday IEP field is required in order to complete the referral. Eligibility determination should be completed prior to the child’s 3rd birth date.
5. If you have a student referred and the decision is made not to evaluate, then you are required to enter the demographic information, the referral date, Special education placement field as “No”, referral complete as “Yes”, and referral reason complete as “not placed”.
6. A special education student who is transferring from another district (in state or out of state) is NOT a referral since they already have an IEP.
7. As long as Referral Complete is “No” you may make changes/update the student’s information.
8. Once you have entered Referral Complete as “Yes” and pressed Save and Exit, the record saves and you will not be able to update or make any changes on that student in the referral tracking section.
9. EC Outcomes cannot be pulled for Cycle 7 if the child has not exited from the Special Education Program. **Please exit all students who no longer need services or who are kindergarten eligible.** Use the end of the fiscal year (June 30) as the date of exit and the date exit assessments were completed even though you may be continuing services until August of that year. This is needed in order for federal reporting to capture the child in the correct fiscal year.
10. When exiting a student, also verify Referral Tracking is marked “yes” for complete and if the reason for exiting the student is because the child is kindergarten eligible or the child no longer needed services, exit assessments are also needed.

Access to DDS/ MySpEd Database

Student Application

1. Go to Arkansas Special Education web site: <http://arksped.k12.ar.us>
2. Click on MySpEd Resources near the flashing red arrow
3. Type in User ID (9****) and Password and click on “Sign-In”
4. Click on [DDS Programs](#) near the flashing red arrow.

Tips for Navigating the Application

- Use the Tab key or the mouse to navigate to the fields
- Dates will automatically format to mm/dd/yyyy. Type only the numbers.
- Press “Save” to save all changes or additions. Look for message in red at top of screen (**Success! Data has been saved**) to verify data has been saved. If the data did not save, the message will state the related problem. Correct the data as indicated in the message and press “Save.”
- Press Exit to go back to list of students.

Add a Student Record

When adding a student record, all of the student demographic information must be answered in order for the student information to be added in the database. A red asterisk indicates a required entry.

1. Student Demographics

SCREEN: Student Demographics
 LEA: 9999 Crenisha Wright
 MESSAGE:

SSN	<input type="text" value="22222222"/> *
First Name	<input type="text" value="l"/> *
Middle Name	<input type="text" value="k"/>
Last Name	<input type="text" value="j"/> *
DOB	<input type="text" value="01/01/2004"/> *(mm/dd/yyyy)
Gender	<input type="text" value="Female"/> *
Race	<input type="text" value="Asian/Pacific Islander"/> *
Grade	<input type="text" value="Pre-School"/>
ELL	<input type="text" value="No"/> *
Resident Lea	<input type="text" value="2606"/> *
Transfer	<input type="text" value="Yes"/>

SSN: Enter the student’s Social Security Number

First Name: Student’s First Name

Middle Name: Student’s Middle Name or Initial

Last Name: Student’s Last Name

DOB: Student’s date of birth. (mm/dd/yyyy)

Gender: Select Female or Male

Race: Click drop down arrow and select race

Grade: Preschool

ELL (English Language Learner): Select “Yes” if English is either not the student’s first language or not the language spoken at home. Otherwise select “NO.”

Resident LEA: The LEA Number of the district that the student currently resides.

Transfer: This field indicates if a student transferred from another EC program with an existing IEP. Select “Yes” or “No”

2. Referral Tracking

Note: Please refer to Referral Tracking Data Dictionary for definitions on reporting fields

Referral Tracking	Early Childhood Enrollment	Early Childhood Outcomes	Early Childhood Exit	Early Childhood Review
Referral Tracking:				
Part C to B Transition	-- Select --			
Referral Date	<input type="text"/> *(mm/dd/yyyy)			
Parent Consent to Evaluate Date	<input type="text"/> (mm/dd/yyyy)			
Evaluation Date	<input type="text"/> (mm/dd/yyyy)			
Evaluation Reason (if exceeds 60 day timeline)	-- Select --			
Evaluation Other Reason	<input type="text"/>			
Eligibility Determination Date (EDD)	<input type="text"/> (mm/dd/yyyy)			
EDD Reason (if If exceeds 30 day timeline (from Evaluation Date))	-- Select --			
EDD Other Reason	<input type="text"/>			
EDD Reason (if exceeds 3rd birthday)	-- Select --			
EDD 3rd birthday Other Reason	<input type="text"/>			
Temporary IEP(3rd Birthday)	-- Select --			
Special Education Placement	-- Select -- *			
Parent Consent to Place in Special Education Date	<input type="text"/> (mm/dd/yyyy)			
Referral Process Complete	-- Select -- *			
Completion Reason	-- Select --			
Completion Other Reason	<input type="text"/>			
<input type="button" value="Save"/> <input type="button" value="Exit"/>				

Part C to B Transition: Click “Yes” or “No” if the student transitioned from a Federal Early Intervention 0-3 year Part C program to the special education early childhood 3-5 year program.

Referral Date: The date the original referral for Part B services (3-5 yr old) for the student was received.

Parent Consent to Evaluate Date: Enter the date the parents consented to having their child evaluated for Part B Services (3-5 yr old program).

Evaluation Date: Enter the date the evaluation was completed or the date of the last evaluation report. *Parent consent to evaluate date must be entered and occur before the evaluation date. The timeline between the parent consent date and the evaluation completion date should not exceed 60 days.*

Evaluation Reason (if exceeded 60 day timeline): If the evaluation was completed beyond 60 *calendar* days from the time the parent gave consent, click on the drop down arrow and select the reason why. Evaluation date must be entered in order to enter an evaluation reason for exceeding the 60-day timeline.

- Child or family illness/death delayed evaluations
- Transferred from another program during the due process
- Evaluations not completed in accordance with timelines
- Family moved making the child unavailable
- Family cancelled evaluations date(s) requiring it to be rescheduled
- Parent withdrew consent
- Other

Evaluation Other Reason: If “Other” was selected, enter an explanation as to why the timeline was not met.

Eligibility Determination Date (EDD): Enter the date eligibility was determined (mm/dd/yyyy). *A date of evaluation must be entered and occur before EDD. The timeline between parent consent date and the eligibility determination date should not exceed 90 calendar days.*

EDD Reason (if exceeds 30 day timeline): If eligibility was determined beyond 30 *calendar* days from the time the date of the evaluation, click on the drop down arrow and select reason why.

- Child or family illness/death delayed evaluations
- Transferred from another program during the due process
- Evaluations not completed in accordance with timelines
- Family moved making the child unavailable
- Family cancelled evaluations date(s) requiring it to be rescheduled
- Parent withdrew consent
- Other

EDD Other Reason: If “Other” was selected, enter an explanation as to why the timeline was not met.

EDD 3rd Birthday Reason: If the eligibility determination date exceeds the 3rd birthday (on or before the third birthday), click on the drop down arrow and select reason why. **If Part C to B transition is marked “Yes” and the EDD exceeds 3rd Birthday you must enter a reason why.**

- Child or family illness/death delayed evaluations
- Transferred from another program during the due process

- Evaluations not completed in accordance with timelines
- Family moved making the child unavailable
- Family cancelled evaluations date(s) requiring it to be rescheduled
- Parent withdrew consent
- Other

EDD 3rd Birthday Other Reason: If “Other” was selected, enter an explanation as to why the timeline was not met.

Temporary IEP (3rd birthday): Select ‘Yes’ or ‘No’. The temporary IEP is linked specifically to the Part C to B 3-year-old transition child. When a child is a Part C (early intervention 0-3) participant, 90 *calendar* days prior to turning three, Part C is required to make a referral to Part B (3-5 early childhood special education programs) for eligibility determination. Federal law requires Part B to have an IEP in place for the child's 3rd birth date, so services can begin at age 3 with no interruptions.

The State allows a district to develop a temporary IEP for the provision of services while the due process for eligibility is being completed, where the program has deemed the service needs are immediate. However, the temporary IEP cannot be used to delay due process eligibility decisions and must not exceed 60 *calendar* days.

If the eligibility determination is not finalized by the 3rd birth date, the Temporary IEP field notifies the State that a child was being served on the 3rd birth date, with no interruptions of services, even though the determination is not finalized.

Special Education Placement: Select “Yes” or “No” as to whether the child is being placed into special education.

Parent Consent to Place in Special Education Date: Date the parents consented to place their child into special education (mm/dd/yyyy).

Referral Process Complete: Select “Yes” or “No” as to whether referral process is complete at the time of entering the information.

Completion Reason: Click drop down arrow and select an explanation as to the reason referral is complete.

- Child died
- Family moved making the child unavailable
- Not Eligible for Special Education
- Parent refused services
- Placed into Special Education
- Transferred from another program during the due process
- Other

Completion Other Reason: If “Other” is selected, enter an explanation as to why referral is complete.

3. Early Childhood Enrollment

Referral Tracking	Early Childhood Enrollment	Early Childhood Outcomes	Early Childhood Exit	Early Childhood Review
Early Childhood Enrollment:				
Entry Date	<input type="text"/> *(mm/dd/yyyy)			
Primary Disability	-- Select --			
Education Environment	-- Select --			
Program Type	-- Select --			
Temporary Student	-- Select --			
<p>Note: If Entry Date is modified; Then Early Childhood Exit information data will automatically be cleared. So please click Save button before Enter & Save Early Childhood Exit information.</p>				

Note: If the entry date is changed, then the Exit status and the exit date in the Early Childhood Exit tab will be automatically cleared.

Primary Disability: Click on the drop down arrow and select the appropriate disability. (For definition of each disability go to DDS Data Dictionary, pg. 13)

- Autism
- Deaf-Blindness
- Hearing Impairments
- Multiple Disabilities
- Orthopedic Impairments
- Other Health Impairments
- Preschool Disabled-NonCategorical
- Speech/Language Impairments
- Traumatic Brain Injury
- Visual Impairment

Note: An entry date is required prior to entering a primary disability.

Education Environment: Click on the drop down arrow and select the location and amount of time a student receives services with their non-disabled peers. (For definition of each education environment classification got to DDS Data Dictionary, pg. 15)

- 80% or greater amount of time (spent in regular classroom)
- 40% to 79% (spent in regular classroom)
- Less than 40% (time spent in regular classroom)
- Early Childhood Special Education Setting
- Separate School
- Residential Facility
- Home
- Itinerant Service Outside the Home

Program Type: Click on the drop down arrow and select the type of program providing services to the student.

- ABC
- Even Start
- Head Start
- HIPPY
- Licensed Family Day Care Home
- Licensed Preschool
- Other

Note: Most DDS Centers will be ‘Other’

Temporary Student: Select “Yes” or “No” if the student is being temporarily placed in the Special Education Program.

4. Early Childhood Outcomes

Referral Tracking	Early Childhood Enrollment	Early Childhood Outcomes	Early Childhood Exit	Early Childhood Review
Early Childhood Outcomes:				
Assessment Entry Date	<input type="text" value="08/26/2006"/>	(mm/dd/yyyy)		
Entry Social Emotional Functional Score	<input type="text" value="2"/>	(1-7)		
Entry Knowledge/Skils Functional Score	<input type="text" value="2"/>	(1-7)		
Entry Self Help Functional Score	<input type="text" value="2"/>	(1-7)		
Assessment Exit Date	<input type="text" value="05/02/2007"/>	(mm/dd/yyyy)		
Exit Social Emotional Functional Score	<input type="text" value="5"/>	(1-7)		
Exit Knowledge/Skills Functional Score	<input type="text" value="5"/>	(1-7)		
Exit Slef Help Functional Score	<input type="text" value="5"/>	(1-7)		
Social Emotional Improvement	<input type="text" value="Yes"/>	▼		
Knowledge/Skills Improvement	<input type="text" value="Yes"/>	▼		
Self Help Improvement	<input type="text" value="Yes"/>	▼		

Assessment Entry Date: Enter the date the entry functional assessment scores were determined (mm/dd/yyyy).

Entry Social Emotional Functional Score: Enter the functional level based on the Early Childhood Outcomes Center’s 7-point scale determined by group consensus within 30 days of entry. *A score cannot be saved without the Assessment entry date.*

Entry Knowledge/Skills Functional Score: Enter the functional level based on the Early Childhood Outcomes Center’s 7-point scale determined by group consensus within 30 days of entry. *A score cannot be saved without the Assessment entry date.*

Entry Self Help Functional Score: Enter the functional level based on the Early Childhood Outcomes Center’s 7-point scale determined by group consensus within 30 days of entry. *A score cannot be saved without the Assessment entry date.*

Assessment Exit Date: Date in which the exit functional assessment scores were determined. If the child is exiting the program because they are *Kindergarten Eligible or No longer need services*, enter the exit date on or before June 30 even though the child may still be receiving services thru August of the same year.

Exit Social Emotional Functional Score: Enter the functional level based on the Early Childhood Outcomes Center’s 7-point scale determined by group consensus. *A score cannot be saved without the Assessment exit date.*

Exit Knowledge/Skills Functional Score: Enter the functional level based on the Early Childhood Outcomes Centers 7-point scale determined by group consensus. *A score cannot be saved without the Assessment exit date.*

Exit Self Help Functional Score: Enter the functional level based on the Early Childhood Outcomes Center’s 7-point scale determined by group consensus. *A score cannot be saved without the Assessment exit date.*

Social Emotional Improvement: Select “Yes” or “No” to indicate if the student’s functional level has improved from entry to exit. *This may include improvement in personal gains even when the functional scores remained the same.*

Knowledge/Skills Improvement: Select “Yes” or “No” to indicate if the student’s functional level has improved from entry to exit. *This may include improvement in personal gains even when the functional scores remained the same.*

Self Help Improvement: Select “Yes” or “No” to indicate if the student’s functional level has improved from entry to exit. *This may include improvement in personal gains even when the functional scores remained the same.*

5. Early Childhood Exit

Referral Tracking	Early Childhood Enrollment	Early Childhood Outcomes	Early Childhood Exit	Early Childhood Review
Early Childhood Exit:				
Exit Date	05/02/2007 (mm/dd/yyyy)			
Exit Status	Kindergarten Eligible			
Kindergarten Transition Status	Transitioned with No Service to Kindergarten			
Kindergarten Conference Date	05/02/2007 (mm/dd/yyyy)			
<i>Note: Please make sure to complete Early Childhood Outcomes data.</i>				

Exit Date: Date the student exited from the Special Education Program. If the child is exiting the program because they are *Kindergarten Eligible or No longer need services*, enter the exit date June 30 even though the child may still be receiving services thru August of the same year.

Exit Status: Select the appropriate reason the child exited from the program.

- Kindergarten Eligible
- Moved Known to be Continuing with EC Special Education Services
- No Longer Requires Services
- Not Placed
- Parent Refuses Services
- Deceased
- Unknown Status

Kindergarten Transition Status: Select the appropriate response.


- Kindergarten Waiver
- Transitioned to KG with SpEd Re-evaluation Required
- Transitioned with No Service to Kindergarten

Kindergarten Conference Date: Date Kindergarten transition meeting was held.

- 6. Save:** To successfully save entries in the database, click on the SAVE button at the bottom of the screen and look for the message in red at that top of the screen. If the data was saved, the message should read as such. If the data was not saved, the message will give you an indication as to why. Particular information is required in order to save the data.
- 7. Exit:** Click on the Exit box at the bottom of the screen to return to the current list of all special education students in your district database. To return to the home page of MySpEd Resources, click on the message (Return to MySpEd) at the right-hand, top-corner of the screen next to the flashing red arrow. If exiting out, remember to SAVE desired changes first.

Search for a Student

1. Go to the Student Application through MySpEd and click on DDS Programs
 - **Search on Active Students:** this option will list all students who are transfers and enrolled and not exited from the Special Education 3-5 year program during the fiscal year.
 - **Search on Inactive Students:** This option will list all students who have been exited from the Special Education 3-5 year program during the fiscal year.
 - **Search on Referrals - Not placed:** This option will list all students who are *not* transfers (as indicated in the Student Demographics section) *and* who were referred but not placed into the Special Education 3-5 year program during the fiscal year.

SCREEN: **Student Demographics**  [Return to MySPED](#)
[Change LEA](#)

LEA: 9999 ADE - Special Education Unit

MESSAGE:

Search





Student Status Active Inactive Referrals

Search by

Note: Last Name or First Name requires at least 3 characters.
SSN requires 9 digit numbers with no dashes.

Export to Excel:

[Add New Student...](#)

	<u>Last Name</u>	<u>First Name</u>	<u>Middle Name</u>	<u>SSN</u>	<u>Birth Date</u>	<u>Gender</u>	<u>Race</u>
 	Student	Enrolled	A.	333333333	03/12/2005	M	H
 	Student	Enrolled	B.	444444444	12/16/2005	M	B

2. Choose the drop down menu as shown above. Sort student by any option indicated.
3. Type in desired name or SSN
4. Press 'Search' button in lower left hand corner.

Sort functions

The list of students may be sorted according to the headings indicated in blue. Click on the desired field and students will sort accordingly by last name, first name, middle name, or SSN.

Update a Student

1. Click on the small notebook to the left of the student’s name to access the in detailed information
2. Make any necessary changes in the fields
3. Click Save and Exit to return to list of Students.

Delete a Student

Click the red X to the left of the name of the student you wish to delete.

Export to Excel

1. **Click on ‘Export to Excel (Referral Students)’** button to view all students and all the fields for those who have been referred but not placed in Special Education.
2. **Click on ‘Export to Excel (Active Students)’** button to view all students and all the fields for those who have been enrolled and not withdrawn from the program.
Click on ‘Export to Excel (Dec1 Students)’ button to view all students and all the fields for those who have entered the program on or before December 1 of the fiscal year and who have not withdrawn from the program before December 1 of the fiscal year. This should represent all students being served on December 1 of the fiscal year.

SCREEN: **Student Demographics** [Return to MySPED](#)
[Change LEA](#)

LEA: **9999 ADE - Special Education Unit**

MESSAGE:

Search

Student Status Active Inactive Referrals

Search by -- All --

Note: Last Name or First Name requires at least 3 characters.
SSN requires 9 digit numbers with no dashes.

Export to Excel:

[Add New Student...](#)

		Last Name	First Name	Middle Name	SSN	Birth Date	Gender	Race
		Student	Enrolled	A.	333333333	03/12/2005	M	H
		Student	Enrolled	B.	444444444	12/16/2005	M	B

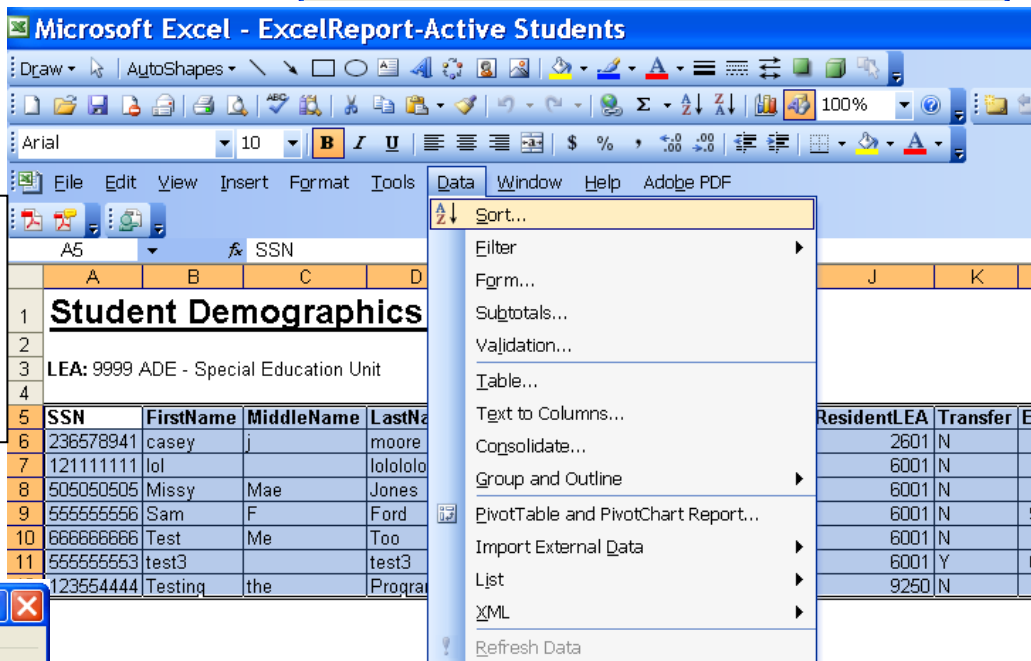
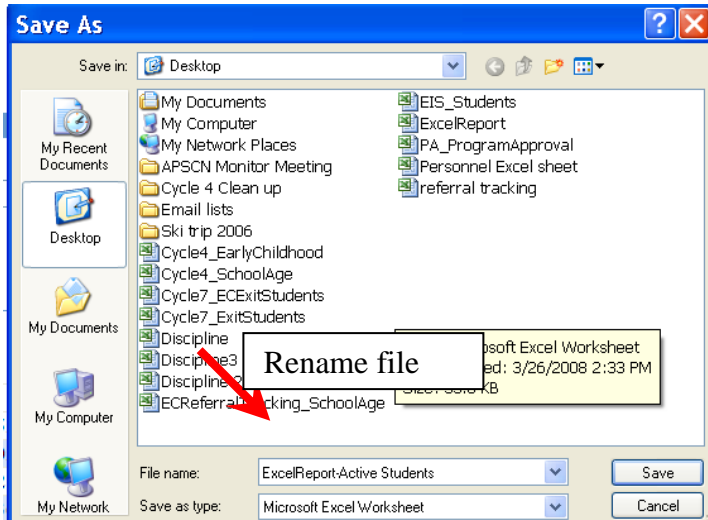
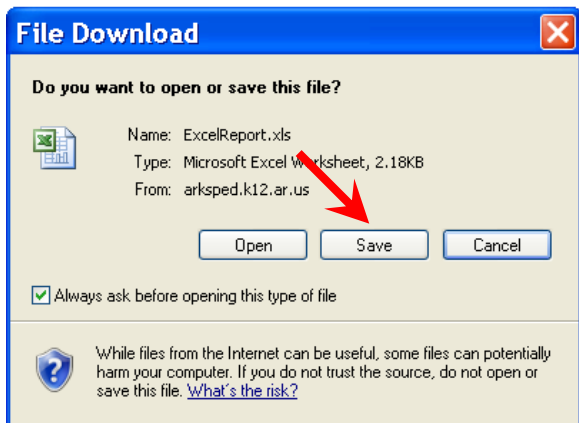
Save, Sort, and Review in [Export to Excel](#)

It is highly recommended you save the excel sheet to your computer as a backup for December 1 Child Count.

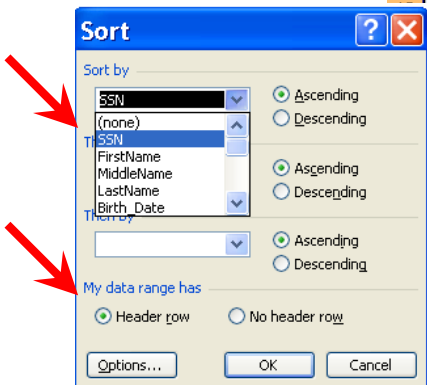
Once you have saved the Excel file to your computer, open the file. Refer to pictures on following page for further assistance.

Note: You may want to rename the file to distinguish active students from December 1 students.

1. Left click mouse button in the cell on Column A, Row 5 (A5). This should be the SSN header.
2. Press 'Ctrl A' on keyboard. This should hi-light all records.
3. Select 'Data' on the menu bar above your spreadsheet (refer to picture on following page).
4. Select first option of 'Sort' on the menu.
5. Select the appropriate heading for how you want it sorted in the 'Sort by' drop down menu. Make sure 'Header row' button is checked. Press OK.
6. Any changes that are identified need to be made in the individual student/employee data in MySpEd. Making corrections in the Excel worksheet will NOT make automatic changes to MySpEd.



First cell - (A5) 'SSN' is selected. 'Ctrl A' Hi-lights area in order to sort



Log off DDS Programs and MySped

1. Click on “Return to MySped” from the Student Demographics screen
2. Click on Exit at the top of the screen from MySped screen
3. Select “Sign Out”

Student Demographics screen

Unit	SSN	Title/Service Prov Code	Grade Level
	141414141	03	PS
	456789123	20	PS
	274652569	03	PS



SPECIAL EDUCATION

SPECIAL EDUCATION EARLY CHILDHOOD DATA DICTIONARY School Year 2008/09

The purpose of this handbook is to provide guidance to special education early childhood staff on the coding and entering of special education student data into APSCN or MySpEd Resources for DDS 3-5 yr programs. The special education early childhood data is collected through APSCN or for DDS MySpEd Resources and are a component of the special education module. In the guide we attempt to be as inclusive as possible as it relates to Federal reporting requirements; however, not all situations will be covered here. If there are questions about how to code a student after consulting this data dictionary, please contact the Arkansas IDEA Data & Research Office at 501-683-7219.

DATA FIELDS required for Federal reporting

General Information Page 1 (with Federal reporting cycles)

FIELD: Social Security Number (4, 7)

The nine-digit Social Security number of the student. If a student’s SSN cannot be obtained, then use the ADE assigned number as required by Arkansas Code Ann. 6-18-208. This number should remain the same throughout the student’s school career.

FIELD: First Name (4, 7)

The student’s legal first name, as printed on the student’s birth certificate, social security card, or other legally binding document.

FIELD: Middle Name (4, 7)

The student’s legal middle name, as printed on the student’s birth certificate, social security card, or other legally binding document.

FIELD: Last Name (4, 7)

The student’s legal last name, as printed on the student’s birth certificate, social security card, or other legally binding document.

FIELD: Date of Birth (4, 7)

The student’s date of birth. Please, make sure that the student’s birth date is accurate. Some common errors include using the current year as the student’s year of birth and entering years such as ‘2093’ or ‘0993’ instead of ‘1993.’

FIELD: Age (4, 7)

Derived from the student’s date of birth as of December 1.

FIELD: Race (4, 7)

AP Asian or Pacific Islander (A)

A person having origins in any of the original peoples of the Far East, Southeast Asia, the Indian subcontinent, or the Pacific Islands, including, for example, Cambodia, China, India, Japan, Korea, Malaysia, Pakistan, the Philippine Islands, Thailand, and Vietnam. The Pacific Islands include Hawaii, Guam, and Samoa.

B Black

A person having origins in any of the Black racial groups of Africa.

H Hispanic

A person of Cuban, Mexican, Puerto Rican, South or Central American, or other Spanish culture or origin, regardless of race.

AI American Indian or Alaskan Native (N)

A person having origins in any of the original peoples of North and South America (including Central America) and who maintains tribal affiliation or community attachment.

W White

A person having origins in any of the original peoples of Europe, the Middle East, or North Africa.

FIELD: Gender (4, 7)

- M Male**
- F Female**

FIELD: Resident District LEA (4, 7)

The first four digits of the student’s resident district lea number. Add 3 zeros behind the district LEA number.

FIELD: English Language Learner (4, 7)

English is not the student’s first language or the language spoken at home. Select

- Y Yes**
- N No**

FIELD: Primary Disability (4, 7)

AU Autism

“ . . . a developmental disability significantly affecting verbal and nonverbal communication and social interaction, generally evident before age 3, that adversely affects a child’s educational performance. Other characteristics often associated with autism are engagement in repetitive activities and stereotyped movements, resistance to environmental change or change in daily routines, and unusual responses to sensory experiences. The term does not apply if a child’s educational performance is adversely affected primarily because the child has an emotional disturbance, as defined in paragraph (b)(4) of this section.” [taken from 34 Code of Federal Regulations §300.7(c)(1)(i)]

DB Deaf-Blindness

“ . . . concomitant hearing and visual impairments, the combination of which causes such severe communication and other developmental and educational needs that they cannot be accommodated in special education programs solely for children with deafness or children with blindness.” [taken from 34 Code of Federal Regulations §300.7(c)(2)]

HI Hearing Impairment

Deafness: “ . . . a hearing impairment that is so severe that the child is impaired in processing linguistic information through hearing, with or without amplification, that adversely affects a child’s educational performance.” [34 Code of Federal Regulations §300.7(c)(3)]

Hearing Impairment: “ . . . an impairment in hearing, whether permanent or fluctuating, that adversely affects a child’s educational performance but that is not included under the definition of deafness in this section.”[taken from 34 Code of Federal Regulations §300.7(c)(5)]

MD Multiple Disabilities

“ . . . concomitant impairments (such as mental retardation-blindness, mental retardation-orthopedic impairment, etc.), the combination of which causes such severe educational needs that they cannot be accommodated in special education programs solely for one of the impairments. The term does not include deaf-blindness.” [taken from 34 Code of Federal Regulations §300.7(c)(7)]

OI Orthopedic Impairments

“. . . a severe orthopedic impairment that adversely affects a child’s educational performance. The term includes impairments caused by congenital anomaly (e.g., clubfoot, absence of some member, etc.), impairments caused by disease (e.g., poliomyelitis, bone tuberculosis, etc.), and impairments from other causes (e.g., cerebral palsy, amputations, and fractures or burns that cause contractures).”

[taken from 34 Code of Federal Regulations §300.7(c)(8)]

OHI Other Health Impairments

“(9) Other health impairment means having limited strength, vitality or alertness, including a heightened alertness to environmental stimuli, that results in limited alertness with respect to the educational environment, that--

(i) Is due to chronic or acute health problems such as asthma, attention deficit disorder or attention deficit hyperactivity disorder, diabetes, epilepsy, a heart condition, hemophilia, lead poisoning, leukemia, nephritis, rheumatic fever, and sickle cell anemia; and

(ii) Adversely affects a child’s educational performance.” [taken from 34 Code of Federal Regulations §300.7(c)(9)]

PS Preschool Disabled (Non-Categorical)

The category includes a child “. . . (1) who is experiencing developmental delays, as defined by the State and as measured by appropriate diagnostic instruments and procedures, in one or more of the following areas: physical development, cognitive development, communication development, social or emotional development, or adaptive development; and (2) who, by reason thereof, needs special education and related services.” [taken from 34 Code of Federal Regulations §300.7(b)(1)(2), 300.313(b)]

SI Speech/Language Impairment

“. . . a communication disorder, such as stuttering, impaired articulation, a language impairment, or a voice impairment, that adversely affects a child’s educational performance.” [taken from 34 Code of Federal Regulations §300.7(c)(11)]

TBI Traumatic Brain Injury (TBI)

“. . . an acquired injury to the brain caused by an external physical force, resulting in total or partial functional disability or psychosocial impairment, or both, that adversely affects a child’s educational performance. The term applies to open or closed head injuries resulting in impairments in one or more areas, such as cognition; language; memory; attention; reasoning; abstract thinking; judgment; problem-solving; sensory, perceptual, and motor abilities; psychosocial behavior; physical functions; information processing; and speech. The term does not apply to brain injuries that are congenital or degenerative, or to brain injuries induced by birth trauma.” [34 Code of Federal Regulations §300.7(c)(12)]

VI Visual Impairments

“. . . an impairment in vision that, even with correction, adversely affects a child’s educational performance. The term includes both partial sight and blindness.” [34 Code of Federal Regulations §300.7(c)(13)]

FIELD: Educational Environment (Cycles 4, 7)

The educational environment as proposed and defined under federal guidelines. (Child Count – December 1 – Early Childhood)

RG (80% or more in regular preschool program) **

If the % of time in the regular preschool program is 80% or greater then the new placement code is RG.

RR (between 40% to 79% of the school day in a regular preschool program) **

If the % of time in the regular preschool program is between 40 to 79.99% the new placement code is RR

SC (40% or less of the school day in the regular preschool program) **

If the % of time in the regular preschool program is less than 40% the new placement code is SC

HM Home

Preschoolers who receive all of their special education and related services in the principal residence of the child's family or caregivers

IO Itinerant Service Outside Home

Preschoolers who receive all of their special education and related services at a school, hospital facility on an outpatient basis, or other location for a short period of time (i.e., no more than 3 hours per week). These services may be provided individually or to a small group of children. This may include, but is not limited to: speech instruction up to 3 hours per week in a school, hospital, or other community-based setting.

RS Residential

Preschoolers who receive all of their special education and related services in publicly or privately operated residential schools or residential medical facilities on an inpatient basis.

SP Early Childhood Special Education – Separate Class

Preschool students who receive all of their special education and related services in educational programs designed primarily for children with disabilities housed in regular school buildings or other community-based settings. This may include, but is not limited to: special education classrooms in regular school buildings; special education classrooms in child care facilities, hospital facilities, on an outpatient basis, or other community-based settings; and special education classrooms in trailers or portables outside regular school buildings.

SS Separate School

Preschoolers who receive all of their special education and related services in educational programs in public or private day schools specifically designed for children with disabilities.

** If a student had a federal placement of EC, CB or RM prior to the 07/08 school year, calculate the new educational environment based on a 30-hour week and enter new code as defined for RG, RR and SC.

General Information Page 2(with Federal reporting cycles)

FIELD: Transitioned from Part C (Cycle 7)

Indicate if the student transitioned from a Federal Early Intervention Part C program to your special education early childhood program

FIELD: Transitioned from Part C Date (Cycle 7)

Indicate the date the student transitioned from a Federal Early Intervention Part C program to your special education early childhood program

FIELD: Early Childhood Outcomes (Cycle 7)

The functional level of the student for each outcome upon entry to special education and exit from special education.

FIELD: Entry Assessment Date (Required Field)

The date which the entry functional assessment scores were determined

FIELD: Entry Social Emotional Functional Score (Required Field)

The functional level determined by the IEP team within 30 days of entry based on the Early Childhood Outcome Center’s 7-point scale.

FIELD: Entry Knowledge/Skills Functional Score (Required Field)

The functional level determined by the IEP team within 30 days of entry based on the Early Childhood Outcome Center’s 7-point scale

FIELD: Entry Self Help Functional Score (Required Field)

The functional level determined by the IEP team within 30 days of entry based on the Early Childhood Outcome Center’s 7-point scale.

FIELD: Assessment 1 Date (Optional Field)

The date the assessment 1 functional scores were determined (May be utilized when assessment is done between the entry assessment and the exit assessment).

FIELD: Assessment 1 Social Emotional Functional Score (Optional Field)

The functional level determined by the IEP team, at the time of assessment 1, based on the Early Childhood Centers 7-point scale. (May be utilized when assessment is done between the entry assessment and the exit assessment)

FIELD: Assessment 1 Social Emotional Functional Improvement (Optional Field)

Indicate if the child’s functional level has improved from entry to assessment 1.

FIELD: Assessment 1 Knowledge/Skills Functional Score (Optional Field)

The functional level determined by the IEP team, at the time of assessment 1, based on the Early Childhood Outcome Center’s 7-point scale (May be utilized when assessment is done between the entry assessment and the exit assessment).

FIELD: Assessment 1 Knowledge/Skills Functional Improvement (Optional Field)

Indicate if the child's functional level has improved from entry to assessment 1.

FIELD: Assessment 1 Self Help Functional Score (Optional Field)

The functional level determined by the IEP team, at the time of assessment 1, based on the Early Childhood Outcome Center's 7-point scale. (May be utilized when assessment is done between the entry assessment and the exit assessment).

FIELD: Assessment 1 Self Help Functional Improvement (Optional Field)

Indicate if the child's functional level has improved from entry to assessment 1.

FIELD: Assessment 2 Date (Optional Field)

The date the assessment 2 functional assessment scores were determined (May be utilized when assessment is done between the entry assessment and the exit assessment)

FIELD: Assessment 2 Social Emotional Functional Score (Optional Field)

The functional level determined by the IEP team, at the time of assessment 2, based on the Early Childhood Centers' 7-point scale. (May be utilized when assessment is done between the entry assessment and the exit assessment).

FIELD: Assessment 2 Social Emotional Functional Improvement (Optional Field)

Indicate if the child's functional level has improved from entry to assessment 2.

FIELD: Assessment 2 Knowledge/Skills Functional Score (Optional Field)

The functional level determined by the IEP team, at the time of assessment 2, based on the Early Childhood Outcome Center's 7-point scale (May be utilized when assessment is done between the entry assessment and the exit assessment).

FIELD: Assessment 2 Knowledge/Skills Functional Improvement (Optional Field)

Indicate if the child's functional level has improved from entry to assessment 2.

FIELD: Assessment 2 Self Help Functional Score (Optional Field)

The functional level determined by the IEP team, at the time of assessment 2, based on the Early Childhood Outcome Center's 7-point scale. (May be utilized when assessment is done between the entry assessment and the exit assessment).

FIELD: Assessment 2 Self Help Functional Improvement (Optional Field)

Indicate if the child's functional level has improved from entry to assessment 2

FIELD: Exit Assessment Date (Required Field when exiting program)

The date which the exit functional assessment scores were determined. The child would be *exiting the program* because *services are no longer needed* or the student is *kindergarten eligible*.

FIELD: Exit Social Emotional Functional Score: (Required Field when exiting program)

The functional level determined by the IEP team with in 30 days of entry based on the Early Childhood Outcome Center's 7-point scale.

FIELD: Exit Knowledge/Skills Functional Score (Required Field when exiting program)
 The functional level determined by the IEP team within 30 days of entry based on the Early Childhood Outcome Center’s 7-point scale.

FIELD: Exit Self Help Functional Score (Required Field when exiting program)
 The functional level determined by the IEP team within 30 days of entry based on the Early Childhood Outcome Center’s 7-point scale.

FIELD: Social Emotional Improvement (Required Field when exiting program)
 Indicate if the child’s functional level has improved from entry to exit.

FIELD: Knowledge/Skills Improvement (Required Field when exiting program)
 Indicate if the child’s functional level has improved from entry to exit.

FIELD: Self Help Improvement (Required Field when exiting program)
 Indicate if the child’s functional level has improved from entry to exit.

(OSEP Reporting Categories for Early Childhood Outcomes)

- A. Child did not improve functioning
- B. Child improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers.
- C. Child improved functioning to a level nearer to same-aged peers
- D. Child improved functioning to reach a level comparable to same-aged peers
- E. Child maintained functioning at a level comparable to same-aged peers

General Information Page 3(with Federal reporting cycles)

FIELD: Program Type (Cycles 4, 7)
A ABC
E Even Start
H Head Start
HI HIPPY
P Licensed Preschool
DC Licensed Family Day Care Home
O Other (Itinerant/Home/Clinic)

FIELD: Transition Conference Date (Kindergarten) (Cycle 7)
 Enter the date that the last transition to kindergarten conference was held

FIELD: Transition Code (Kindergarten) (Cycle 7)
 Enter the Transition Code that describes the outcome of the transition conference

- KW** Kindergarten Waiver
- NS** Transitioned with no services to Kindergarten
- TK** Transitioned to Kindergarten with Special Education re-evaluation required

Entry/Withdrawal Screen (with Federal reporting cycles)

FIELD: Entry Date (Cycles 4, 7)

The date the student entered your program

FIELD: Exit Date (Cycle 7)

The date the student withdrew/exited your program

FIELD: Exit Status (Cycle 7)

Indicate why the student is no longer receiving special education early childhood services

KE Kindergarten Eligible

NS No Longer Requires Services

PR Parent Refused Services

NP Not Placed

US Unknown Status

DI Died

MK Moved known to be continuing with EC Special Ed Services

Cycle 4 Reviewing Employee Data

Special Education employee data in MySpEd Resources is the data pulled from APSCN Special Education Module. Federal reporting requires all employees employed on December 1 for the fiscal year be reported.

- Review period: **First two weeks in January**
- The data for review in MySpEd is the data you entered in APSCN (any data you entered as of December 15th is the data that is reported for December 1 Child Count).

In order to ensure accurate data has been entered into APSCN Special Ed. Module and pulled correctly in MySpEd Resources, the following will serve as a guide to review specific areas.

Personnel Application

1. Click on 'Personnel'
2. On drop-down menu click → Program Approval to review data:
3. Delete any employees that were not employed on December 1 by clicking on the red **X**.

Support Finance **Personnel** Students Exit

SCREEN: **Program Approval** FISCAL YEAR: 2006/07
 LEA: 9999 ADE - Special Education Unit
 MESSAGE:

	Last	First	Middle	SSN		el
	Montenaro	Chris	M	456789123	20	PS
	Montgomery	Karyn		274652569	03	PS
	Smith	Jane	D		16	ALL
	Add Employee					

Page 1

4. Add employees as necessary by clicking 'Add Employee' located at the bottom of the list of all employees. See the Employee Data Dictionary for more details on reporting fields.
5. Click on small notepad to go into Employee Screen and verify data is correct. Make any necessary adjustments and **SAVE before exiting.**

SPECIAL EDUCATION

Support Finance Personnel Students Exit

SCREEN: Program Approval FISCAL YEAR: 2006/07
 LEA: 9999 ADE - Special Education Unit
 MESSAGE:

	Last	First	Middle	SSN	Title/Service Prov Code	Grade Level
	a	b	c	741852963	03	PS
	Just	Learning	aboutthis	141414141	03	PS
	ka	latrice	l	456789123	03	PS
	Montenaro	Chris	M	456789123	20	PS
	Montgomery	Karyn		274652569	03	PS
	Add Employee					

Page 1

Export to Excel

SPECIAL EDUCATION

Support Finance Personnel Students Exit

SCREEN: Program Approval FISCAL YEAR: 2006/07
 LEA: 9999 ADE - Special Education Unit
 MESSAGE:

Last Name First Name
 Middle Name SSN
 Teachers ID Title/Service Prov Code
 License/Endorsement#
 Cert Status
 Grade Level SPED Aide
 FTE Building Code
 Consulting Instruction
 WM WF
 BM BF
 HM HF
 AM AF
 NM NF
 Total Children Pr.Dis. Served
 ICM Period Range
 Total Hrs

Employee Screen

Save Exit

6. Save any updates before Exiting.
7. Exit takes you back to the list of employees.

Sort Options to Review

Two options are available for you to sort and review data for accuracy. Any corrections can be made for each employee by using the notebook icon that edits existing employee data.

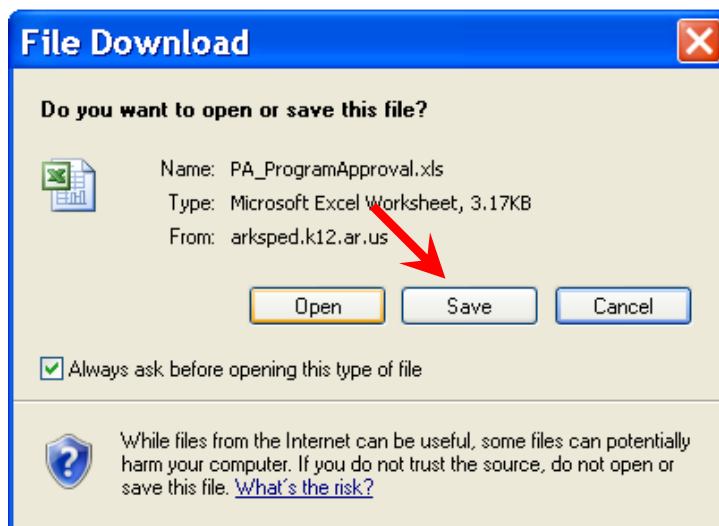
1. **Headings:** Click on the blue headings in order to sort all employees by Last name or by Title/Service Provider Code. This will assist you in getting a quick visual of employees in order of their last name or Title Code.
2. Click on the '**Export to Excel**' button at the bottom of the screen. This lists **all data fields** for you to view. It is highly recommended you save the excel sheet to your computer as a backup of December 1 Child Count.

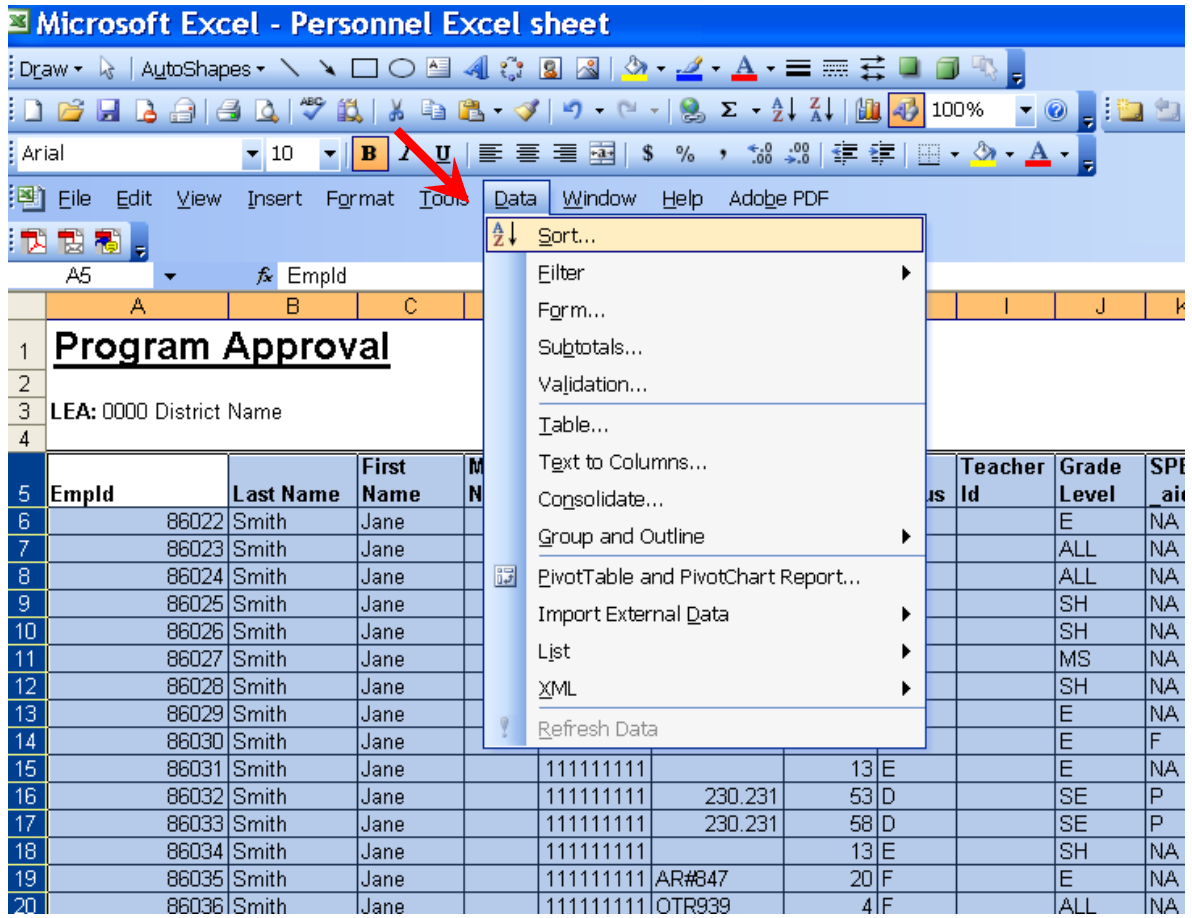
Sort Personnel Data and Review in Export to Excel

1. Click on the 'Export to Excel' at the bottom of the screen. This **lists all the employees and all the fields**.
2. Choose the 'Save' option to create a working copy on your own computer.

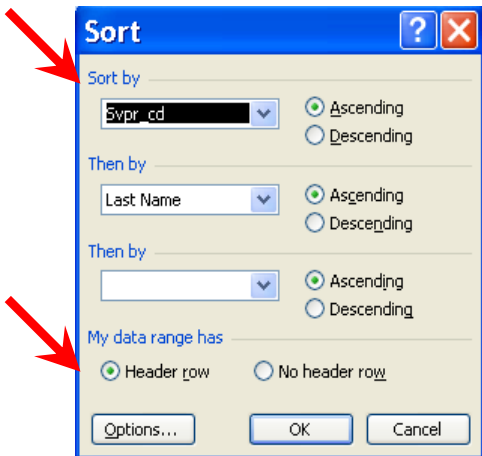
Once you have saved the Excel file to your computer, open the file. Refer to pictures on following page for further assistance.

1. Left click mouse button in the cell on Column A, Row 5 (A5). This should be EmpID header.
2. Press 'Ctrl A' on keyboard. This should hi-light all records.
3. Select 'Data' on the menu bar above your spreadsheet.
4. Select first option of 'Sort' on the menu.
5. Select the appropriate heading for how you want it sorted in the 'Sort by' drop down menu. Make sure header row button is checked. Press OK.
6. Any changes that are identified need to be made in the individual employee data in MySpEd. Making corrections in the Excel worksheet will NOT make automatic changes to MySpEd.





First cell - (A5) 'Empld' is selected. 'Ctrl A' Hi-lights area in order to sort



Sort and Review Fields in Excel (See Employee Data Dictionary for code clarification)

While it is important you review all data fields, specific areas are hi-lighted below to assist in program approval and in federal reporting. Please pay particular attention to the following.

1. Sort by Heading ‘Svpr_cd’ (service/title code) to Review:

Paraprofessionals (Title code 13)

- a. Service/Title Code should be 13 only
- b. Certification Status should be coded as E, F, G, or H
- c. Licensure Endorsement Code (License #) reported if Cert. Status is E or F
- d. SpEd Aide should be N/A
- e. Folder Count by Race and Gender should be 0’s (i.e. WM, BF, etc.)
- f. Period range should be blank or 0:0
- g. FTE reflects proportion of time employed in your district – cannot be greater than 1.0.

Teachers (Title codes 03, 20, 50 – 58)

- a. Service/Title Codes for teachers should only be 3, 20, and 50 – 58
- b. Certification Status should be coded as A, B, C, D and sometimes F. They should never be coded as E, G, or H.
- c. Licensure Endorsement code (License #) reported for each teacher?
- d. SpEd Aide should be P, F, or N/A (not applicable OR No – the teacher does not have an aide.
- e. For title codes 3, and 50 – 58 - are the number of due process folders each teacher is responsible for (given the type of service they provide for that child) coded WM, BM, HM, AM, AIM, WF, BF, HF, AF, AIF?
- f. Period range (Per Range) complete for each teacher?
- g. FTE reflects proportion of time employed in your district and is less than or equal to 1.0.

Speech Pathologists (Title code 20)

- a. Folder count is the Speech Pathologists *caseload* (number of children seen) reported by race and gender. Check under heading codes WM, BM, HM, AM, AIM, WF, BF, HF, AF, and AIF.

Occupational and Physical Therapists (Title codes 4 and 5)

- a. FTE reflects the proportion of time employed in your district and is less than or equal to 1.0.

2. Sort by Heading ‘Last Name’

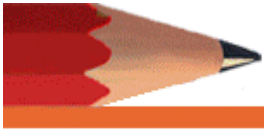
Duplicate Employees

- a. If employees are listed more than once, verify they have a different Service/Title code and/or they are providing different services in a different grade level for each individual listing (i.e. Professional services the Elementary and district’s 3-5yr Early Childhood program).
- b. Verify the total FTE is proportioned out among services and is equal to 1.0 or less when added together.

3. Sort by Heading 'SSN'

Social Security Numbers

- a. Visually verify accuracy
- b. Are there 7 digits?
- c. Is the pseudo SSN for contract employees consistent with what you have used in the past? (Keep the same pseudo number in your records).



SPECIAL EDUCATION

SPECIAL EDUCATION (DDS 3-5) EMPLOYEE & PROGRAM APPROVAL DATA DICTIONARY School Year 2007/08

The purpose of this handbook is to provide guidance to DDS 3-5yr Program special education staff on the coding and entering special education student data into MySpEd Resources for the purpose of federal reporting. The special education early childhood data are collected through MySpEd and is a component of the special education module. In the guide we attempt to be as inclusive as possible as it relates to Federal reporting requirements; however, not all situations will be covered here. If there are questions about how to code a student after consulting this data dictionary, please contact the Arkansas IDEA Data & Research Office at 501-683-7219.

KEY CONCEPTS

Employee Program

1. **Special education employee data is collected once a year, Cycle 4 (December 1).** The employees listed must reflect who was employed on December 1.
2. **Include personnel employed to work specifically with students with disabilities.** DO NOT include personnel hired to work with all students with and without disabilities.
3. The Special Education Employee screen is open December 1 – 15 to update the personnel from the previous fiscal year.
4. Early childhood programs are to use “000” as the building code.
5. If a service provider can be classified with more than one service provider code, they should be entered for each code. For example:

Name	SSN	Provider Code	License No.	Certification Status	Grade Level	FTE
Driver, Bill	111-11-1111	Administrator	320.321	D	PS	.25
Driver, Bill	111-11-1111	Early Childhood Teacher	320.321	D	PS	.75

Note: The total FTE cannot be greater than 1.0

DDS DATA FIELDS REQUIRED FOR FEDERAL REPORTING

FIELD: Special Education Employee Name
First
Middle (if available)
Last

FIELD: Teacher Licensure ID- The Unique identification number assigned by ADE teacher licensure (10-digit number)

FIELD: SSN – The nine-digit Social Security number of the staff member being identified. **DO NOT** enter license/certification information.

FIELD: Title Code - Service Provider – The qualifying job description of the special education provider (including teachers).

- | | |
|------------------------------------|---|
| 01 – Supervisor | 17 – Counselor |
| 02 – Administrator | 18 –Orientation and Mobility Service |
| 03 – Early Childhood | 19 – Educational Interpreter (Deaf) |
| 04 – Occupational Therapist | 20 – Speech Therapy |
| 05 – Physical Therapist | 21 – Speech Therapy Assistant/Aide |
| 06 – PE Adaptive Teacher | 22 – Occupational Therapy Assistant/Aide |
| 07 – Recreational Therapist | 23 – Physical Therapy Assistant/Aide |
| 08 – Psychological Examiner | 24 – School Psychology Specialist |
| 09 – Educational Examiner | |
| 10 – Psychologist | |
| 11 – Medical/Nursing Staff | |
| 12 – Audiologist | |
| 13 – Teacher Aide | |
| 14 – School Social Worker | |

NOTE: If a service provider can be classified with more than one service provider code, the employee should be entered for each code. (See Key Concepts)

FIELD: Licensure Endorsement – The appropriate licensure endorsement or certification number for the teacher or provider. Teachers have a set of codes for their license indicating the disciplines in which they are certified. For example 230 (sped P-4), 231 (4-12)

FIELD: Certification Status: Teacher/Provider – The certification status of the special education teacher or provider. Personnel who have met SEA-approved or SEA-recognized certification, licensing, registration or other comparable requirements that apply to the area in which the individuals are providing special education or related services.

- A** – 1st Year Teaching SPED, Not Highly Qualified
- B** – 2nd Year Teaching SPED, Not Highly Qualified
- C** – 3rd Year Teaching SPED, Not Highly Qualified (including ALP)
- D** – Highly Qualified -SPED/Appropriate Licensure
- E** – Non-Teacher – Certified (this includes HQ Paraprofessionals)
- F** – Private Provider – Certified
- G** – Non-Teacher Not Certified (this includes NOT HQ Paraprofessionals)
- H** – Private Provider Not Certified

FIELD: Building Code –Early childhood programs should use the district code (000).

FIELD: Grade Levels – Indicate the grade level the teacher is assigned.

PS = Early Childhood/Preschool

FIELD: Special Education Classroom Aide – Indicate if the teacher (title code for teacher **03, 06, 20,**) has an aide assigned to the classroom.

Note: ONLY the title codes provided above should be used to answer this question. All other title codes require NA to be entered. Code 13 (Teacher Aide) should NEVER be used as a title code for this question. If the teacher has more than one aide, enter “F” for full-time.

- P**=Part-time
- F**=Full-time
- NA**=Not Applicable

FIELD: Provider FTE (instructional hours) –Provider Full-Time Equivalency (FTE) of individuals providing special education services in decimal format. Do not enter the actual number of instructional hours. List the appropriate FTE of each person based on a 40-hour workweek (i.e., 1.0, .5). An individual providing 9 hours of services would use an FTE of 0.22. If an employee is considered full-time, but does not work 40 hours, indicate them as full-time. For example, a teacher works 36 hours a week, which is considered fulltime, indicate the teacher’s FTE as 1.00. (See Key Concepts, pg. 25).

Hour	FTE	Hour	FTE	Hour	FTE	Hour	FTE
0.5	0.01						
1	0.02	11	0.27	21	0.52	31	0.77
2	0.05	12	0.30	22	0.55	32	0.80
3	0.07	13	0.32	23	0.57	33	0.82
4	0.10	14	0.35	24	0.60	34	0.85
5	0.12	15	0.37	25	0.62	35	0.87
6	0.15	16	0.40	26	0.65	36	0.90
7	0.17	17	0.42	27	0.67	37	0.92
8	0.20	18	0.45	28	0.70	38	0.95
9	0.22	19	0.47	29	0.72	39	0.97
10	0.25	20	0.50	30	0.75	40	1.00

FIELD: Number of Children Served by the teacher /speech therapist (based on due process folders)

The teacher folder count by student race and gender (for teacher codes 03, 06, 20).

WM	White Male	WF	White Female
BM	Black Male	BF	Black Female
HM	Hispanic Male	HF	Hispanic Female
AM	American Indian Male	AF	American Indian Female
NM	Asian Male	NF	Asian Female

FIELD: Primary Disability being served by the special education teacher or provider – The primary type of disability of the students the person is teaching.

HI – Hearing Impaired	SI – Speech/Language Impairments
OI – Orthopedic Impairments	OHI – Other Health Impairments
DB – Deaf-Blindness	MD – Multiple Disabilities
AU – Autism	TBI – Traumatic Brain Injury
CC – Cross Categorical	PS – Preschool Disabled - Noncategorical
VI – Visual Impairments	

FIELD: Early Childhood Consulting Hours – The number of hours per week Early Childhood teachers (title codes 03, 06, 20,) spend on consulting.

FIELD: Early Childhood Instructional Hours – The number of hours per week Early Childhood teachers (title codes 03, 06, 20) spend on instruction.