Chat Box Check In

Please tell us your –

Name
SAU/District
Role

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Good Morning!

<u>Please note</u> –

When you enter the meeting,

your mics will automatically be muted.

Thank you very much.

Please feel free to unmute yourself and ask questions as they come up

or

drop any questions in the Chat Box and we will answer them.

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Maine Educators Are –

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Introductions:

Team Members

Roberta Lucas – Federal Programs Coordinator
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Please note –

For more specific and individualized student planning, data collection or similar, please contact appropriate team member, such as your BCBA, school psychologist or other trained personnel.

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Office of Special Services

Data Collection

Interval Recording

Zoom Meeting Date:

Friday 10/30/2020

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Data Collection Methods

- Interval Recording
- Latency Recording
- Functional Behavior Assessments
- Transition Planning

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We want to do it all.

How can we use Data to paint the story of what's happening right now?

Always remember –

Child First

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A prerequisite for measuring and tracking data on behavior is to be able to **Operationally Define** the target behavior as well as the desired replacement behavior.

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How might you Operationally Define **Running** ?

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<u>Running</u> can be defined as*: Rapidly moving through the movement of one's feet at a pace that exceeds normal walking speed.*

<u>Considerations</u>:

- How far does the person need to travel for it to count as running?
- Does it matter what direction the person is moving in?

Running *now* defined as: Rapidly moving ***in a forward trajectory*** through the movement of one's feet at a pace that exceeds normal walking speed ***for at least 5 steps***.

<u>Adding Examples</u>:

- Rapidly moving across the inside playground to access the swing before another child at a pace faster than normal walking speed.
- Rapidly moving down the hallway toward the exterior door at a pace faster than normal walking speeds.

<u>Adding Non Examples</u>:

- Rapidly moving out of the way of a moving vehicle in the parking lot.
- Rapidly moving 3 steps to sit at the table when directed to do so.
- Rapidly moving across the gym when running is part of the directed activity.

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https://accessibleaba.com/blog/define-behavior

Operational Definition

Keep the Operational Definition child specific.

Remember to include those behaviors that are specific to that child.

Include those areas that you want to be your focus.

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Interval Recording

Partial Interval Recording – a time sampling method for measuring behavior in which the observation is divided into a series of brief time intervals. The observer records whether the target behavior occurred at any time during the interval. Tends to overestimate the proportion of the observation period.

Whole Interval Recording – a time sampling method for measuring behavior in which the observation period is divided into a series of brief time intervals. At the end of each interval, the observer records whether the target behavior occurred throughout the entire interval. Tends to underestimate the proportion of the observation period.

Cooper, John O., Timothy E. Heron, William L. Heward. *Applied Behavior Analysis 2nd Edition,* Columbus: Pearson, 2007.

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Interval Recording

Best Used When:

- The behavior is continuous or has an onset and end that are difficult to distinguish.
- Behaviors are not happening at such a high rate that it is hard to document.

Do Not Use When:

- The behavior is difficult for you to time because it requires an observer's undivided attention.
- Teachers interested in this measurement strategy may need to ask someone else to observe and collect whole interval data for them while they are working with students or engaged in instruction.

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http://www.specialconnections.ku.edu/?q=assessment/data_based_decision_making/teacher_tools/partial_interval_recording

Interval Recording

Examples:

- leaving one's seat
- raising one's hand
- yelling out an answer
- asking to go to the bathroom
- being late or being on time to class

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http://www.specialconnections.ku.edu/~specconn/page/assessment/ddm/pdf/Event_recording_examplerevised.pdf

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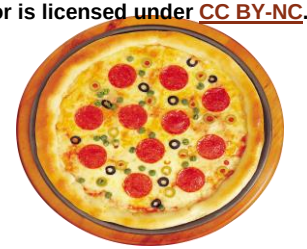

Types of Interval Recording

- In *whole interval* time sampling, you observe the student for a few seconds at designated intervals and notice whether the behavior occurs for the whole interval that you are looking for it (mark "yes" or "no" as to whether this behavior occurred for the whole time that you were watching).
- Example Behavior Definition: Being on-task including looking at the teacher while she is talking; talking to the teacher; or looking at assignment Total Observation Time: 10 minutes Length of each interval: 1 minute
- During each time interval:
  - Look to see if the behavior occurs throughout the entire interval
  - If the behavior stops at any time, place an “O” for that interval
  - If, at the end of the interval the behavior is still occurring, place an x “X” for that interval

* At the end of your observation time, total the number of “X”s (This is what you graph)

http://www.behavioradvisor.com/BehRecord.html

http://www.specialconnections.ku.edu/~specconn/page/assessment/ddm/pdf/Whole_Interval_examplerevised.pdf

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Whole Interval Recording

Behavior: Reading

Behavior Definition: Reading printed or digital material either silently or out loud. Reading can be done alone or in groups.

Total Observation Session: 120 minutes (2 hrs) **Interval Length:** 15 minutes

Date: *7-15*	Interval Number								Total No. Intervals Behavior Observed
Time: *3:30 – 5:30 PM*	1	2	3	4	5	6	7	8	
Y or N									

https://image.slidesharecdn.com/zaleskiparaprodatacollection-160414135848/95/introduction-to-data-collection-8-638.jpg?cb=1460642369

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Whole Interval Recording

Whole Interval: The behavior must occur for the *entire* interval to be recorded as [+]
Underestimates rates of behavior **Partial Interval:** *part* of the interval to be recorded as [+]
Overestimates behavior

Calling out	**:10 sec**	**:10 sec**	**:10 sec**	**:10 sec**	**:10 sec**	**:10 sec**	**+/total**
Record a [+] for occurrence or [-] for Non-occurrence							

Calling out	**:10 sec**	**:10 sec**	**:10 sec**	**:10 sec**	**:10 sec**	**:10 sec**	**+/total**
Record a [+] for occurrence or [-] for Non-occurrence							

Calling out	**:10 sec**	**:10 sec**	**:10 sec**	**:10 sec**	**:10 sec**	**:10 sec**	**+/total**
Record a [+] for occurrence or [-] for Non-occurrence							

Calling out	**:10 sec**	**:10 sec**	**:10 sec**	**:10 sec**	**:10 sec**	**:10 sec**	**+/total**
Record a [+] for occurrence or [-] for Non-occurrence							

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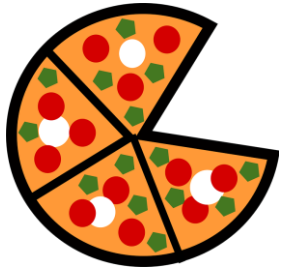
Types of Interval Recording



- In *partial interval* recording, you mark whether the behavior occurred at least once during the short observation interval.
- Partial interval recording can be used to measure behaviors that happen so quickly that it is hard to catch (the behavior itself does not last for a long time).
- During each time interval:
  - Look to see if the behavior occurs
  - Once the behavior occurs, put an “X” in that interval
  - If, at the end of the interval the behavior did not occur, place an “O” in that interval

* At the end of your observation time, total the number of checkmarks and create a percentage (This is what you graph)

http://www.specialconnections.ku.edu/~specconn/page/assessment/ddm/pdf/Partial_Interval_example.pdf

http://www.behavioradvisor.com/BehRecord.html

Partial Interval Recording

Partial Interval Recording Form

Student's Name: _____ Teacher: _____

Subject/Period: _____ Date(s): _____

Behavior Definition (in specific, observable, measurable terms):

_____

_____

Total Observation Time: _____ Length of each interval: _____

Date	Interval #										Total times behavior occurred (X)
	1	2	3	4	5	6	7	8	9	10	
O or X											

Date	Interval #										Total times behavior occurred (X)
	1	2	3	4	5	6	7	8	9	10	
O or X											

Date	Interval #										Total times behavior occurred (X)
	1	2	3	4	5	6	7	8	9	10	
O or X											

Date	Interval #										Total times behavior occurred (X)
	1	2	3	4	5	6	7	8	9	10	
O or X											

Tieghi-Benet, M. C., Miller, K., Reiners, J., Robinett, B. E. Freeman, R. L., Smith, C. L., Baer, D., Palmer, A. (2003). *Encouraging Student Progress (ESP), Student/ team book.* Lawrence, KS: University of Kansas.

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https://image.slidesharecdn.com/zaleskiparaprodatacollection-160414135848/95/introduction-to-data-collection-8-638.jpg?cb=1460642369

Partial Interval Recording

Partial Interval Data		
Time	**Behavior #1** – Leaving Seat Any instance in which XXX is at least one foot away from his desk/seat anytime after the lesson has started. Includes times when he has asked, but was not given permission to leave desk/seat area.	**Behavior #2** – Crying Any instance in which XXX engages in a vocalization louder than is used for communication, lasting 3+ seconds, which may or may not include tears. (Non-Example: laughing/giggling, crying as a result of hurting himself)
8:00-8:15	YES **NO**	**YES** NO
8:15-8:30	**YES** NO	YES **NO**
8:30-8:45	YES **NO**	**YES** NO
8:45-9:00	**YES** NO	YES **NO**
9:00-9:15	YES **NO**	YES **NO**
9:15-9:30	**YES** NO	YES **NO**
TOTAL	3/6	2/6
%age	50%	33%

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Partial Interval Recording

https://youtu.be/nBfFOE4Q4X4

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Why Interval Recording?

- **Interval recording** is a shortcut procedure for estimating the duration of a behavior.
- In this method, the teacher periodically looks at the student at **predetermined** (NOT spontaneously selected) intervals and records whether the behavior is occurring.
- Easier to collect data because teacher can take a quick “snapshot” of the target behavior.

http://www.behavioradvisor.com/BehRecord.html

Why Interval Recording?

- In these different types, the teacher then figures the *percent of observations* that the behavior occurred.
- Interval recording is used for the same behaviors as duration recording, but this procedure takes less time and effort, and does not require that the student be observed continually.

http://www.behavioradvisor.com/BehRecord.html

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Keep in Mind

- Interval recording provides an estimation of behavior.
- Whole-interval recording typically underestimates the overall duration of the behavior because if a behavior occurs-but not for the entire interval - it is not recorded or documented as occurring.
- Partial-interval recording typically overestimates the overall duration and underestimates the rate of the behavior because if a behavior occurs multiple times during an interval, it is still documented as occurring only once.

https://achieve.lausd.net/cms/lib08/CA01000043/Centricity/domain/361/positive%20behavior/Data/Data%20Collection%20Methods.pdf

Interval Recording

Summarizing the Data –

When using interval recording, the level of the behavior is reported as the percentage of intervals in which the behavior occurred.

To calculate the % of intervals:

- count the number of intervals in which the behavior was recorded
- divide the total number of intervals during the observation period and multiply by 100.

Example: Mary was out of her seat during 4 out of 10 intervals. 4/10=.40 times 100= Mary was out of her seat during 40% of intervals recorded during the observation.

https://achieve.lausd.net/cms/lib08/CA01000043/Centricity/domain/361/positive%20behavior/Data/Data%20Collection%20Methods.pdf

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Interval Recording

Special Considerations –

- Interval Recording often takes less time and effort, because the observer only records the behavior only once during the interval, regardless of how many times the behavior occurs.
- If the intervals are too long, the results can overestimate the frequency.

https://achieve.lausd.net/cms/lib08/CA01000043/Centricity/domain/361/positive%20behavior/Data/Data%20Collection%20Methods.pdf

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<u>Remember</u>:

On an IEP,

<u>Data</u> is *necessary* to reflect

<u>Present Level</u>.

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IDEA Requirement – MUST fill

A. Definitions

(1) In general. The term "individualized education program" or "IEP" means a written statement for each child with a disability that is developed, reviewed, and revised in accordance with this section and that includes:

(a) A statement of the child's present levels of academic achievement and functional performance, including:

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Section 5: Academic Present Level

MUST fill

5. MEASURABLE ANNUAL GOAL(S) (MUSER IX.3.A.(1)(b) & (c))

ACADEMIC PERFORMANCE (FOR K-12 ONLY) refers to a child's ability to perform age appropriate (comparable to same age/grade peers) tasks and demonstrate appropriate skills in *reading, writing, listening, speaking,* and *mathematical problem solving* in the school environment.

Present Levels of Academic Performance (MUSER IX.3.A.(1)(a)(i) & (ii)):

Child is on academic grade level with their peers.

OR

Child is academically commensurate with their peers.

Measurable Goal (MUSER IX.3.A.(1)(b) & (c)

By date, given service, child's name will skill as measured by evidence.

Progress:

Objective(s) required? ☐ Yes ☐ No

By date, given service, child's name will skill as measured by evidence.

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Tracking IEP Goals Remotely– Susie's Writing

5. MEASURABLE ANNUAL GOAL(S) (MUSER IX.3.A.(1)(b) & (c))

ACADEMIC PERFORMANCE (FOR K-12 ONLY) refers to a child's ability to perform age appropriate (comparable to same age/grade peers) tasks and demonstrate appropriate skills in *reading, writing, listening, speaking,* and *mathematical problem solving* in the school environment.

Present Levels of Academic Performance (MUSER IX.3.A.(1)(a)(i) & (ii)):

Currently, Susie will initiate a writing assignment as evidenced by beginning to write letters within 1 minute of the assignment being presented in 40% out of a minimum of 20 recorded opportunities.

Measurable Goal (MUSER IX.3.A.(1)(b) & (c) **Progress:**

By date, given service, child's name will skill as measured by evidence.

By June 10, 2020, given a writing assignment, Susie will initiate her work as evidenced by beginning to write letters on her paper within 1 minute of the assignment being presented in 80% of a minimum of 20 recorded opportunities over a period of 2 months, as measured by observation and data collection.

Objective(s) required? ☐ Yes ☒ No

By date, given service, child's name will skill as measured by evidence.

- Remotely: Difficult to measure exactly within the parameters of this goal. What is the skill we are trying to improve with Susie.
- Perhaps focus on the completion and quality of Susie's writing that she submits through packets or digitally.
- Perhaps track Susie's initiation of writing an answer on a live online platform (ie. Google forms, Zoom Polls or Dojo Quiz etc.)

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Tracking Data Remotely

- **Definition**: *Susie will initiate an assignment or discussion as evidenced by interacting with the (Zoom Poll, Google Form, Dojo Quiz etc.) or discussion board within 1 minute of the assignment being presented.*
- Assignment Launched in Literacy instruction from 9-10 am. Intervals are first and last 10 minutes. Two polls daily.

Date	Time	O/X	Total	%
5/1	9:00-9:05	O	1/1	0%
5/1	9:55-10:00	X	1/1	100%
5/2	9:00-9:05	O	0/1	0%
5/2	9:55-10:00	X	1/1	100%
5/3	9:00-9:05	O	0/1	0%
5/3	9:55-10:00	O	0/1	0%
5/4	9:00-9:05	O	0/1	0%
5/4	9:55-10:00	O	0/1	0%
5/5	9:00-9:05	X	1/1	100%
5/5	9:55-10:00	X	1/1	100%

Calculating Percentages

- 4/10= .40 = 40% of intervals

- **New Present Level**: Susie initiates an assignment or group discussion as evidenced by interacting with the remote learning platform(Zoom Poll, Google Form, Dojo Quiz etc.) or remote class discussion board within 1 minute of the assignment being presented in 4 out of 10 of the intervals or 40% of intervals.

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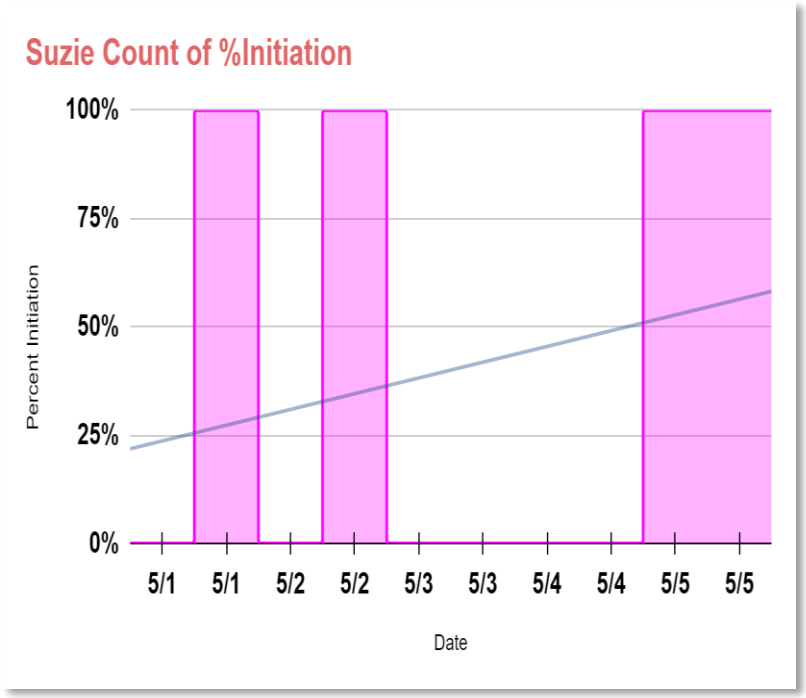
Susie's Data Graphed in Two Ways

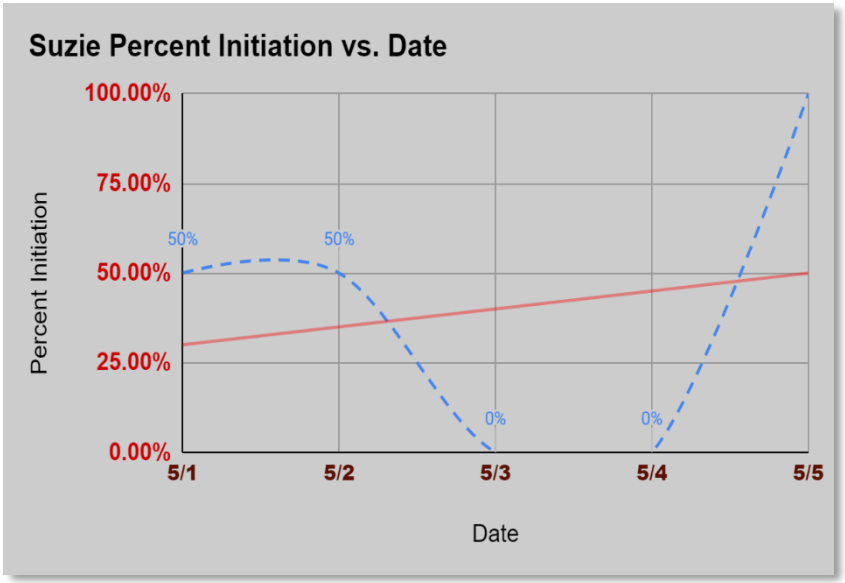
Bar Chart

- Includes the percentage for each day and trendline



Line Chart

- Includes the percentage of intervals and trendline



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Sam's Reading Goals

5. MEASURABLE ANNUAL GOAL(S) (MUSER IX.3.A.(1)(b) & (c))

ACADEMIC PERFORMANCE (FOR K-12 ONLY) refers to a child's ability to perform age appropriate (comparable to same age/grade peers) tasks and demonstrate appropriate skills in *reading, writing, listening, speaking,* and *mathematical problem solving* in the school environment.

Present Levels of Academic Performance (MUSER IX.3.A.(1)(a)(i) & (ii)):

Currently, Sam sustains reading material at his reading level, silently, for a 5-minute interval in 5 out of 6 opportunities.

Measurable Goal (MUSER IX.3.A.(1)(b) & (c) **Progress:**

By date, given service, child's name will skill as measured by evidence.

By June 10, 2020, given reading material at his reading level, Sam will sustain reading for a 10-minute interval independently in 5 out of 6 opportunities, as measured by data collection and observation.

Objective(s) required? ☐ Yes ☒ No

By date, given service, child's name will skill as measured by evidence.

- Remotely: Skill that we are trying to strengthen is sustaining reading attention independently.
- Perhaps provide the parent with an interval tracking sheet (hard copy or digital) to record Sam's silent reading during predetermined times.
- Perhaps have Sam track his own sustained silent reading time and complete a data tracking bar graph depicting the times.

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Tracking Data Remotely

- **Definition**: Sam sustains reading material at his reading level, silently, for a 10 minute interval in 5 out 6 opportunities. Sustained reading is defined as uninterrupted time with Sam's focus on the book that he is holding.
- Predetermined times by Sam and his parents in 1 hour increments with each interval being 10 minutes. **Whole interval recording method**.

DATE	TIME	1	2	3	4	5	6	Total	% 10 min interval
5/4	4-5 pm	X		X	X	X		4/6	67%
5/5	2-3 pm	X	X			X	X	4/6	67%
5/6	8-9 am	X	X	X	X	X		5/6	83%
5/7	1-2 pm	X		X	X		X	4/6	67%

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Calculating Percentages

- 4/6 =.67 = 67% of intervals

- **New Present Level:** Sam can sustain silently reading grade level material independently 67% of intervals measured.

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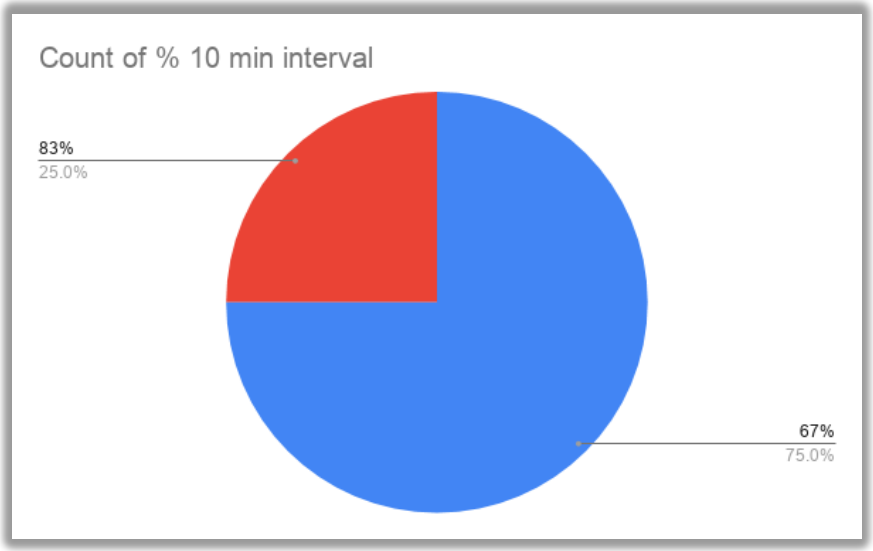
Sam's Data Graphed in Two Ways

Student Generated Bar Chart

10				
10			X	
10	X	X	X	X
10	X	X	X	X
10	X	X	X	X
10	X	X	X	X
10 min intervals	5/4 4-5 pm	5/5 2-3 pm	5/6 8-9 am	5/7 1-2 pm

Pie Chart

- Includes the percentage of intervals



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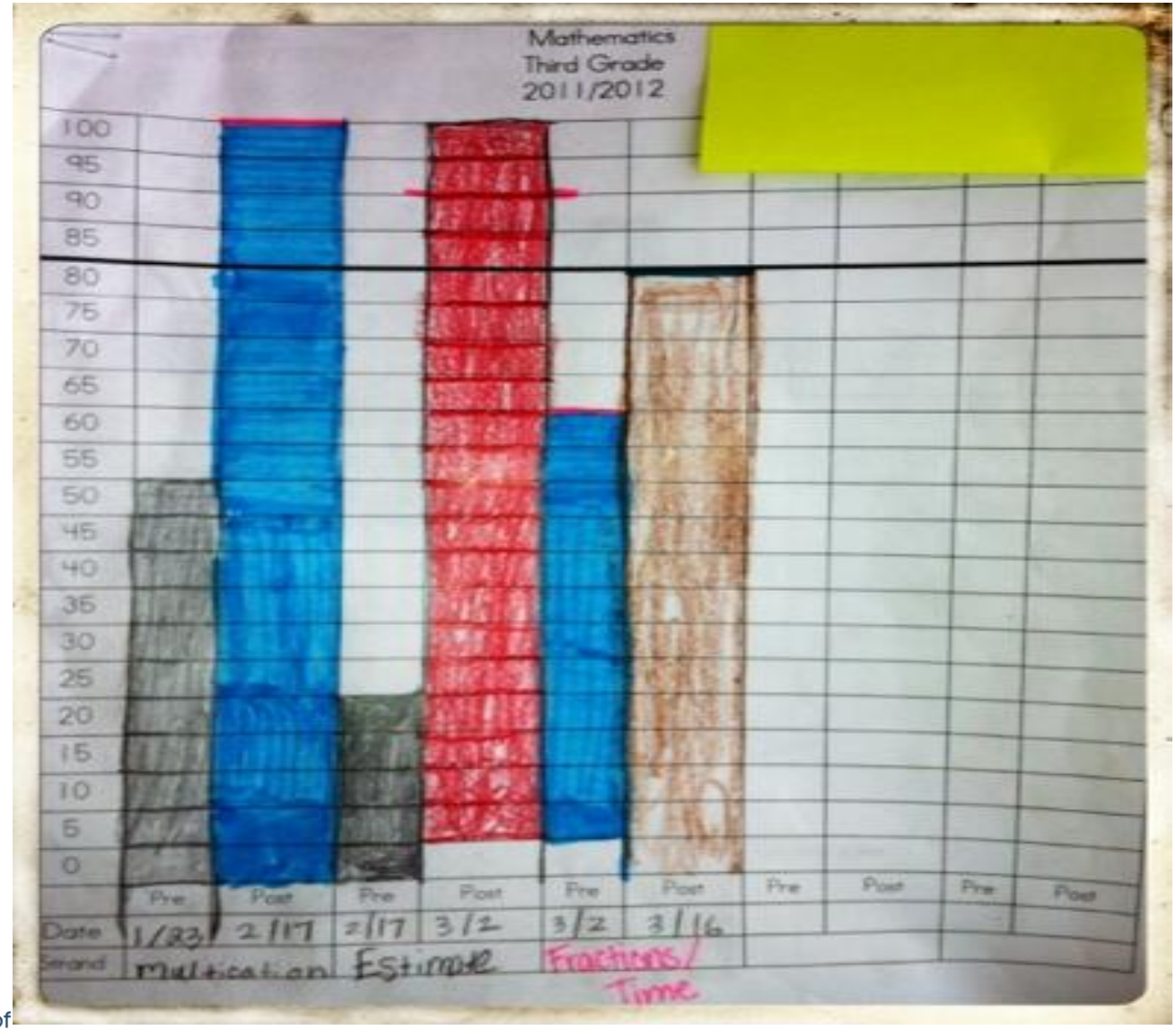
Example of Student Tracked Data



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Collecting Data Remotely

Use features of the online platform you are using to instruct:

- **Zoom: Polls**
  - https://support.zoom.us/hc/en-us/articles/213756303-Polling-for-Meetings
  - **The polling feature for meetings allows you to create single choice or multiple choice polling questions for your meetings. You will be able to launch the poll during your meeting and gather the responses from your attendees. You also have the ability to download a report of polling after the meeting.**
- **Google: Forms**
  - https://support.google.com/docs/answer/6281888?co=GENIE.Platform%3DDesktop&hl=en
- **Dojo:**
  - https://static.classdojo.com/img/remote_learning/cd_remote_learning_activity_ideas.pdf
  - **Choice boards, activities (including, journaling, Social Emotional learning)**
  - www.classdojo.com/remotelearning
- **IXL**
- **Kahn Academy**

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Section 5: Functional/ Developmental Present Level

MUST fill

FUNCTIONAL/DEVELOPMENTAL PERFORMANCE refers to how the child is managing daily activities in *cognitive*, *communicative*, *motor*, *adaptive*, *social/emotional* and *sensory areas*. **Developmental performance (ages 3-5)** refers to how the child is performing developmentally (comparable to same age/grade peers) in physical, cognitive, communicative, social, emotional, and/or adaptive areas.

Present Levels of Functional/Developmental Performance (MUSER IX.3.A.(1)(a)(i) & (ii):

Child's functional/development performance is commensurate with their peers.

Measurable Goal (MUSER IX.3.A.(1)(b) & (c) **Progress:**

By date, given service, child's name will skill as measured by evidence.

Objective(s) required? ☐ Yes ☐ No

By date, given service, child's name will skill as measured by evidence.

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Transition Goal

FUNCTIONAL/DEVELOPMENTAL PERFORMANCE refers to how the child is managing daily activities in *cognitive*, *communicative*, *motor*, *adaptive*, *social/emotional* and *sensory areas*. **Developmental performance (ages 3-5)** refers to how the child is performing developmentally (comparable to same age/grade peers) in physical, cognitive, communicative, social, emotional, and/or adaptive areas.

Present Levels of Functional/Developmental Performance (MUSER IX.3.A.(1)(a)(i) & (ii):

Currently Kevin can scoop snack mix into a receptacle 2 times per 5-minute session, with support.

Measurable Goal (MUSER IX.3.A.(1)(b) & (c) **Progress:**

By date, given service, child's name will skill as measured by evidence.

By May 14, 2021, given hand over hand assistance, specially designed instruction, a visual task analysis and 1 opportunity to practice, in preparation for supported employment in a restaurant, Kevin will scoop snack mix into a receptacle 4 times per 5-minute session, over 4 consecutive trials, as measured by informal assessment and teacher data collection.

Objective(s) required? ☐ Yes ☒ No

By date, given service, child's name will skill as measured by evidence.

Baseline Data = Present Level → **Measurable Goal** → **Progress**

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Transition Goal Data

Date	Adult Support	Time Interval	Did Kevin complete 4 Scoops?
5/5/20	Mom	11:15-11:20	No – 3
5/6/20	Dad	1:35-1:40	Yes
5/7/20	Mom	11:10-11:15	No – 2

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Transition Goal

FUNCTIONAL/DEVELOPMENTAL PERFORMANCE refers to how the child is managing daily activities in *cognitive*, *communicative*, *motor*, *adaptive*, *social/emotional* and *sensory areas*. **Developmental performance (ages 3-5)** refers to how the child is performing developmentally (comparable to same age/grade peers) in physical, cognitive, communicative, social, emotional, and/or adaptive areas.

Present Levels of Functional/Developmental Performance (MUSER IX.3.A.(1)(a)(i) & (ii):

Currently Kevin can seal 1 snack container within a 15-minute period over 4 consecutive sessions.

Measurable Goal (MUSER IX.3.A.(1)(b) & (c)

Progress:

By date, given service, child's name will skill as measured by evidence.

By May 14, 2021, given continuous adult support, a visual task analysis and 1 opportunity to practice, in preparation for culinary arts vocational school, Kevin will seal 5 snack containers within a 15-minute period over 4 consecutive opportunities as measured by informal assessment and teacher data collection.

Objective(s) required? ☐ Yes ☒ No

By date, given service, child's name will skill as measured by evidence.

Baseline Data = Present Level → **Measurable Goal** → **Progress**

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Transition Goal Data

Date	Adult Support	Time Interval	# prompts	# Closed Containers
5/5/20	Mom	11:00-11:15	7	5
5/5/20	Mom	1:00-1:15	3	6
5/6/20	Dad	1:00-1:15	5	4
5/7/20	Older Sister	11:30-11:45	4	6
5/8/20	Teacher – Zoom	9:00-9:15	12	3
5/8/20	Mom	12:30-12:45	5	7

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Transition Goal

FUNCTIONAL/DEVELOPMENTAL PERFORMANCE refers to how the child is managing daily activities in *cognitive*, *communicative*, *motor*, *adaptive*, *social/emotional* and *sensory areas*. **Developmental performance (ages 3-5)** refers to how the child is performing developmentally (comparable to same age/grade peers) in physical, cognitive, communicative, social, emotional, and/or adaptive areas.

Present Levels of Functional/Developmental Performance (MUSER IX.3.A.(1)(a)(i) & (ii):

Currently Kevin can recognize the need for a hygiene break and tell his adult support within 10 minutes of a toileting accident.

Measurable Goal (MUSER IX.3.A.(1)(b) & (c)

Progress:

By date, given service, child's name will skill as measured by evidence.

By May 14, 2021, given continuous adult support and a visual schedule, in preparation for a supported living environment, Kevin will recognize the need for a hygiene break and tell his adult support within 5 minutes of a toileting accident in 4 out of 5 opportunities within a 7-day period, as measured by informal assessment and teacher data collection

Objective(s) required? ☐ Yes ☒ No

By date, given service, child's name will skill as measured by evidence.

Baseline Data = Present Level → **Measurable Goal** → **Progress**

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Transition Data

Date	Adult support	Did Kevin have an accident?	Did Kevin self report within 5 minutes?	Did Kevin follow his hygiene plan?	Goal Met today?
5/5	Mom	Yes – 2	Yes – 2	Yes	100%
5/6	Dad	Yes – 3	Yes – 2	Yes	67%
5/7	Older Sister	No	NA	NA	NA
5/8	Mom	Yes – 2	Yes – 2	Yes	100%
5/9	Mom	Yes – 2	Yes – 1	Yes	50%
5/10	Mom	No	NA	NA	NA
5/11	Older Sister	Yes – 1	Yes – 1	Yes	100%

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Chat Box Check In

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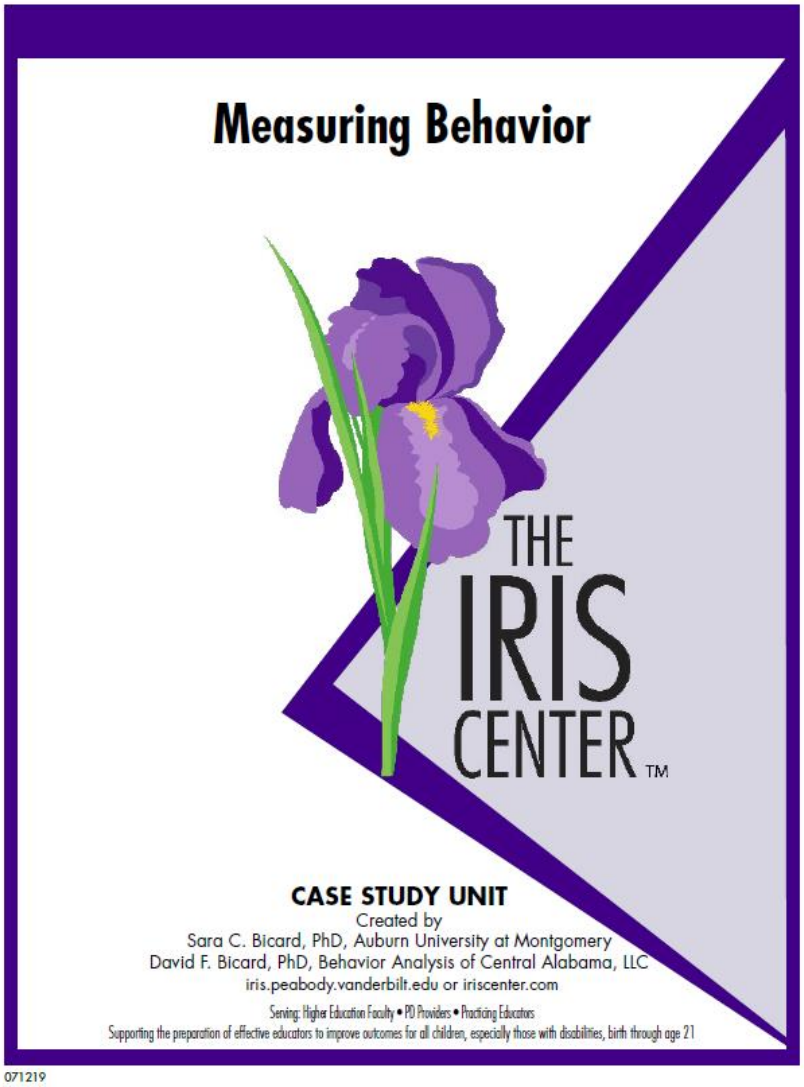
The Iris Center – Measuring Behavior



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http://iris.peabody.vanderbilt.edu/wp-content/uploads/pdf_case_studies/ics_measbeh.pdf

The Iris Center – Measuring Behavior

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Measuring Behavior

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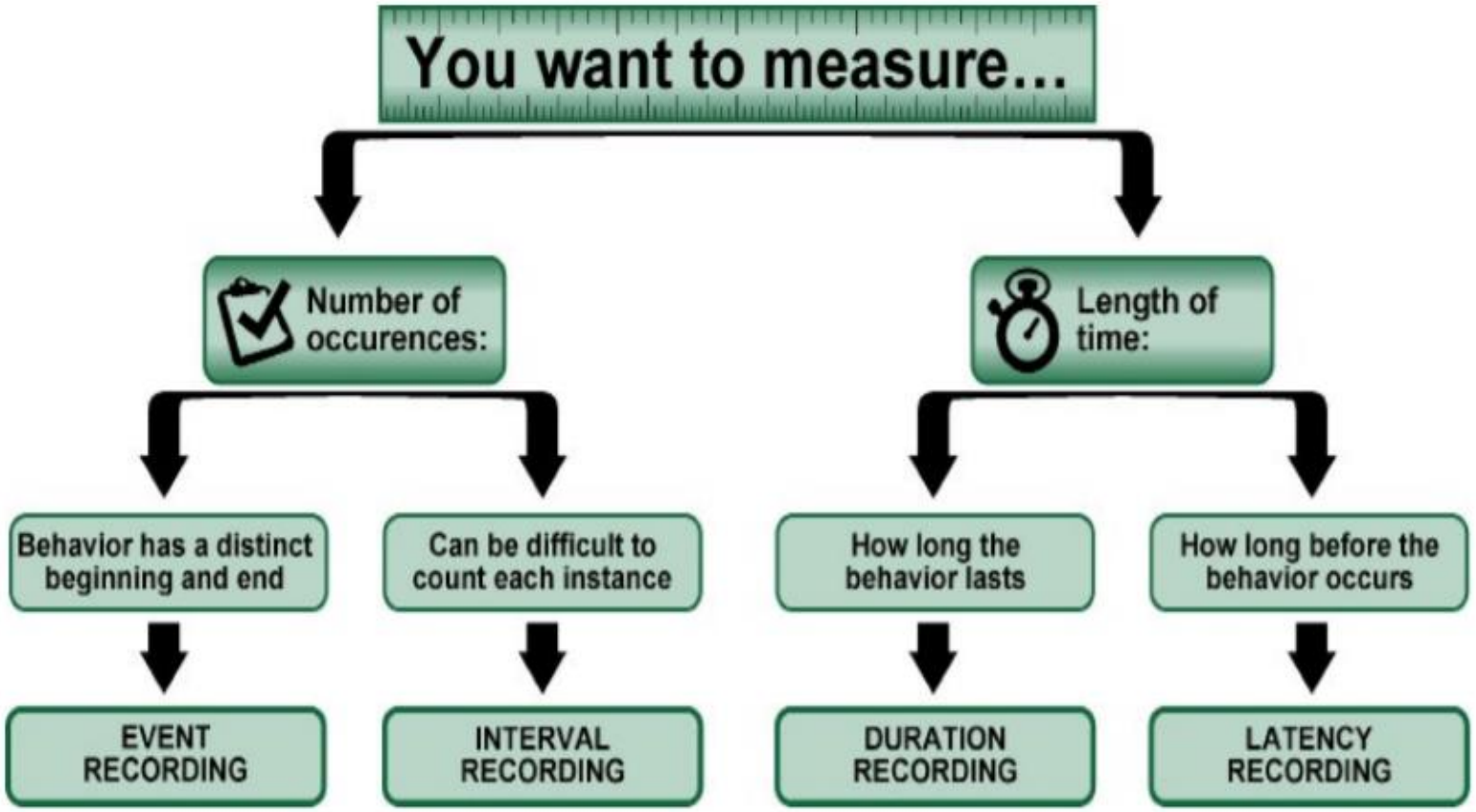
The Iris Center – A STAR Sheet – Strategies and Resources



Adapted from Alberto & Troutman (2006).

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Remember that your **Present Level** and **Goal** should be written to address those skills you might choose to teach, that could address any identified challenges.

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Which Data System would best track

Time Spent Wearing a Mask

1. Interval
2. Duration

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Avoid Writing Outcomes

Data Collection can continue to be useful when considering teaching **skills** that will facilitate a change in any outcome based goal.

Do Not Write Outcomes

Examples:

- Attendance
- Work Completion
- Attention to Task
- Reduce Aggressions
- Reduce Tantrum Behaviors

AND:

- Increased Mask Wearing

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Duration Recording

Behavior: **Wearing a Mask** – Duration of time when XXXX wears mask, and mask covers both nose and mouth, across multiple settings.

Date	Time Behavior Began	Time Behavior Ended	Length of Time Behavior Lasted	Activity
10/10/2020	12:07	12:08	1 min	Circle Time
10/11/020	12:13	12:14	1 min	Circle Time
10/12/020	8:22	8:33	11 mins	Story Time
10/13/020	8:16	8:30	14 mins	Story Time
10/14/020	9:31	9:33	2 mins	Reading Instruction

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Do Not Write Outcomes

Focus on

Distinctly Measurable and Persistent Gaps

- Instead of: “Child will increase time wearing a mask across settings”
- Consider the skill deficits that interfere with the child’s ability to tolerate wearing a mask
- Write goal around the skills that you are teaching that will increase the time the child can wear a mask.

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Do Not Write Outcomes

Focus on

Distinctly Measurable and Persistent Gaps

Teach directly to the **Skill Gaps**

Consider –

- Self-Regulation
  - Could include Medical or Emotional related issues
- Sensory
- Cognitive
- Self Care
- Hygiene

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FUNCTIONAL/DEVELOPMENTAL PERFORMANCE: Functional performance refers to how the child is managing daily activities in *cognitive, communicative, motor, adaptive, social/emotional* and *sensory areas*. **Developmental performance** refers to how the child is performing developmentally (comparable to same age/grade peers) in physical, cognitive, communicative, social, emotional, and/or adaptive areas.

Present Levels of Functional/Developmental Performance (MUSER IX.3.A.(1)(a)(i) & (ii):

Currently, XXXX can utilize a tool from his individualized tool kit with support from an adult when prompted to do so, in 1 out of 5 opportunities.

Measurable Goal (MUSER IX.3.A.(1)(b) & (c)

By date, given service, child's name will skill as measured by evidence.

By 10/31/2021, given specially designed instruction and consult from the Occupational Therapist, XXXX will improve self-regulation skills as demonstrated by independently utilizing a tool from his individualized "tool kit" to aid self in regulating to an expected state in 4 out of 5 opportunities, as measured by data collection, teacher observation, increased time wearing a mask or similar.

Progress:

Baseline Data = Present Level → **Measurable Goal** → **Progress**

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Which Data System would best track

Accessing a Tool to Aid in Self Regulation Skills

1. Duration
2. Event

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Student Name: XXXXX

<u>Target Behavior</u>: Self Regulation – XXXX will demonstrate increased self-regulation skills by choosing a tool from the prepared visual "tool kit" board, and utilizing the chosen tool.

Date	Time	Number of Occurrences	Total Count
5/8/2020	Circle Time 12:00-12:30	✓ ✓ ✓ ✓	4
5/9/2020	Story Time 8:10-8:30	✓	1
5/10/2020	Reading Instruction 9:00-10:00	✓	1
5/11/2020	Math Period 10:00-10:30	✓ ✓	2

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- ✓ Remember, wearing a mask is an Outcome.
- ✓ We tracked mask wearing data to figure out **WHY**.
- ✓ The **WHY** speaks to the **distinctly measurable and persistent** gap.
- ✓ The replacement behavior will be taught so that time wearing a mask is increased.
- ✓ Teaching Self Regulation *might* increase mask wearing.
- ✓ Write your goal around the replacement behavior you are teaching NOT the outcome based behavior – mask wearing.

Use your **Data Collection** to help you identify **skills** that will facilitate a change in any outcome.

THEN write your goal around the replacement behavior you are teaching **NOT** the outcome.

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Data Collection

REMEMBER –

- Intensity – the force with which a behavior occurs
- Always consider the INTENSITY of the behavior in conjunction with the duration.
- Adjust accordingly

Pay Close Attention

to extreme or intense behaviors

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Choose a Data Collection System

We use a variety of data collection techniques.

Your Data Collection System is dependent on what you are intending to measure.

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It is important to find what works for You.

So…

choose data sheets that you can maintain.

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Contact Hour

If you would like to receive a contact hour for today, please send the following code to: Leora.byras@maine.gov

Candycorn1030

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All Maine Educators

We Appreciate You So Much!

Thank you for how hard you ALL continue to work.

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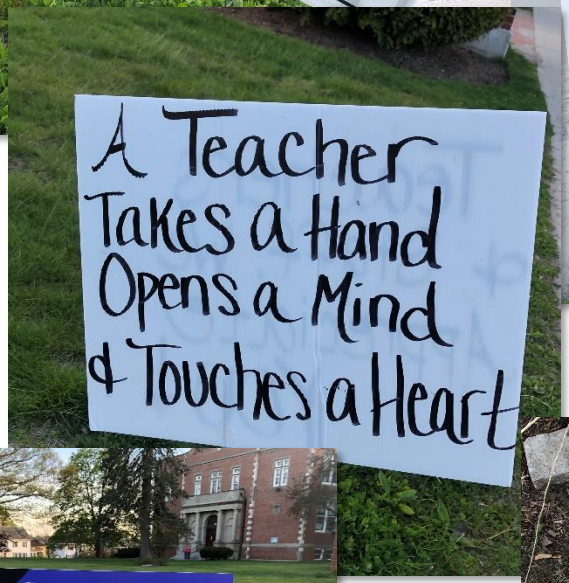

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For Next Week –

Please continue to consider any other topics or suggestions for other training topics you'd like to see addressed?

1. **IRLP**

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Partial Interval Recording

https://www.youtube.com/watch?v=v9EEbNsR19o

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