



Making Online Decisions (MOD): A Web-based Tool for Selecting, Implementing, and Monitoring Language Interventions for Infants and Toddlers

User Manual

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Support Resources

Having trouble with the MOD or ECI data system?

Can't make heads or tails of this user manual?

Below are some additional resources that might help you.

Web Support:

- The IGDI website provides information about the ECI and the data system:
www.igdi.ku.edu
- Use the online contact form to send a question or comment to the IGDI support team:
<http://www.igdi.ku.edu/contactus.htm>

Email or phone:

- Jay Buzhardt – jaybuz@ku.edu (913-321-3143, ext 211)
- Dale Walker – walkerd@ku.edu (913-321-3143, ext 206)
- Barbara Terry – terryb@ku.edu (913-321-3143, ext 229)
- Susan Higgins – kusus@ku.edu (913-321-3143, ext 225)

If you do not contact a member of the team immediately, we will make every effort to get back to you within 24-48 hours.

Introduction

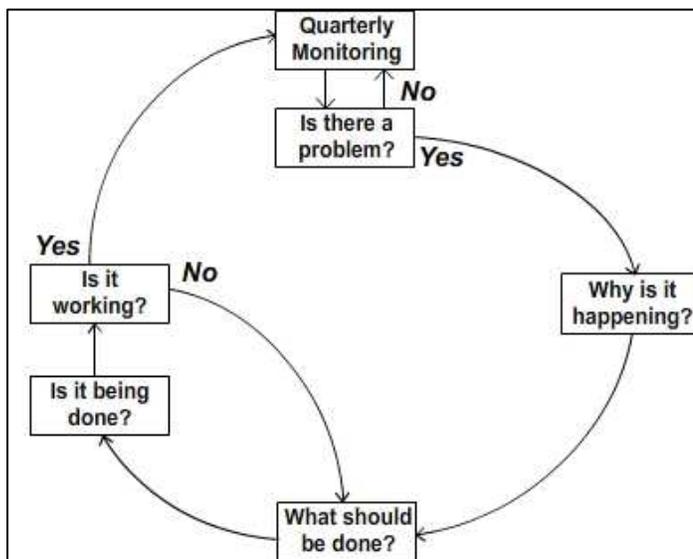
What is the Making Online Decisions (MOD) system?

The MOD helps identify children who are falling below their peers in language development, and it recommends strategies that caregivers can use to improve language. The recommended strategies are tailored to the child's performance on the ECI. After you and the caregivers decide on the specific strategies to use, the MOD will then help you determine if the strategies are working, which is based on the child's level of improvement on the ECI. The strategies recommended by the MOD will adapt to the child's ECI scores. So, as his/her language becomes more sophisticated, the recommended strategies will reflect these changes so that caregivers provide an environment that supports and encourages more advanced language from the child. The keys to the MOD are:

- Early identification
- Intervention recommendations customized to the child's current language ability
- Progress monitoring of the child's response to the intervention recommendations
- Monitoring of intervention fidelity of implementation

How does it work?

This diagram summarizes the MOD process. The MOD is engaged only when an ECI score is entered into the system that is at least slightly below benchmark (in the light gray area). When this occurs, the MOD asks you to verify that the ECI was valid (**Is there a problem?**) When a child has two valid ECIs that are slightly below benchmark, the MOD will ask you if there are any medical or family issues that might be causing the low scores (**Why is it happening?**) Based on this information, the MOD will give some general recommendations (**What should be done?**) If it is unknown why the child's language is delayed, or if the low ECI scores persist, the MOD will recommend specific language intervention strategies tied to the child's current ECI scores. After you and the caregivers select the strategies to try first, you will continue to work with the caregivers to ensure that the strategies are being used (**Is it being done?**) and troubleshoot any problems they might have. Finally, the MOD will help you monitor the child's progress by clearly comparing the child's language gains before and after the strategies were implemented, and by predicting the child's future performance based on current gains (**Is it working?**)



How does the MOD help the children I work with?

The ultimate purpose of the MOD is to improve the early language outcomes of infants and toddlers who are falling below their peers in communication. In addition to supporting your efforts in identifying children who may need early language intervention, the MOD helps you and the child's caregivers choose appropriate language intervention strategies by recommending strategies specifically designed for each child's current language ability. However, it doesn't

stop there. Once the caregivers have been using the strategies for a few months, the MOD will help you determine whether or not the child's language is improving, and if so, by how much. If language is not showing gains, you and the caregivers will be able to choose alternative or additional strategies.

The remainder of this manual provides additional details about each of these stages of the MOD, including the MOD features that will support your use of the MOD.

Getting Started: Is There a Problem?

The MOD requires no additional setup or preparation beyond what is needed to administer the ECI and input data into the data system. The MOD waits for an ECI that is at least slightly below benchmark (light gray area on the graph). Immediately after submitting this score, you will respond to the questions that follow. The direction of the MOD at that point will depend on your responses and the child's future ECI scores.

Enter ECI data

→

New primary ECI data for Hogart, Tara

** = required*

*Test Date:	November 17, 2006	*Test Duration	*Minutes: 6
			Seconds: -
*Form Type:	Barn	*Condition Change:	None
*Coder:	Data Entry, Fake	*Assessor:	Data Entry, Fake
*Location:	Home	*Language of Administration:	English

Note: _____

Minutes	Gestures	Vocalizations	Single Word Utterances	Multi-Word Utterances
0:00	2	2	1	0
1:00	2	1	0	0
2:00	0	3	0	0
3:00	4	2	0	0
4:00	1	2	1	0
5:00	3	2	0	0

Submit Data Cancel

↓

↓

If data are slightly below benchmark, the MOD asks if it was a valid assessment.

→

Is there a problem?

Regarding the observation made on 05/10/2006, Tara Hogart at 14 months of age:

As you can see by the graph below, Tara Hogart's performance on this ECI falls below his/her peers in communication.

Do you believe that this was an accurate assessment for this child? Issues that could affect the accuracy of the assessment might be that the child appeared to be sick or unusually tired, or there were distractions during the assessment that aren't usually there.

Yes No

Next > Continue Later

The 'Continue Later' button allows you to respond to the item another time. The next time you login, you will be reminded to answer this question (see "Reminders" section of this manual).

In order to verify that this ECI assessment accurately reflects his/her actual language proficiency, the MOD asks you to verify that this was accurate assessment. In other words, we want to ensure that there were no unusual circumstances during the assessment, such as a sibling or friend distracting the child, the child was visibly sick, or other anomalies that might have resulted in a low score for this assessment.

If you report that the assessment was not accurate, you will be asked to try to do another assessment for this child within two weeks.

Why Is It Happening?

Requirement for reaching this step: An ECI that is at least slightly below benchmark and valid

After an ECI that is at least slightly below benchmark and valid, the MOD will ask you three questions about the child to help determine if the child might benefit from some simple family-centered, routines-based language intervention. These questions will help rule out issues such as medical concerns (e.g., hearing loss, ear infection, etc.), and recent major changes in the home or daycare environment.

You'll answer these questions after entering the second valid ECI that is slightly below benchmark.

Why is this happening?

*Part 1: Does the child have a medical problem that might affect his/her language (for example an ear infection, loss of hearing, sinus problem, redness around the ears, or ear tubes)?

Yes No Don't Know

*Part 2: Have there been any recent family changes that might affect his/her language (for example a new baby, divorce or separation, new spouse or partner, or other type of change with the primary caregiver)?

Yes No Don't Know

*Part 3: Have there been any recent changes in the child's home or child care environment that might affect his/her language (for example, moving to a new home or day care, or a new language being spoken in the home?)

Yes No Don't Know

If you answer “Yes” to one or more of these questions:

- The MOD will provide general advice about the specific concern or issue you indicated (e.g., ensure the child has appropriate access to medical treatment).
- You will be asked to conduct another ECI in a month to see if there is any change.
- After another ECI, you will be given some specific recommendations (see the “What Should Be Done” section) to review with caregivers and select that will help improve the child's language environment

If you answer “No” or “Don't Know” to all questions:

- The MOD will provide specific recommendations for improving the child's language environment (see the “What Should Be Done” section).
- You will be asked to conduct another ECI in a month to see if there is any change.

What Should Be Done?

Requirements for reaching this step: An ECI that is at least slightly below benchmark and valid, responses to “Why Is It Happening?” questions.

After an ECI that is at least slightly below benchmark and valid, and any medical issues and/or major changes in the child’s home or daycare environment have been accounted for, the MOD will generate specific recommendations for enriching the child’s language environment. These recommendations are based on the child’s current language proficiency. They are separated into activities to do during routines as recommended by the *Language Intervention Toolkit*, and strategies to use across a variety of routines as recommended by the *Promoting Communications Manual*.

What should be done? [View MOD details for this ch](#)

RECOMMENDED STRATEGIES AND ROUTINES FOR OLIVE OYLE

At 28 months of age, Olive Oyle is communicating using up to 1 Gestures and/or 2 Vocalizations per minute, so these strategies will focus on encouraging gestures and sounds.

The types of strategies used to promote communication for children at this level include:

- Responding to a child when they make vocalizations like cooing, babbling, or making sounds. This helps a child to learn that when they vocalize they get attention from others
- Showing an interest in what the child is playing with, looking at, or exploring and commenting or labeling the toy or activity
- Expanding on the child’s sounds and gestures by saying words so that a child hears the words that are related to objects or activities they are interested in and vocalizing about or gesturing to

In the *Language Intervention Tool Kit* (Linda K. Crowe, © 2002), these strategies are identified as *Preverbal* and are described on pages 13 – 21 of the *Tool Kit*. Specific strategies and activities for children who are using mostly gestures and vocalizations are suggested on the pages listed below for the following routines. Please select one or more of the routines below that you think Olive Oyle’s caregiver would be most likely to use:

Child Information (at last mod-eligible observation)	
Name:	Olive Oyle
Age:	28 month
Gestures:	1
Vocalizations:	1.17
Single Words:	0.5
Multi Words:	0.5

Feeding (pp. 13 - 14)

Diapering (pp. 13, 15)

Bathing (pp. 13, 16, & 19)

Reading (pp. 13, 20)

Drawing/Writing (pp. 13, 21)

Feeding - Spanish (pp. 13 - 14)

Diapering - Spanish (pp. 13, 15)

Bathing - Spanish (pp. 13, 16, & 19)

Reading - Spanish (pp. 13, 20)

Drawing/Writing - Spanish (pp. 13, 21)

In the *Promoting Communication Manual* (Juniper Gardens Children’s Project, © 2003-2004), suggestions are given for using strategies with children communicating mostly through gestures and vocalizations. Examples of the strategies and their use across routines and activities are provided in sections arranged by child communication level. When using this information, it may be most helpful to begin by picking a strategy or two, and then gradually adding more strategies across routines as they become easier to use. Please select one or more of the strategies below that you think Olive Oyle’s caregiver would be most likely to use:

Following Child’s Lead (pp. 14, 15)

Commenting and Labeling (pp. 19, 20)

Imitating and Expanding (pp. 24, 25)

Providing Positive Attention (pp. 39, 40)

Following Child’s Lead - Spanish (pp. 14, 15)

Commenting and Labeling - Spanish (pp. 19, 20)

Imitating and Expanding - Spanish (pp. 24, 25)

Providing Positive Attention - Spanish (pp. 39, 40)

Choose English and/or Spanish

Choose English and/or Spanish

Before your next home visit, please print these selected strategies and review them with Olive Oyle’s caregiver. Along with your chosen strategies, there will be a brief checklist for you to complete and enter into the MOD the next time you enter ECI data for Olive Oyle.

[Previous](#)
 [1](#)
 [2](#)
 [3](#)
 [View & Print All Selected Strategies](#)
 [View & Print Later](#)

Select routines and activities that you believe the child’s caregivers will be most likely to use and will benefit the child.

After selecting routines and strategies, click this button to generate and print the options you chose (see following page).

Click this button if you have to exit the system for some reason. The MOD will remember what you selected and will remind you to view and print them the next time you log in. **Be sure to print them before you next home visit with the family.**

The activities and routines you chose are generated for you to print and review with the child's caregivers.

Be sure to print the "Home Visitor's First Fidelity Checklist" so you can record what you did during the home visit and enter it into the MOD later.

What should be done? - Selected Strategies View MOD details for this child

Please print a copy of this page and a copy of the [First Checklist](#), and take both of them with you the next time you visit this family. Be sure to complete the checklist so you can enter it into the MOD.

General Language Strategies

Learning to Listen

Children learn to talk by hearing others talk to them. You can help your child learn to talk.

Things to Do and Say

- Focus on the same thing
 - watch your child, talk about what he or she looks at
 - move objects into your child's view to talk about them
- Follow your child's lead
 - imitate your child's movements
 - imitate your child's sounds
- Have pretend conversations
- Talk about your child's sounds and movements

- Set up a regular daily schedule
 - for eating
 - for bathing
 - for reading
 - for napping
 - for playing
- Use similar words each time you play with, feed, bathe, and read with your child
- Make positive comments
 - You're such a good baby
 - What a happy boy/girl!

Kansas Department of Social and Rehabilitative Services
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Language Activity #?

Talk While Diapering

Talk about What Your Baby is Doing

Following a Child's Lead

What is Following a Child's Lead?

- Noticing what a child is interested in, looking at, playing with, and talking about
- Using that interest to provide opportunities for communication

Why is Following a Child's Lead important?

- By following a child's lead, you are responding to the child's actions and communications
- A child's attention is greater to objects or activities of the child's choosing than of the teacher's choosing. For example, names of objects are much easier to learn if a child is already attending to the objects
- By following the child's lead, you increase the chances that the child will be interested in communicating or talking about his or her toys or activities
- When adults follow children's leads, children are more likely to initiate communication, and may be more likely to want to communicate with the adult in the future
- Children are more likely to want to communicate and engage in longer "conversations" when adults follow their lead

You can change your selected strategies and routines at anytime. Indeed, we recommend that you work closely with the caregivers to fine tune your selections for future home visits.

The first time you generate these strategies, you will use your best judgment when choosing the activities and routines you believe are most appropriate for the caregivers. However, when you review the chosen strategies and routines with the caregivers, it is important to listen to the caregivers to determine if there might be other more suitable strategies to print for the next home visit.

To change the selected strategies and routines, go to the child's "MOD Details" (see page 16), click on the "What Should Be Done" link, go to the 3rd page, and make your new selections.

Don't forget to print your "Home Visitor's First Fidelity Checklist" and take it with you on your home visit to review the recommendations with the parent (see following page).

Is It Being Done? (First Fidelity Checklist)

Requirements for reaching this step: An ECI that is at least slightly below benchmark and valid, responses to “Why Is It Happening?” questions, choosing and generating recommendations in the “What Should Be Done?” section.

When you generate and print the recommendations for improving the child’s language environment, you will also print the “Home Visitor’s First Fidelity Checklist.” You will use this checklist to record what you did during the home visit in which you review the recommendations with the caregivers.

After you enter the ECI score for the home visit, you will be asked to enter your responses to each of the items on the checklist using the online form displayed below.

[View MOD details for this child](#)

After the ECI assessment indicates a need for more frequent monitoring, and you have selected a specific intervention strategy, please check either Yes or No to each step below to indicate whether or not it has been done.

Please only use this checklist the first time you go over the intervention materials. On each visit after this one, use the Home Visitor's Fidelity Follow-Up Checklist.

Child: Jenny Juniper
 *Assessor: Data Entry, Fake
 *Date of visit: Dec 01 2006

*These are the strategies and routines you selected. Please delete any that you did not discuss with the caregivers or that the caregivers said they will not use.

Following Child's Lead
 Diapering

*1. Was the person with whom you reviewed the strategies the child's primary caregiver? (Select 'No' if unknown).	<input checked="" type="radio"/> Yes <input type="radio"/> No
About how many hours does this person spend with the child a week? 65 Hours <input type="checkbox"/> Unknown	
*2. I explained the concern to the parent/caregiver and showed them the ECI graph	<input checked="" type="radio"/> Yes <input type="radio"/> No
*3. I talked to them about how they can help by using the strategy(s) across their daily routines.	<input checked="" type="radio"/> Yes <input type="radio"/> No
*4. I helped them pick one (1) or two (2) routines in which they could do the strategies.	<input checked="" type="radio"/> Yes <input type="radio"/> No
*5. I gave them the materials related to the strategies.	<input checked="" type="radio"/> Yes <input type="radio"/> No
*6. I modeled/demonstrated how the parent/guardian should use the strategy(s).	<input checked="" type="radio"/> Yes <input type="radio"/> No
*7. I role-played the strategies together with the parent/caregiver	<input checked="" type="radio"/> Yes <input type="radio"/> No
*8. I observed the parent/caregiver perform the strategy(s).	<input checked="" type="radio"/> Yes <input type="radio"/> No
*9. I showed them where to record their usage of the strategy(s) on the routines sheet.	<input checked="" type="radio"/> Yes <input type="radio"/> No
*10. I asked the parent/guardian how they plan on using the strategy(s) across the routines.	<input checked="" type="radio"/> Yes <input type="radio"/> No
*11. I suggested that they keep the routines sheet and intervention handout in a place they will see it every day.	<input checked="" type="radio"/> Yes <input type="radio"/> No
*12. I asked if they had any questions.	<input checked="" type="radio"/> Yes <input type="radio"/> No
General Comments/Notes	
<input type="button" value="Next >"/> <input type="button" value="Continue Later"/> <input type="button" value="Skip the Initial Checklist"/>	

This field is automatically populated with the strategies and routines you selected in the “What Should Be Done?” section.

Tasks to complete on the home visit in which you review the MOD recommendations with the caregivers

Click this button if you need to exit the system before completing the checklist. You will be reminded to complete it the next time you log in.

Click this button if, for some reason, you did not complete the checklist on your home visit. You can still complete the checklist later, but you will not be reminded to do so.

Is It Being Done? (Follow Up Fidelity Checklist)

Requirements for reaching this step: An ECI that is at least slightly below benchmark and valid, responses to “Why Is It Happening?” questions, choosing and generating recommendations in the “What Should Be Done?” section, completion of the “First Fidelity Checklist.”

For each successive home visit, you will complete a brief “Follow Up Fidelity Checklist.” The primary purpose of this checklist is to determine the degree to which the caregivers are using the strategies. If they are not using the strategies, it is important to discuss alternative strategies or other routines that would provide opportunities to use the strategies. The key is to find out what will maximize the caregivers’ use of the strategies you all have chosen.

For the ECI assessment that corresponds with this checklist (i.e., the ECI you enter before completing this checklist online), we recommend that you **choose “MOD Recommendations” from the “Condition Change” dropdown menu** when entering your ECI data. This will identify on the ECI graphs where the caregivers began using the recommendations.

Home Visitor's Fidelity Follow-up Checklist
[View MOD details for this child](#)

After the ECI assessment indicates a need for more frequent monitoring, and you have selected a specific intervention strategy, please check either Yes or No for each step below to indicate whether or not it has been done.

Please only use this checklist after your initial home visit in which you reviewed the intervention materials with the parent. On your initial visit, use the Home Visitor's First Fidelity Implementation Checklist.

Child: Tara Hogart
 Assessor: Shimpi, Priya
 Date of visit: Aug 13 2006

These are the strategies and routines you selected. Please delete any that you did not discuss with the caregivers or that the caregivers said they will not use.

Following Child's Lead
 Diapering
 Bathing

1. I asked the parent/guardian if they were able to do the strategy(s) after my last home visit.	<input checked="" type="radio"/> Yes <input type="radio"/> No
2. I asked the parent/guardian if they were comfortable doing the strategy(s) and asked if they noticed any improvement.	<input checked="" type="radio"/> Yes <input type="radio"/> No
3. I talked to the parent/guardian about how they could continue doing the strategy(s) across some additional routines.	<input checked="" type="radio"/> Yes <input type="radio"/> No
4. I talked to the parent/guardian about how much they have been using the strategy(s).	<input checked="" type="radio"/> Yes <input type="radio"/> No

Please indicate how much they are using the strategy(s) by completing one or both of the sentences below.

- I asked them how often they used the strategy(s), and they said:
- I saw them use strategy(s) across routine(s) while I was there.

5. I left the parent/guardian with a new intervention handout(s) and pointed out where they could record how often they used any of the strategies.	<input checked="" type="radio"/> Yes <input type="radio"/> No
---	---

General Comments/Notes

[Next >](#)
[Continue Later](#)
[Skip this Follow-up Checklist](#)

After selecting “Yes” for item #4 you will indicate how you know the degree to which the caregivers have been using the strategies.

Is It Being Done? Caregiver Checklists

In addition to the Home Visitor checklists, the MOD provides optional Caregiver Checklists. These are provided for caregivers at the end of each Home Visitor checklist to help caregivers track how often they use the recommended strategies each day. It is recommended that the caregiver place this checklist in an easily accessible area of the home (e.g., refrigerator, living area, etc.)

Each day, the caregiver(s) will circle the term that describes how often they used the strategies that day. At the end of the week, the home visitor will pick up the completed checklist, use it to complete the item on the follow-up home visitor checklist that asks how often the caregiver(s) have used the strategies.

Certainly, not all caregivers will want or be able to fill out these checklists, so they are not required. In the absence of a completed caregiver checklist, the home visitor may ask the caregiver how often they have used the strategies since the last visit.

A Spanish version of the checklist is also provided.

Language Strategies Checklists					
This checklist is provided as a way for caregivers to track how often they are using recommended language strategies. Using this information can help you and your home visitor identify strategies that you are not using very often, and either find alternative strategies or identify other routines in which to use them.					
<i>Caregiver:</i> Circle your best estimate of how often you used the strategies for each day.					
Week of					
Day	How Often You Used the Strategies				
Monday	Often	Sometimes	Rarely	Not Today	
Tuesday	Often	Sometimes	Rarely	Not Today	
Wednesday	Often	Sometimes	Rarely	Not Today	
Thursday	Often	Sometimes	Rarely	Not Today	
Friday	Often	Sometimes	Rarely	Not Today	
Saturday	Often	Sometimes	Rarely	Not Today	
Sunday	Often	Sometimes	Rarely	Not Today	

Comments: _____

Child Name: _____

Caregiver Name: _____

Home Visitor Name: _____

Is It Being Done? Filling Out Checklists Without Entering an ECI

For children in the MOD, you will be asked to complete a checklist after entering an ECI into the data system. However, if you do home visits more than once a month, you will have the opportunity to complete checklists more often than you do monthly ECI's.

If you would like to enter a checklist into the MOD without entering an ECI, follow these steps:

- 1) Log in to the data system
- 2) Select "ECI" from the left menu
- 3) Choose "View MOD Children" from the Action menu
- 4) Click "Perform Selected Action"
- 5) Select the child for whom you would like to enter a checklist
- 6) Next, you will need to choose a past ECI observation date for this checklist (see graphic below). It is recommended that you choose the most recent date, but you can choose any date without affecting the MOD.
- 7) Click the "Add Checklist" button

Early Communication Indicator (ECI) - MOD

- Quick Links for Hogart, Tara -

MOD for child Tara Hogart

Currently on Step 4 - Home Visitor's Fidelity Follow-up Checklist

Step	Complete?	Completed on
Step 1 - Is there a problem?	Yes	02/17/2008
Step 1 - Is there a problem?	Yes	02/17/2008
Step 2 - Why is it happening?	Yes	02/17/2008
Step 3 - What should be done?	Yes	02/22/2008
Step 4 - Is it being done?		
Step 4 - Home Visitor's First Fidelity Checklist View/Print First Checklist <small>(for observation done on 07/12/2006)</small>	Yes	02/22/2008
Step 4 - Home Visitor's Fidelity Follow-up Checklist View/Print Follow-up <small>(for observation done on 08/13/2006)</small>	Yes	02/17/2008
Step 4 - Home Visitor's Fidelity Follow-up Checklist <small>(for observation done on 09/14/2006)</small>	Yes	02/17/2008
Step 4 - Home Visitor's Fidelity Follow-up Checklist <small>(for observation done on 10/15/2006)</small>	Yes	02/17/2008
Step 4 - Home Visitor's Fidelity Follow-up Checklist <small>(for observation done on 11/17/2006)</small>	Yes	02/20/2008
Step 4 - Home Visitor's Fidelity Follow-up Checklist <small>(for observation done on 12/18/2006)</small>	Yes	02/22/2008
Step 4 - Home Visitor's Fidelity Follow-up Checklist <small>(for observation done on 01/19/2007)</small>	Yes	02/22/2008
Step 4 - Home Visitor's Fidelity Follow-up Checklist <small>(for observation done on 03/20/2007)</small>	Yes	02/22/2008
Add new follow-up checklist for observation done on: <input type="text" value="-Select-"/>		
Step 5 - Is it working?		

To add a checklist without first entering an ECI, select a date, and click "Add Checklist".

Is It Working?

Requirements for reaching this step: Two out of the last three ECIs are at least slightly below benchmark and valid, responses to “Why Is It Happening?” questions, choosing and generating recommendations in the “What Should Be Done?” section, completion of the “First Fidelity Checklist.”

After the caregivers begin using the recommendations, the MOD will help you determine whether or not the recommendations are having an effect on the child’s language. The MOD needs at least three ECIs to make this determination. So, after entering three more ECI assessments following the First Fidelity Checklist, the MOD will look at the child’s data to see if the child’s language has made any improvement. The MOD considers three factors in making this determination:

1. Has the child’s slope improved since before the caregivers started using the recommendations?
2. Is the latest ECI still below or slightly below benchmark?
3. Using the slope as a predictor of future performance, will the child be close to benchmark in six months?

If the MOD determines that the answer is “Yes” to these three questions, then the MOD will recommend returning to quarterly ECIs, the caregivers continue using the strategies, but the home visitor does not have to continue collecting the checklist information.

If the MOD determines that the answer is “No” to any or all of these questions, then the MOD will recommend that the child continue receiving monthly ECI observations, and the home visitor review the recommendations with the caregivers, choosing alternative or additional strategies if necessary.

As the child’s language improves on specific key skill elements (e.g., single words), the MOD’s recommended strategies will adapt to these changes. For example, let’s say Tara’s single words were low when she first entered the MOD at 23 months old, so the MOD recommendations focused on encouraging new words through commenting, labeling, and building on her vocalizations and gestures. However, at 33 months old, her single words are close to benchmark, but her multiple words are very low. So now the MOD recommends strategies for building words into sentences such as asking open-ended questions, encouraging her verbally request things that she wants.

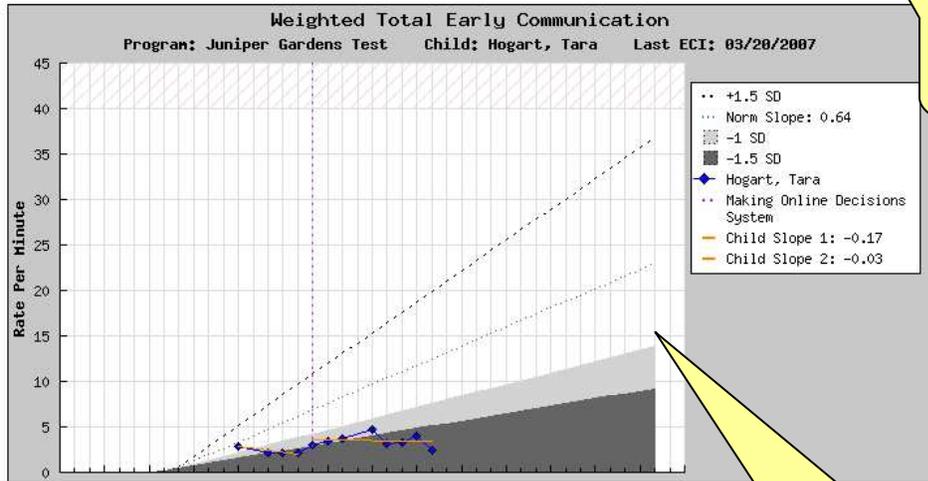
From the “Is It Working?” screen, there will always be a link to the “What Should Be Done?” section so you can see the latest recommendations and, if needed, select different strategies.

Is it working?

[View MOD details for this child](#)

As you can see by the graph, Tara Hogart's language is showing improvement! Tara Hogart's slope was -0.236, but since the family has been using the language strategies, it has risen to -0.025. However, because the slope suggests that Tara Hogart will not likely be near benchmark in at least six months, continue working with the caregivers to try some new strategies from the recommended list, continue entering the follow-up checklist data, and continue conducting monthly ECI observations with Tara Hogart.

As Tara Hogart's language improves, our list of recommended strategies will change. So return regularly to the [What Should Be Done](#) section to view these recommendations. We recommend that you print these strategies, discuss them with the family, and use them along with your regular home visiting program.



Text describes any differences between child's language development before the recommendations, and after. It also describes the child's expected progress six months from now.

Click this link to review the current recommendations for this child. These recommendations change as the child's language changes.

Throughout the MOD, the child's current Total Weighted Communication graph is displayed for quick reference. (In the interest of space, the graphs are not always shown in the screenshots for this manual.)

Reminders

Occasionally you may need to exit the MOD before completing a task (e.g., answering questions about the child, completing a checklist, etc.) If this happens, you will be reminded to complete the task the next time you login. As you can see below, this is a subtle reminder that you will only see on the Welcome Page, and it will not interfere with other work you do with the data system.

If you need to add data for a child in which you have a reminder to complete a MOD task, **please complete the MOD task before entering the new data**. So, for the example below, if you have new ECI data to enter for Victoria Sampson, before entering the data, click the reminder link and complete the MOD task first.

You have the option of turning reminders 'off' for a specific child by clicking 'turn off' at the top of the child's "MOD Details" report (see following page).

The MOD reminder appears only on the Welcome Page and describes what needs to be done and for what child.

Welcome JGCP Coordinator to the Official IGDI website for Infants and Toddlers.

You are able to access all the necessary functionality of the site for a Program Coordinator. As a Program Coordinator you are able to access those menus needed to add, modify and view results for the children and staff in your program. You may also view results and print reports as needed to manage your Project and Programs.

In order to maintain a more secure system for your data, we have removed some of the functionality from your browser (e.g., your back, forward and refresh buttons) while you are logged into the IGDI Data System. Please use the links to the left and/or the Quicklinks above to navigate the system.

MOD Reminder

- The child Sampson, Victoria was identified as having an assessment below benchmark. Please answer the questions at the following link.
[Click to complete this task](#)

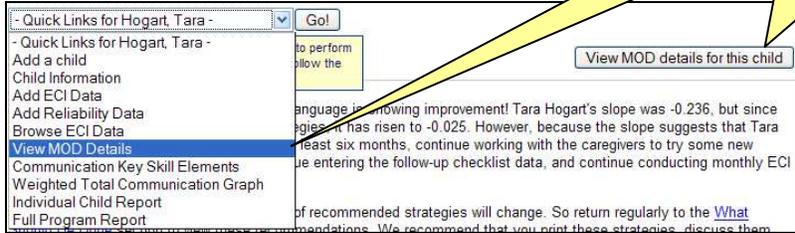
[Children Who Are Off Target in Communication Development and Who Warrant Special](#)

Clicking this link takes you directly to the task that needs to be completed.

Reviewing a Child's MOD History

Anytime after a child enters the MOD, you can review the child's MOD history, including your responses to questions, checklist entries, and strategies and routines selected in the "What Should Be Done?" section. Although you can review these details, we recommend only making changes to the "What Should Be Done?" section. Changes in other areas may cause errors.

Access the MOD history either from the MOD Details button, or from the Quicklinks menu.



Currently on Step 4 - Home Visitor's Fidelity Follow-up Checklist Mod alerts are currently turned **on** ([turn off](#))

Step	Complete?	Completed on
Step 1 - Is there a problem?	Yes	04/28/2008
Step 1 - Is there a problem?	Yes	04/28/2008
Step 2 - Why is it happening?	Yes	04/28/2008
Step 3 - What should be done?	Yes	04/28/2008
Step 4 - Is it being done?		
Step 4 - Home Visitor's First Fidelity Checklist View/Print First Checklist (for observation done on 11/12/2006)	Yes	04/28/2008
Step 4 - Home Visitor's Fidelity Follow-up Checklist View/Print Follow-up (for observation done on 12/13/2006)	Yes	04/28/2008
Step 4 - Home Visitor's Fidelity Follow-up Checklist View/Print Follow-up (for observation done on 12/13/2006)	Yes	04/28/2008
Step 4 - Home Visitor's Fidelity Follow-up Checklist View/Print Follow-up (for observation done on 01/14/2007)	Yes	04/28/2008
Step 4 - Home Visitor's Fidelity Follow-up Checklist View/Print Follow-up (for observation done on 02/15/2007)	Yes	07/13/2008
Step 4 - Home Visitor's Fidelity Follow-up Checklist View/Print Follow-up (for observation done on 03/17/2007)	Yes	07/13/2008
Step 4 - Home Visitor's Fidelity Follow-up Checklist View/Print Follow-up (for observation done on 04/18/2007)	Yes	07/13/2008

Add new follow-up checklist for observation done on:

[Step 5 - Is it working?](#)

Weighted Total Early Communication

Program: Juniper Gardens Test Child: Mays, Johnny Last ECI: 04/18/2007

Click this link to turn off all reminders for this child. You can turn them back on if you choose.