Chat Box Check In

Please tell us your –

Name
SAU/District
Role

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.

Maine
Department of
Education

Introductions:

Team Members

Colette Sullivan – Acting Federal Programs Coordinator
> **colette.sullivan@maine.gov**

Leora Byras – Special Education Consultant
> **leora.byras@maine.gov**

Anne-Marie Adamson – Special Education Consultant
> **anne-marie.adamson@maine.gov**

Maine
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Education

Office of Special Services

Office Hours

Zoom Meeting Date:

Friday 11/13/2020

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Schedule

| Date	Topic
11/13/2020	Specific Skill Deficits versus Outcome Goals
11/20/2020	Remote Programming/Data Collection
11/27/2020	No Office Hours – Thanksgiving Holiday
12/4/2020	TBD
12/11/2020	No Office Hours
12/18/2020	TBD
12/25/2020	No Office Hours – Christmas Break
1/1/2021	No Office Hours – New Year's Day
1/8/2020	TBD

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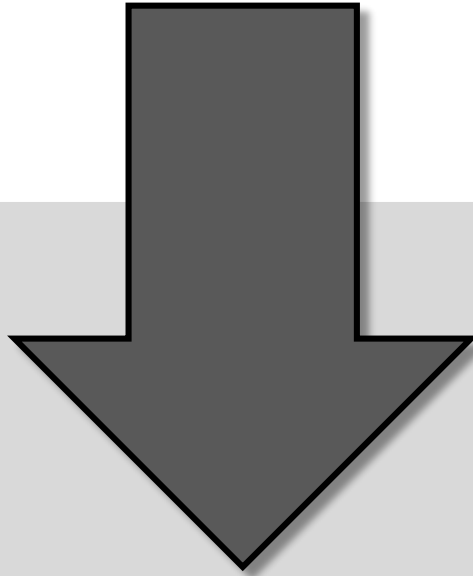
Avoid Writing Academic Outcomes

Outcomes are **age appropriate expectations**.

We want **all** students to meet these expectations.

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Remember –

Academic Present Level

is a *must fill* on the IEP

AND

your **Present Level** and **Goal** should be written to address those skills you hope to teach, that could address identified challenges.
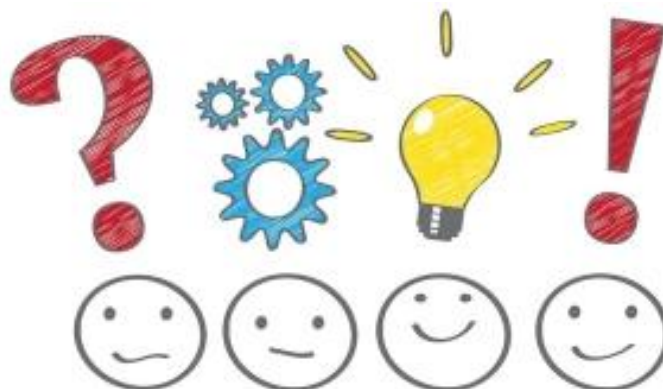
<u>Academic</u>

- Reading
- Writing
- Listening
- Speaking
- Mathematical Problem Solving

Academic Outcome Example –

✓ **Improved Reading Skills**

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Remember

Do <u>NOT</u> write a goal around **Improved Reading Skills**, *because*

it is the expectation for ALL students to improve their Reading skills.

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Specific Skill Deficits, consider the following:

Identification of the distinctly measurable and persistent gaps in Academic performance

AND

How the deficit has an adverse impact on the child accessing the general education curriculum

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Reading

- Fluency
- Decoding
- Encoding
- Comprehension
- Other

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

ACADEMIC PERFORMANCE (Part B, ages 3 - 20) 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)):

XXXXX is currently able to correctly apply the magic "e" spelling rule with 14% accuracy.

Measurable Goal (MUSER IX.3.A.(1)(b) & (c)
By <u>date</u>, given <u>service</u>, <u>child's name</u> will <u>skill</u> as measured by evidence.

By 11/13/2021, given specially designed instruction, XXXX will correctly apply the magic "e" spelling rule with 85% accuracy, across 3 consecutive presentations, in unedited, spontaneously written, writing assignments, as measured by data collection, teacher observation, work samples or similar. CCSS.ELA-Literacy.L.1.2d

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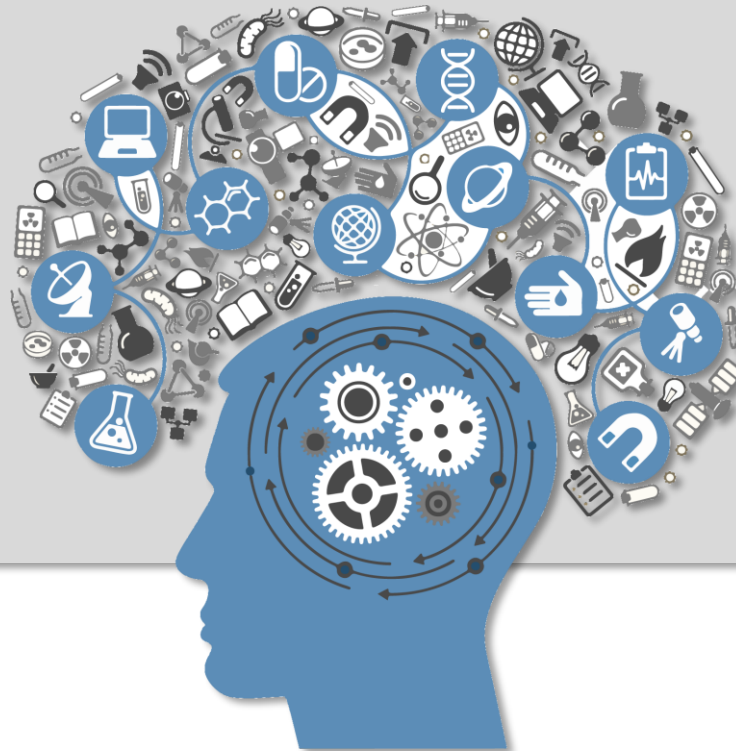**Baseline Data = Present Level** → **Measurable Goal** → **Progress**

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Support your programming decisions with **Data.**

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We tend to see this more with Functional Goals.

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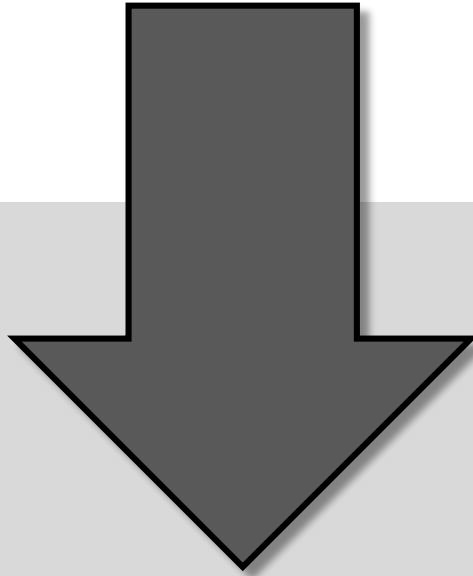
Avoid Writing Functional Outcomes

Outcomes are **age appropriate expectations**.

We want **all** students to meet these expectations.

Maine
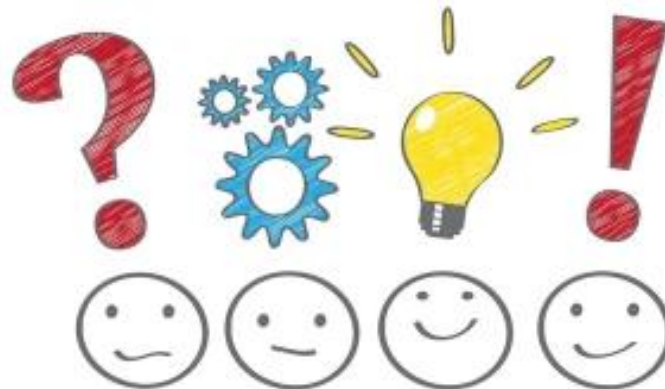Department of
Education

Examples:

- Mask Wearing

- Attendance

- Work Completion

- Safe Body

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Remember –

Functional Present Level

is a *must fill* on the IEP

AND

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

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<u>Functional</u>

- Cognitive

- Communicative

- Motor

- Adaptive

- Social/Emotional

- Sensory

Outcome Example –

✓ Increased Time Wearing a Mask

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Remember

Do <u>NOT</u> write a goal around **<u>Increasing Time Wearing a Mask</u>**, *because*

it is the expectation for ALL students to be wear their masks.

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Specific Skill Deficits, consider the following:

Identification of the distinctly measurable and persistent gaps in Academic performance

AND

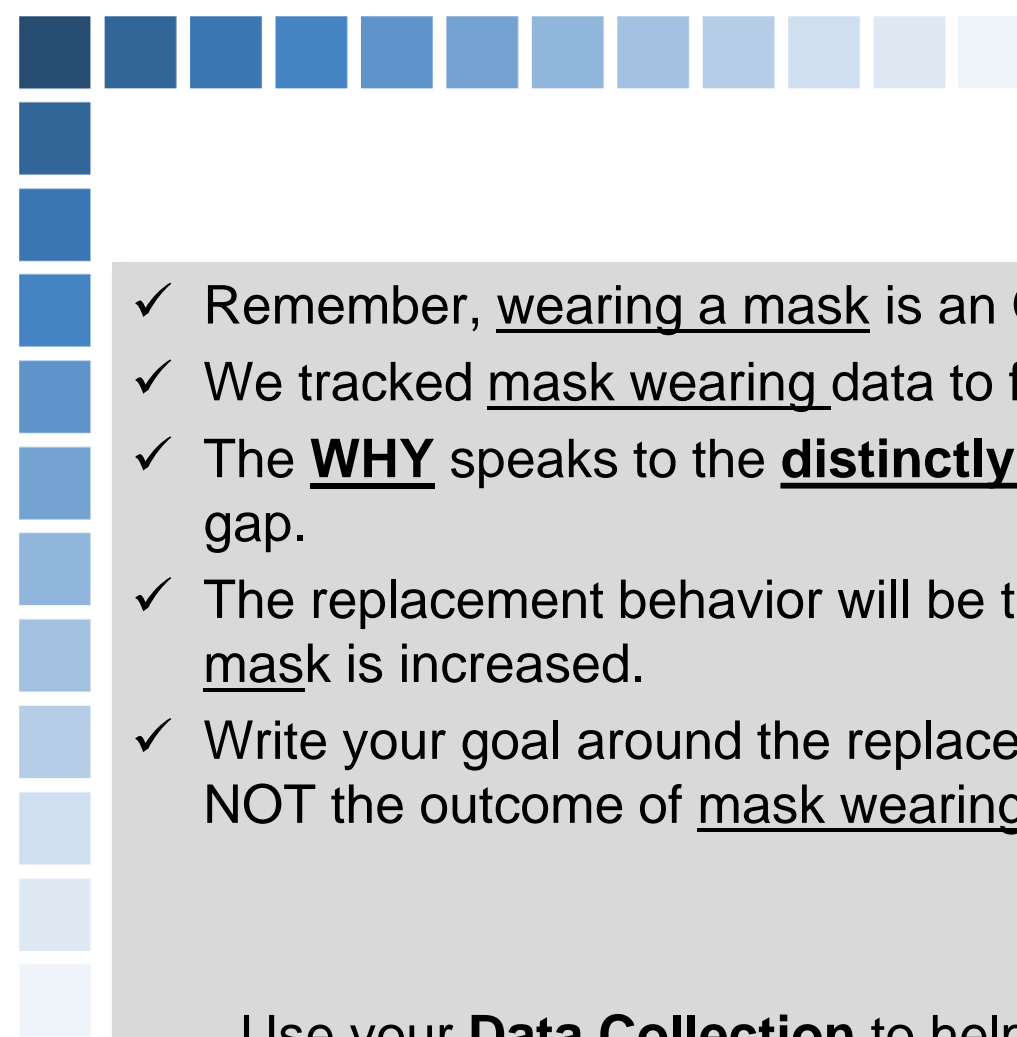How the deficit has an adverse impact on the child accessing the general education curriculum

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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

- ✓ Remember, <u>wearing a mask</u> is an Outcome.
- ✓ We tracked <u>mask wearing</u> data to figure out **WHY**.
- ✓ The **WHY** speaks to the **distinctly measurable and persistent** gap.
- ✓ The replacement behavior will be taught so that <u>time wearing a mask</u> is increased.
- ✓ Write your goal around the replacement behavior you are teaching NOT the outcome of <u>mask wearing</u>.

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

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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Mask Wearing

What are the Skill Deficits?

The team needs to review evaluations and other info to determine

Skill Deficits.

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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)   **Progress:**
By <u>date</u>, given <u>service</u>, <u>child's name</u> will <u>skill</u> 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.

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

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Event Recording

Student Name: XXXXX

Target Behavior: **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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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
STARTED TEACHING SELF REGULATION				
10/12/020	12:00	12:07	7 mins	Circle Time
10/13/020	12:04	12:13	9 mins	Circle Time
10/14/020	12:03	12:21	12 mins	Circle Time

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Chat Box Check In

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Outcome Example –

✓ **Increased Attendance**

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Remember

Do <u>NOT</u> write a goal around **Increasing Attendance**, *because*

it is the expectation for ALL students to attend school.

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Specific Skill Deficits, consider the following:

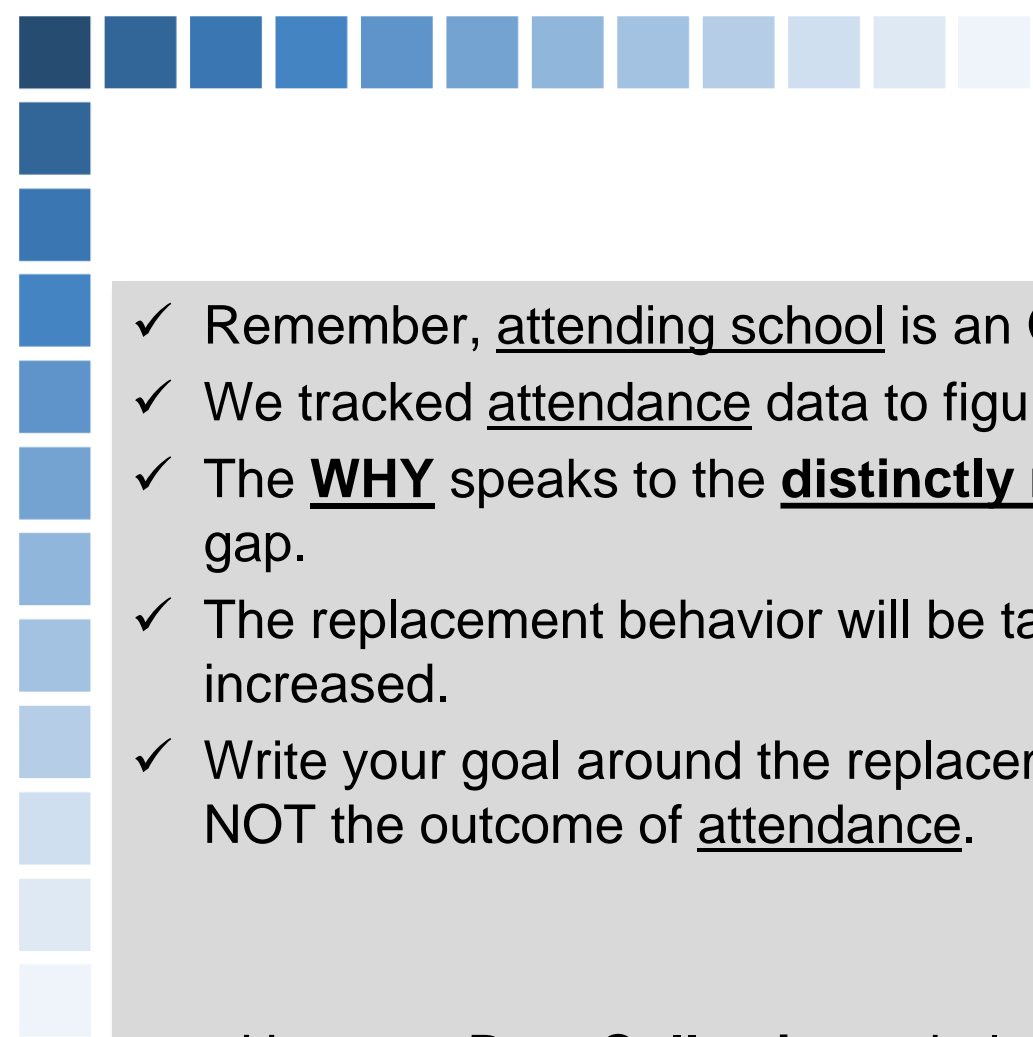Identification of the distinctly measurable and persistent gaps in Academic performance

AND

How the deficit has an adverse impact on the child accessing the general education curriculum

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Frequency/Event Recording

Behavior: Attendance – XXXX will attend school from 8:00-3:00.		
Date	**Yes**	**No**
5/1/2020	X	
5/2/2020		X
5/3/2020		X
5/4/2020		X
5/5/2020		X

Week of 5/1/20 – attended 1/5 days

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✓ Remember, <u>attending school</u> is an Outcome.

✓ We tracked <u>attendance</u> data to figure out **<u>WHY</u>**.

✓ The **<u>WHY</u>** speaks to the **<u>distinctly measurable and persistent</u>** <u>gap</u>.

✓ The replacement behavior will be taught so that <u>attendance</u> is increased.

✓ Write your goal around the replacement behavior you are teaching NOT the outcome of <u>attendance</u>.

Use your **<u>Data Collection</u>** to help you identify **<u>skills</u>** that *might* facilitate a change in any outcome.

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Do Not Write Outcomes

Focus on

Distinctly Measurable and Persistent Gaps

- Instead of: "Child will increase attendance".
- Consider the skill deficits that interfere with the child's ability to attend.
- Write goal around the skills that you are teaching that will increase the time the child can attend.

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Attendance Outcome

What are the Skill Deficits?

The team needs to review evaluations and other info to determine

Skill Deficits.

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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 follow a prepared visual schedule, with 12% accuracy.

Measurable Goal (MUSER IX.3.A.(1)(b) & (c)   **Progress:**
By <u>date</u>, given <u>service</u>, <u>child's name</u> will <u>skill</u> as measured by evidence.
By 5/1/2021, given specially designed instruction, consult from the Speech/Language therapist and a prepared visual schedule, XXXX will increase attendance at school, by demonstrating the ability to independently follow routine/schedule with 85% accuracy, across 3 consecutive opportunities, as measured by data collection, teacher observation or similar.

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

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Frequency/Event Recording

Student Name: XXXXX

Target Behavior: Visual Schedule – XXXXX will independently follow routine/schedule with 85% accuracy, across 3 consecutive sessions.

Date	# Opportunities
5/8/2020	3/23 – 13%
5/9/2020	4/22 – 18%
5/10/2020	9/20 – 45%
5/11/2020	11/20 – 55%
5/12/2020	12/25 – 48%
5/15/2020	15/21 – 71%
5/16/2020	18/21 – 86%

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Frequency/Event Recording

Behavior: Attendance – XXXX will attend school from 8:00-3:00.		
Date	**Yes**	**No**
5/4/2020		X
5/5/2020		X
STARTED TEACHING VISUAL SCHEDULE		
5/8/2020		X
5/9/2020	X	
5/10/2020	X	
5/11/2020	X	
5/12/2020	X	

Week of 5/1/2020 – attended 1/5 days
Week of 5/5/2020 – attended 4/5 days

Chat Box Check In

Functional Outcome Example –

✓ **Increased Work Completion**

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Remember

Do <u>NOT</u> write a goal around **<u>Work Completion</u>**,

because

it is the expectation for ALL students to complete their work.

Specific Skill Deficits, consider the following:

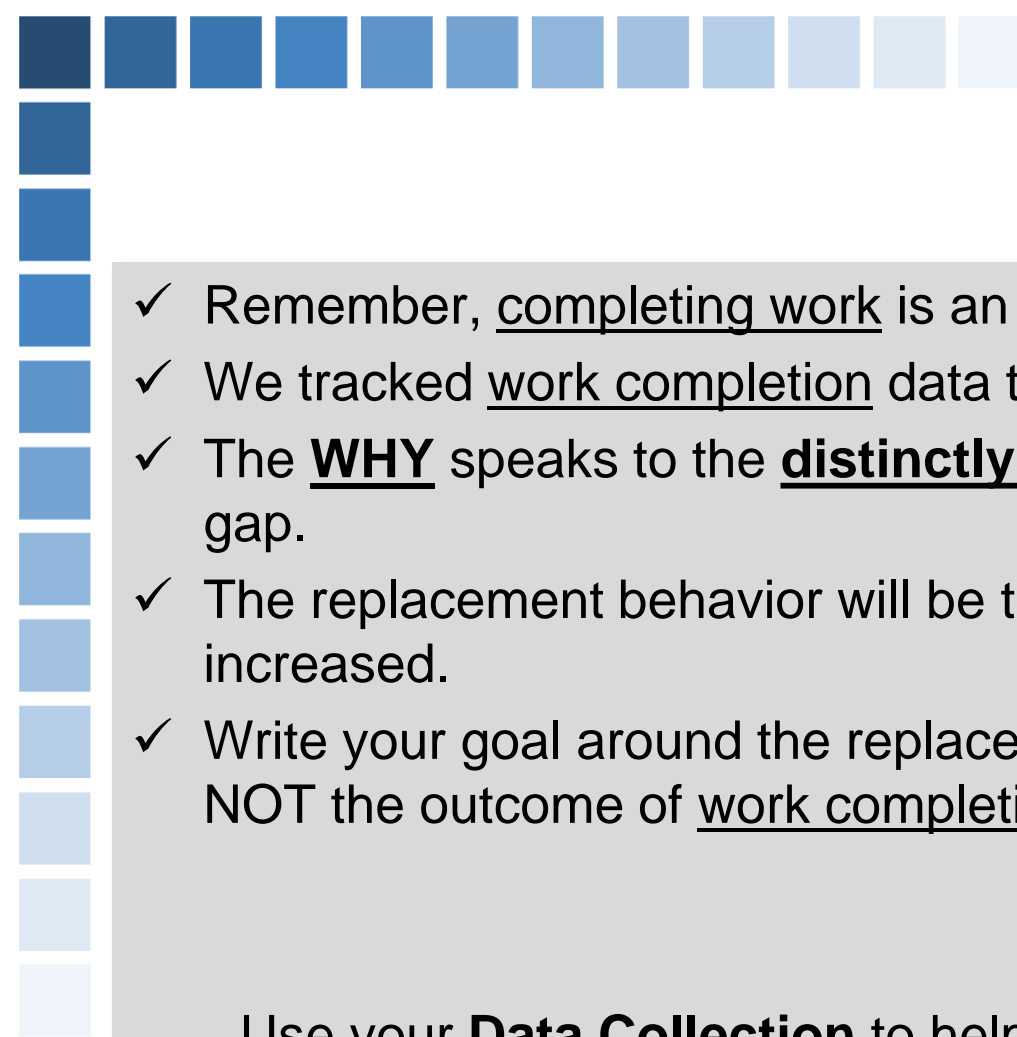Identification of the distinctly measurable and persistent gaps in Academic performance

AND

How the deficit has an adverse impact on the child accessing the general education curriculum

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Frequency/Event Recording

Behavior: Work Completion – XXXX will increase work completion from an average of 19% to 90%, as measured by data collection.			
Date	**Number of Assignments**	**Number Completed**	**% Completed Assignments**
5/1/2020	6	2	33%
5/2/2020	5	1	20%
5/3/2020	7	2	29%
5/4/2020	6	1	17%
5/5/2020	5	0	0%

Week of 5/1/20 – completed 19% assignments

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- ✓ Remember, <u>completing work</u> is an Outcome.
- ✓ We tracked <u>work completion</u> data to figure out **WHY**.
- ✓ The **WHY** speaks to the **distinctly measurable and persistent** gap.
- ✓ The replacement behavior will be taught so that <u>work completion</u> is increased.
- ✓ Write your goal around the replacement behavior you are teaching NOT the outcome of <u>work completion</u>.

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

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Do Not Write Outcomes

Focus on

Distinctly Measurable and Persistent Gaps

- Instead of: "Child will increase work completion".
- Consider the skill deficits that interfere with the child's ability to do their work.
- Write goal around the skills that you are teaching that will increase the number of assignments the child can complete.

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Work Completion

What are the Skill Deficits?

The team needs to review evaluations and other info to determine

Skill Deficits.

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

Currently, XXXX can follow a prepared visual schedule, with 12% accuracy.

Measurable Goal (MUSER IX.3.A.(1)(b) & (c)   **Progress:**
By <u>date</u>, given <u>service</u>, <u>child's name</u> will <u>skill</u> as measured by evidence.
By 5/1/2021, given specially designed instruction, consult from the Speech/Language therapist and a prepared visual schedule, XXXX will increase work completion by demonstrating the ability to independently follow routine/schedule with 85% accuracy, across 3 consecutive opportunities, as measured by data collection, teacher observation or similar.

Baseline Data = Present Level	→	Measurable Goal	→	Progress

Event Recording

Student Name: XXXXX **Target Behavior: Visual Schedule –** XXXXX will independently follow routine/schedule with 85% accuracy, across 3 consecutive sessions.	
Date	**# Opportunities**
5/8/2020	3/23 – 13%
5/9/2020	4/22 – 18%
5/10/2020	9/20 – 45%
5/11/2020	11/20 – 55%
5/12/2020	12/25 – 48%
5/15/2020	15/21 – 71%
5/16/2020	18/21 – 86%

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Frequency/Event Recording

Behavior: **Work Completion** – XXXX will increase work completion from an average of 19% to 90%, as measured by data collection.

Date	Number of Assignments	Number Completed	% Completed Assignments
5/4/2020	6	1	17%
5/5/2020	5	0	0%
STARTED TEACHING VISUAL SCHEDULE			
5/8/2020	6	3	50%
5/9/2020	7	5	71%
5/10/2020	5	4	80%
5/11/2020	8	7	88%

Week of 5/1/20 – completed 19% assignments
Week of 5/8/2020 – completed 72% assignments

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Chat Box Check In

Functional Outcome Example –

✓ **Increased Safe Body**

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Remember

Do <u>NOT</u> write a goal around

<u>Safe Body</u>,

because

it is the expectation for ALL students to maintain safety.
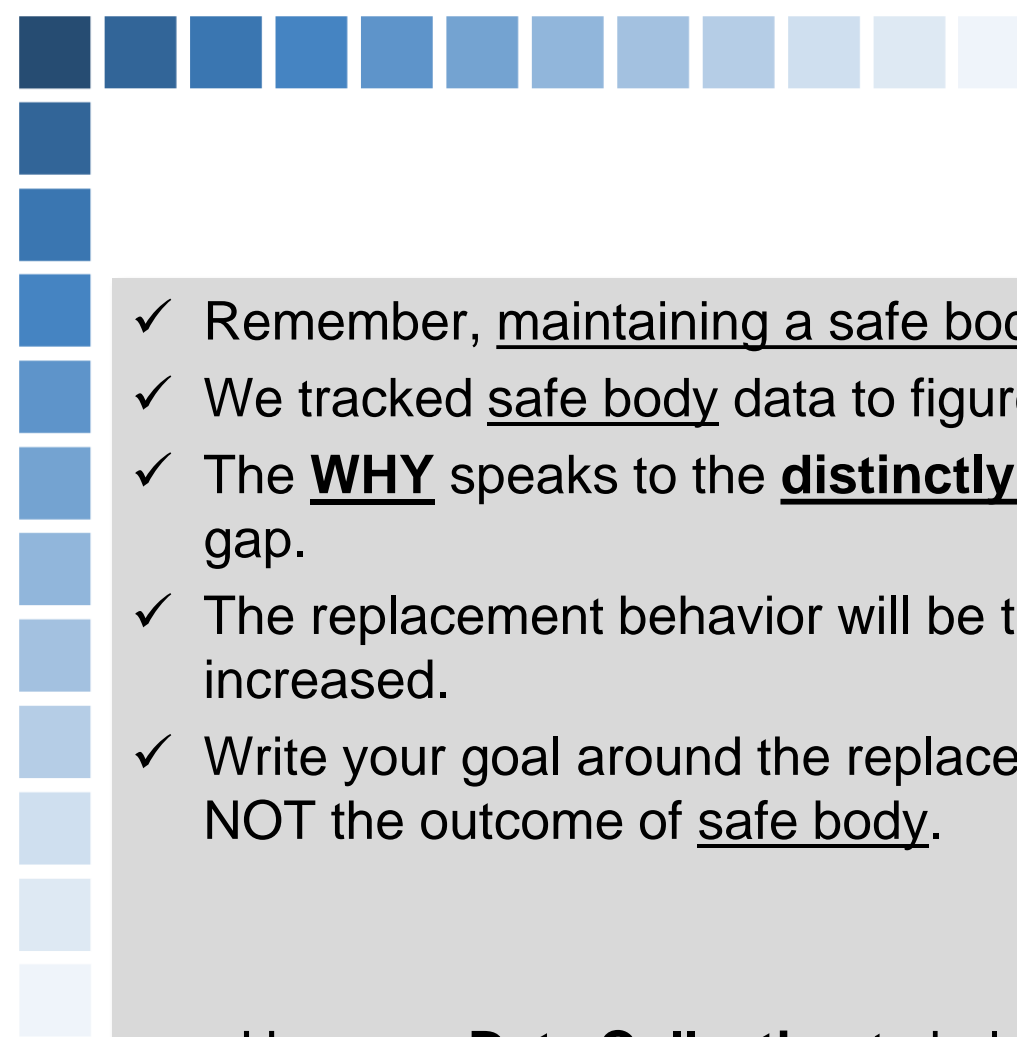
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Specific Skill Deficits, consider the following:

Identification of the distinctly measurable and persistent gaps in Academic performance

AND

How the deficit has an adverse impact on the child accessing the general education curriculum

Partial Interval Recording

	Partial Interval Data	
Date – 5/1/2020 Times	Behavior #1 – Aggression – Any instance of making physical contact with another person using his body or an object with enough force to cause an audible sound and/or leave a visible mark on the skin.	Behavior #2 – Self Harm – Any deliberate action or behavior that result in physical injury to an XXXX's own body.
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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- ✓ Remember, <u>maintaining a safe body</u> is an Outcome.
- ✓ We tracked <u>safe body</u> data to figure out **WHY**.
- ✓ The **WHY** speaks to the **distinctly measurable and persistent** gap.
- ✓ The replacement behavior will be taught so that <u>safe body</u> is increased.
- ✓ Write your goal around the replacement behavior you are teaching NOT the outcome of <u>safe body</u>.

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

Do Not Write Outcomes

Focus on

Distinctly Measurable and Persistent Gaps

- Instead of: "Child will maintain a safe body".
- Consider the skill deficits that interfere with the child's ability to be safe.
- Write goal around the skills that you are teaching that will help the child maintain safely.

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Safe Body

What are the Skill Deficits?

The team needs to review evaluations and other info to determine

Skill Deficits.

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

Currently, XXXX is able to use a BREAK card with support with 80% accuracy.

Measurable Goal (MUSER IX.3.A.(1)(b) & (c)   **Progress:**
By date, given service, child's name will skill as measured by evidence.
By 5/1/2021, given a BREAK card, specially designed instruction, and when presented with situations that will necessitate a break, XXXX will increase safe body, by following the task analysis to complete the steps necessary to exchange a BREAK card, and leave the area, across 3 consecutive sessions, as measured by data collection and teacher observations.

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

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Behavior: Requesting Break – XXXXX will follow the task analysis, documented below, to independently complete the steps to exchange a BREAK card.

Date	5/11	5/12	5/13	5/14	5/15	5/18	5/19	5/20
XXXXX will reach for the BREAK card.	-	-	-	-	-	+	+	+
XXXXX will pick up the BREAK card.	-	-	+	+	-	+	+	+
XXXXX will exchange the BREAK card with an adult.	+	-	+	+	+	M	M	M
XXXXX will leave the area.	+	+	+	M	M	M	M	M

So...

Step 1 – Mastered 5/20/2020
Step 2 – Mastered 5/20/2020
Step 3 – Mastered 5/15/2020
Step 4 – Mastered 5/13/2020

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Partial Interval Recording

Partial Interval Data		
Date – 5/8/2020 **Times**	**Behavior #1** – Aggression – Any instance of making physical contact with another person using his body or an object with enough force to cause an audible sound and/or leave a visible mark on the skin.	**Behavior #2** – Self Harm – Any deliberate action or behavior that result in physical injury to an XXXX's own body.
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	1/6	0/6
%age	16%	0%

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Started teaching Take a Break 5/5/2020

Chat Box Check In

Disclaimer:

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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

Kindness113

All Maine Educators

We Appreciate You So Much!

Thank you for how hard you
ALL continue to work.

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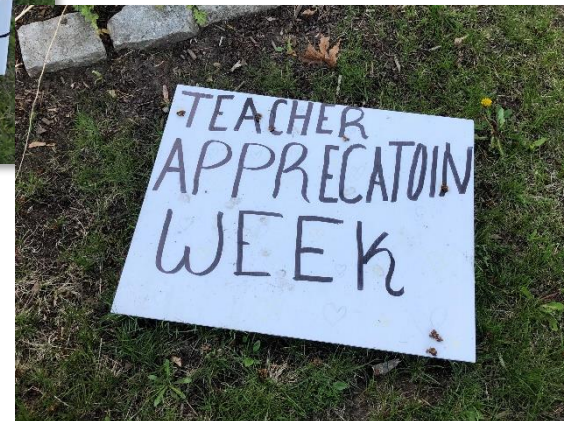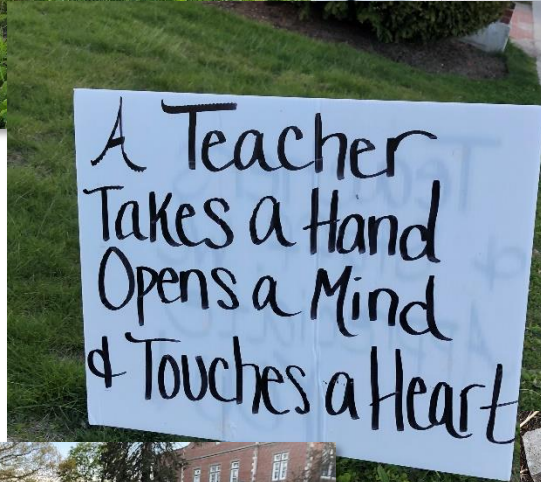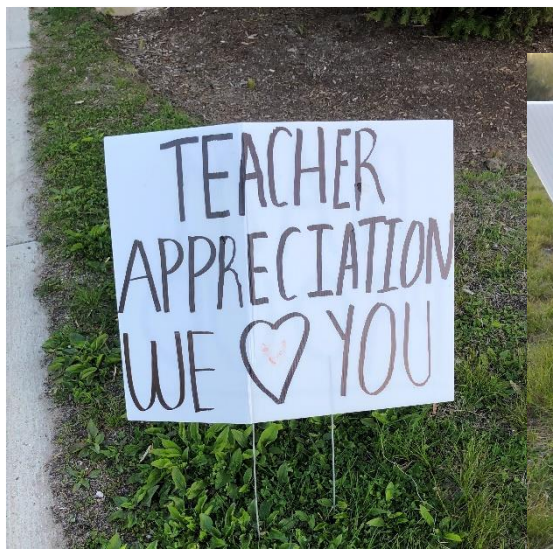
Maine Educators Are –

Introductions:

Team Members

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