Please put the following information in the <u>Chat Box</u>:

- **What is your name?**

- **What is your role?**

- **Which site do you work with?**

- **Do you have any questions or concerns you want us to consider throughout this training?**

hello!

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Please note –

When you enter the meeting,

your mics will automatically be muted.

Please leave them muted to cut back on distracting background noise.

However, please feel free to unmute yourself and ask questions as they come up

or

drop any questions in the Chat Box.

Thank You!

Office of Special Services

CDS

Data Collection: ABC – Extended

Zoom Meeting Date:

Thursday 7/16/2020

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Team Members

Roberta Lucas – Federal Programs Coordinator

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Leora Byras – Special Education Consultant: Worked as Special Educator in an SPPS for 25+ years. Taught all grades over the course of that time in a self-contained classroom. Has been with the MDOE since September 2018.

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Anne-Marie Adamson – Special Education Consultant: Special educator public K-12 resource room and SPED coordinator for 12 years. Facilitated CDS transition meetings during that time. Taught Pre-K and K in private sector for 10 years. At the MDOE since March 2020.

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Colette Sullivan – Special Education Consultant: Worked as a Special Education teacher for 30 years, primarily with students with Autism. Also worked at CDS York for 3 years, in a variety of roles, and have been with MDOE since August 2018.

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Data: Where to Begin – Tuesday 7/14/2020	**Data: ABC** Wednesday 7/15/2020	**Data: ABC – Extended** Thursday 7/16/2020
Data: Duration/Frequency Tuesday 7/21/2020	**Data: Duration/Frequency –** **Extended** Wednesday 7/22/2020	**Data: Duration/Frequency –** **Exemplars and Practice** Thursday 7/23/2020
Data: Latency Tuesday 7/28/2020	**Data: Latency – Extended** Wednesday 7/29/2020	**Data: Latency –** **Exemplars and Practice** Thursday 7/30/2020
Data: Interval Tuesday 8/4/2020	**Data: Interval – Extended** Wednesday 8/5/2020	**Data: Intervals –** **Exemplars and Practice** Thursday 8/6/2020
Data: IEP Training Tuesday 8/11/2020	**Data: IEP Training** Wednesday 8/12/2020	**Data: IEP Training** Thursday 8/13/2020
Autism and Developmental Delay – Tuesday 8/18/2020	**Autism and Developmental Delay –** **Considerations and Practice** Wednesday 8/119/2020	**Autism and Developmental Delay –** **Present Level and Goals** Thursday 8/20/2020

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This 7 Week training session was requested by Erin Frazier, State Director of Special Services B-20, in an attempt to align all Part B Programming.

All material has been prepped, but will be modified and adapted based on your feedback.

This is intended to be Foundational Learning and each session will be built upon the session prior.

Please consider a student you work with that has Autism or DD.

Be prepared to share the child's initials and DOB on Week 5.

We will review in CINC and choose 2 as Case Studies. We will discuss programming specific to those children.

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Use of Data

Data should be used to:

✓ assist in program effectiveness
✓ determining the need for change

DATA → KNOWLEDGE → ACTION

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ABC Recording

ABC Recording – a form of direct, continuous observation in which the observer records a descriptive, temporally sequenced account of all behavior(s) of interest and the antecedent conditions and consequences for those behaviors as those behaviors occur in the client's natural environment; also called *anecdotal observation.*

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

ABC Recording

- ***Antecedent (A):*** Record events or interactions that happen *DIRECTLY BEFORE* the behavior occurs.

- ***Behaviors (B):*** Should include only *OBSERVABLE*. Do not include guesses at internal states as emotions. Be as Specific as possible.

- ***Consequences (C):*** What occurs *DIRECTLY AFTER* the behavior, including verbal interactions from staff/peers, physical interactions from staff/peers, and any type of prompting.

https://pro.psychcentral.com/child-therapist/2017/07/abcs-of-behavior-antecedent-behavior-consequence/

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ABC Recording

Reinforcement – a stimulus change that *increases* the future frequency of behavior that immediately precedes it.

→ Can be Positive **OR** Negative.

Punishment – a stimulus change that *decreases* the future frequency of behavior that immediately precedes it.

→ Can be Positive **OR** Negative.

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

Positive Reinforcement – *increases* the likelihood of a response occurring because it involves a **reward** for the behavior.

Negative Reinforcement – *increases* the likelihood of a response occurring because it involves the **removal of, or escape from**, unpleasant consequences

Positive Punishment – consequence is **receiving something unpleasant** which *decreases* the likelihood of the response being repeated

Negative Punishment – the consequence is **removing something desirable** which *decreases* the likelihood of the response being repeated

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Data should be used to:

✓ assist in program effectiveness
✓ determining the need for change

"To make the most of our time we want to make sure that the data that is being collected is the data that we actually need to use and that will help us figure out what to do. Taking data to have data is not what we are after–it has to help us figure out the function."

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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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ABC Recording

Remember to Consider –

Understanding <u>HOW</u> consequences shape behavior can help drive programming and figure out what replacement behaviors you might try to teach.

<u>Possible</u> Function of Behavior

and **<u>How</u>** the Consequence Shapes the Behavior

<u>SEAT</u>

<u>S</u> – **<u>Sensory</u>**

<u>E</u> – **<u>Escape</u>**

<u>A</u> – **<u>Attention</u>**

<u>T</u> – **<u>Tangible</u>**

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ABC Video

https://youtu.be/4G_4U_6IB1U

All related info can be found at:

www.behaviorbabe.com

Functions of Behavior

Behavior is communication.
Behavior happens for a reason.
Behavior happens in patterns.
Behavior can be changed.

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Sensory

tastes good

smells good

looks good

feels good

sounds good

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<u>Sensory</u>

<u>So</u>…

- Is the behavior calming to the individual?
- Is there a time and place where it's okay for the behavior to occur?
- Does the behavior isolate or stigmatize the individual?
- How long does the behavior last?
- What happens if you interrupt the behavior?

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https://youtu.be/4G_4U_6IB1U

<u>Escape</u>

certain people

demands

setting

noises

aversive stimuli

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Escape

So…

- Establish rapport

- Increase access to reinforcers

- Decrease task difficulty – break into smaller steps

- Provide alternative ways to escape

- Teach task initiation and expand task tolerance

https://youtu.be/4G_4U_6IB1U

Attention

peer attention

adult attention

positive attention

negative attention

Attention is Attention

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https://youtu.be/4G_4U_6IB1U

Attention

So…

- Teach alternative ways to gain attention – raise hand, say excuse me, walk over, etc.

- Reinforce those behaviors immediately – initially EVERY time they occur

- Ignore undesired behavior

- Never ignore the individual, only the behavior

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https://youtu.be/4G_4U_6IB1U

<u>Tangible</u>

access to an item or activity

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Tangible

So…

- Be sure to expand interests – limited rewards and reinforcers can increase the intensity of Behavior.

- Make preferred items and activities a part of daily life – enrich the environment

- Teach learners to ask "when" questions which helps with waiting and accepting "No"

https://youtu.be/4G_4U_6IB1U

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Chat Box Check In

Positive Behavior Interventions and Supports (PBIS)

If a child doesn't know how to read, we teach.
If a child doesn't know how to swim, we teach.
If a child doesn't know how to multiply, we teach.
If a child doesn't know how to drive, we teach.
If a child doesn't know how to behave, we... teach? ...punish?
Why can't we finish the last sentence as automatically as we do the others?

~ Tom Herner NASDE President 1998

In 1997, an amendment of the Individuals with Disabilities Education Act (IDEA) included the language, "Positive behavior Interventions and Supports," which described methods used to identify and support desired behaviors in the school setting.

https://www.pbisrewards.com/blog/what-is-pbis/?msclkid=c763daa0b01a11e142fd846dc2087f41&utm_source=bing&utm_medium=cpc&utm_campaign=Internal%20PBISR%20Search%20Only&utm_term=positive%20behavior%20intervention%20system&utm_content=PBIS%20General%20-%20Search_Behavior

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Positive Interactions = Positive Reinforcement of Behavior

"When used schoolwide, PBIS changes the focus of discipline from punitive measures to positive interactions between students and staff. The positive interactions transfer into stronger relationships between the student and teacher and thus a better learning environment for all students."

positive thoughts
generate
positive feelings
and attract
positive ~~vibes~~
experiences

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Benefits to PBIS

- Improves school culture
- Builds social skills
- Increases instructional time
- Improves social and emotional development
- Improves school safety
- Increases student engagement
- Increases family involvement
- Improves faculty retention
- Improves classroom management
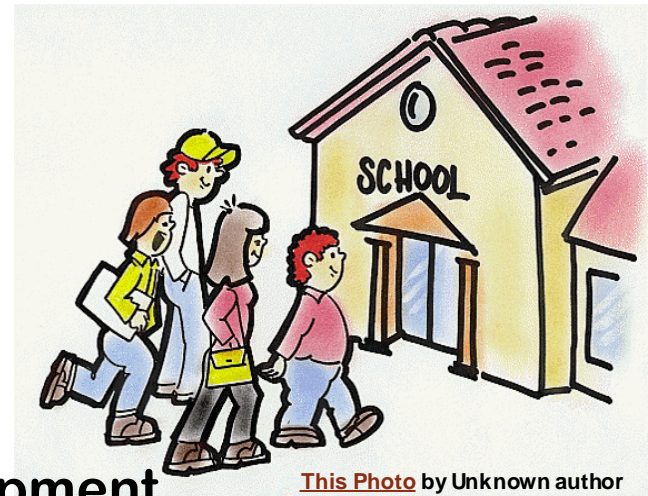
* Maine Department of Education *
Initiative

https://www.mainepbis.org/

https://www.pbisrewards.com/blog/what-is-pbis/?msclkid=c763daa0b01a11e142fd846dc2087f41&utm_source=bing&utm_medium=cpc&utm_campaign=Internal%20PBISR%20Search%20Only&utm_term=positive%20behavior%20intervention%20system&utm_content=PBIS%20General%20-%20Search_Behavior

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PBIS
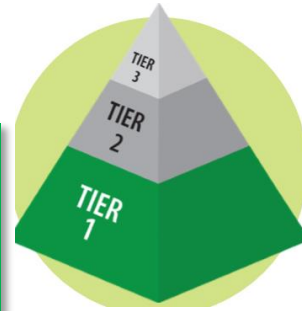# (Positive Behavior Interventions and Supports) Remote Learning Opportunities

FIRST:

- Assess the situation with the student and parents. Make a *positive contact*. Let the parents know you are there to help their child learn and to be supportive during this difficult time.

- Ask how the student is doing generally, check on basic needs including safety, and importantly, try to *listen to the parent and student*.

- Strengthen/establish a positive relationship with the family. During this unprecedented time, *the primary focus should be on student's physical and emotional well-being*, as well as staying connected to school via the positive contacts.

  https://resources.finalsite.net/images/v1587471785/resanet/je8suymeyys f7pyl0pv5/WRESAFrameworkforPBISDuringCOVID-19042020.pdf
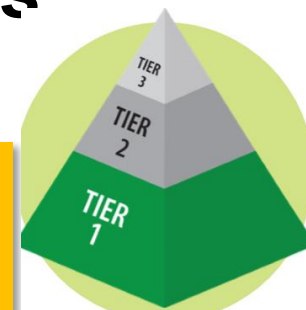
PBIS Remote Learning Opportunities
TIER 1

1. Establish Daily Routines.
2. Set a regular time for doing schoolwork but be flexible.
3. Create a space for schoolwork: few distractions, comfortable.
4. Regular positive greetings from school staff.
5. Break work into small parts – short breaks – use timers.
6. Use Grandma's Rule – "First work, then play."
7. Schedule exercise daily.
8. Develop a set of expectations and go over them.
9. Use high rates of praise/encouragement - 4 positives to every 1 correction. Provide affirmations for students. Let students and parents know they are appreciated.
10. Project-based learning – make it interesting and fun. Encourage choice-making, planning, and independence.
11. Play interactive games: board games, cards, etc. – practice social skills.
12. Avoid power struggles: positive correction, brief time-outs if necessary

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https://resources.finalsite.net/images/v1587471785/resanet/je8suymeyysf7pyl0pv5/WRESAFrameworkforPBISDuringCOVID-19042020.pdf

# PBIS Remote Learning Opportunities
TIER 2

- Develop a stress reduction plan. Set up a calming space.

- Develop a structured reward system – daily/weekly/tokens/points.

- Small group or individualized social skills instruction/counseling.

- Virtual mentor (with consent).

- Virtual clubs (with consent).

- Specific plan of consequences for problem behavior/use a restorative approach.

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PBIS Remote Learning Opportunities
TIER 3
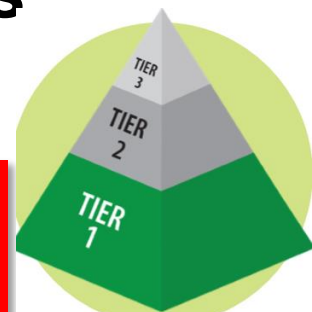
1. Check for safety of the student and others in the home, especially for those students with a history of dangerous behaviors. If appropriate, work with the parent to develop a safety plan. Consult with a behavior specialist, SSW, or other school personnel, as necessary.

2. Assist family in obtaining Mental Health supports as appropriate.

3. For very severe situations consider virtual Tier 3 Wraparound meetings every few weeks.

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A Four Step Plan for Handling Behaviors Remotely

- "Talking about responding to problem behaviors might be overwhelming right now. We're all figuring out how to use technology to do our jobs and sometimes we don't have enough patience left to address one more thing. The thing is, responding to behavior is something you're already doing every day. Documenting what you do only helps get you and your students the additional support necessary to get through this time a little more smoothly."

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A Four Step Plan for Handling Behaviors Remotely

Step 1: BREATHE

1. When student behaviors occur as your teaching remotely, the first step to responding is to stop, take a breath and collect yourself.

2. Taking a few seconds to do this, puts you in a better position for what comes next.

https://www.pbisapps.org/community/Pages/A-4-Step-Plan-for-Handling-Problem-Behavior-Remotely.aspx

A Four Step Plan for Handling Behaviors Remotely

Step 2: RETEACH EXPECTATIONS

1. Up until March, students used technology in a very informal manner. It's important to teach expectations for distance learning.

2. When behaviors occur, take the time to reteach those expectations, just as you would in the classroom.

https://www.pbisapps.org/community/Pages/A-4-Step-Plan-for-Handling-Problem-Behavior-Remotely.aspx

A Four Step Plan for Handling Behaviors Remotely

Step 3: GET CURIOUS

1. Considering a student's motivation for the behavior makes any intervention more effective. Remote locations carry the same types of motivations as their physical counterparts: To get or to avoid something.

2. Use this sentence: *During **[insert routine]**, when **[insert trigger]**, the student **[insert observable behavior]** and as a result **[insert consequence]**.*

3. EX: During **our circle time meeting**, when **I sang a song with the class**, Alan **stood up and jumped in circles away from his computer** and as a result **other students reacted with the same movement**. (Perhaps Alan is trying to get attention from his classmates)

4. Students may need different supports remotely

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A Four Step Plan for Handling Behaviors Remotely

Step 4: DOCUMENT

1. Behaviors look very different in a distance learning platform

2. Each problem behavior needs a definition that all staff can access

3. Try and categorize these behaviors by your existing behavior definitions from brick and mortar

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Major Problem Behavior	Definition	Observed Distance Learning Behavior
Abusive Language/ Inappropriate Language/ Profanity (Inapp Lan)	Student delivers verbal messages that include swearing, name calling, or use of words in an inappropriate way.	• Obscene language in chat or voice • Obscene physical gestures • Obscene images on camera
Bulllying (Bullying)	The delivery of direct or technology-based messages that involve intimidation, teasing, taunting, threats, or name calling.	• Repeated teasing or taunting in chat or video
Defiance/ Insubordination/ Non-Compliance (Defiance)	Student engages in refusal to follow directions or talks back.	
Disrespect (Disrespect)	Student delivers socially rude or dismissive messages to adults or students.	
Disruption (Disruption)	Student engages in behavior causing an interruption in a class or activity. Disruption includes sustained loud talk, yelling, or screaming; noise with materials; horseplay or roughhousing; and/or sustained out-of-seat behavior.	• Repeated distracting gestures, distracting virtual backgrounds, • Persistent yelling out when supposed to be muted • Continual chat that bothers others
Harassment (Harass)	The delivery of disrespectful messages in any format: gender, ethnicity, sexual, race, religion, disability, physical characteristics, or other protected class. *These subtypes are based on documentation from the U.S. Office of Civil Rights.*	
Other Behavior (Other)	Student engages in problem behavior not listed.	
Skip Class (Skip)	Student leaves or misses class without permission.	• Skips online instructional session (not due to technology or access problem)
Tardy (Tardy)	Student is late (as defined by the school) to class or the start of the school day (and Tardy is not considered a minor problem behavior in the school).	
Technology Violation (Tech)	Student engages in inappropriate (as defined by school) use of cell phone, pager, music/video players, camera, and/or computer.	• Unauthorized use of another device (cell phone, gaming device) during instruction • Joining an online meeting that isn't yours • Surfing to inappropriate sites
Truancy (Truan)	Student receives an 'unexcused absence' for ½ day or more.	

https://www.pbisapps.org/community/Pages/A-4-Step-Plan-for-Handling-Problem-Behavior-Remotely.aspx

Minor Problem Behavior	Definition	Observed Distance Learning Behavior
Defiance (M-Defiance)	Student engages in brief or low-intensity failure to follow directions or talks back.	
Disrespect (M-Disrespect)	Student delivers low-intensity, socially rude or dismissive messages to adults or students.	
Disruption (M-Disruption)	Student engages in low-intensity, but inappropriate disruption.	• Unnecessary, off-topic chat • Spamming chat channels with dozens of messages • Unmuting and saying something inappropriate
Inappropriate Language (M-Inapp Lan)	Student engages in low-intensity instance of inappropriate language.	• Low-level inappropriate language in chat or video
Other (M-Other)	Student engages in any other minor problem behaviors that do not fall within the above categories.	
Tardy (M-Tardy)	Student arrives at class after the bell (or signal that class has started).	
Technology Violation (M-Tech)	Student engages in non-serious, but inappropriate (as defined by school) use of cell phone, pager, music/video players, camera, and/or computer.	

https://www.pbisapps.org/community/Pages/A-4-Step-Plan-for-Handling-Problem-Behavior-Remotely.aspx

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Data ⟹ **Goals**

Remember,

- **Data is used to drive programming so consider it in the development of your IEP.**

- **Data <u>must</u> be in the Present Level.**

- **Data <u>must</u> be considered when writing goals.**

Also, it is often necessary to focus on <u>Behavior</u> first. Otherwise, the child may not be available for academics and learning.

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Behavior: **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)

Date	Antecedent	Behavior	Consequence
5/6/2020	Child was asked to join circle time	(Yes) No	Child was given choice of seating
5/8/2020	Child was asked to sit at table with peers	(Yes) No	Child was allowed to work on the floor
5/10/2020	Child was in independent work area	Yes (No)	Child was not disturbed

Look at the data…
Why *MITHT* the Child Be Crying?
Put responses in Chat Box.

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Data $\Longrightarrow$ Goals

Child's Name: Date of Birth:

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 XXXXX is crying an average of 5 minutes during circle time.

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 June 10, 2020, given specially designed instruction during circle time, XXXXX will decrease crying to an average of 1 minute during circle time, as measured by data collection, teacher observation or similar.

Objective(s) required? ☐ Yes ☒ No

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

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Avoid Writing Outcomes

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.

Child's Name: _____ Date of Birth: _____

FUNCTIONAL/DEVELOPMENTAL PERFORMANCE refers to how the child is managing daily activities in *cognitive, communicative, motor, adaptive, social/emotional* and *sensory* areas. **Developmental performance (areas 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 XXXXX is crying an average of 5 minutes during circle time.

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 specially designed instruction during circle time, XXXXX will decrease crying to an average of 1 minute during circle time, as measured by data collection, teacher observation or similar.
Objective(s) required? ☐ Yes ☒ No
By date, given service, child's name will skill as measured by evidence.

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Section 5: Functional/Developmental Performance – Goals

- Avoid writing Outcomes.

- Focus on Skill Deficits.
  - What skills are interfering with the child's ability to reach those outcomes we expect for all children?
  - What skills are you teaching?

_So…_

What skills could you teach that might address the challenges identified above?

Please enter thoughts into the Chat Box

- ✓ Remember, <u>crying</u> is an Outcome.
- ✓ We used ABC data to hypothesize **<u>WHY</u>** the child was <u>crying</u>.
- ✓ The **<u>WHY</u>** speaks to the **distinctly measurable and persistent** gap.
- ✓ The replacement behavior will be taught so that crying is reduced.
- ✓ Teaching <u>Take a Break</u> will decrease <u>crying</u>.
- ✓ Write your goal around the replacement behavior you are teaching **<u>NOT</u>** the outcome – <u>crying</u>.

Child's Name:		Date of Birth:

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 XXXXX is able to use a BREAK card with support with 82% 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 June 10, 2020, given BREAK card, specially designed instruction, and when presented with situations that will necessitate a break, XXXXX will follow the task analysis to complete the steps necessary to independently exchange a BREAK card, and leave area, across 3 consecutive sessions, as measured by data collection and teacher observation.

Objective(s) required? ☐ Yes ☒ No

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

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
%age								
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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Behavior: **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)

Date	Time Behavior Began	Time Behavior Ended	Length of Time Behavior Lasted	Activity
5/12/2020	9:06	9:14	8 mins	Circle Time
STARTED TEACHING TAKE A BREAK				
5/13/2020	9:10	9:20	10 mins	Circle Time
5/14/2020	11:31	11:33	2 mins	Circle Time
5/15/2020	9:06	9:07	1 min	Circle Time
5/18/2020	-----	-----	0	Circle Time
5/19/2020	-----	-----	0	Circle Time
5/20/2020	-----	-----	0	Circle Time

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If BREAK card is a support, supplemental aid or modification that XXXX now needs to be successful, make sure it is added the Section of the IEP.

6. SUPPLEMENTARY AIDS, SERVICES, MODIFICATIONS, AND/OR SUPPORTS (MUSER IX.3.A.(1)(d) & (g))

In addition to ongoing classroom supports and services, supplemental aids, and modifications, include a statement of any individual appropriate accommodations that are necessary to measure the academic achievement and functional performance of the child on State and district-wide and classroom assessments (MUSER IX.3.A.(1)(f)(i)).

A. Supplementary aids, modifications, accommodations, services, and/or supports for SAU personnel		Location	Frequency	Duration Beginning/End Date
Break Card	☒ Classroom Instruction	**Special Education And Regular Education**	**As Needed**	**6/11/2019 - 6/10/2020**
	☒ Classroom Assessment			
	☐ District-wide Assessment			
	☐ State Assessment			

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Georgia State University
Center for Leadership in Disability

BBQuIP –
Brief Behavior Questionnaire and Intervention Plan

https://www.research.net/r/BBQuIP

BBQuIP –
Brief Behavior Questionnaire and Intervention Plan

Updated Brief Behavior Questionnaire & Intervention Plan (BBQuIP)

Click HERE to access the updated version of the BBQuIP

Next

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BBQuIP –
Brief Behavior Questionnaire and Intervention Plan

This questionnaire helps family members, teachers and related services personnel to develop a plan of action for a child's frequent behavior problems. Part 1 asks about the child's progress in terms of strategies that have been previously implemented and Response to Intervention. Part 2 asks a series of questions that help to describe the child in positive terms, and also help us to understand why the child continues to engage in the behavior. Part 3 asks about ways to prevent the behavior from occurring. It also helps to pinpoint the skills the child needs to learn to replace the problem in the long run. The last page provides a format for a one-page plan that can be used as an overview of the positive behavior support plan.

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BBQuIP –
Brief Behavior Questionnaire and Intervention Plan

BBQuIP –
Brief Behavior Questionnaire and Intervention Plan

BBQuIP –
Brief Behavior Questionnaire and Intervention Plan

BBQuIP –
Brief Behavior Questionnaire and Intervention Plan

* 11. What areas of intervention development and implementation do you find most challenging? Please select two or three.

- ☐ Defining the target behavior
- ☑ Determining the function of the behavior
- ☑ Determining appropriate replacement behaviors
- ☐ Team consensus regarding intervention
- ☐ Developing an accurate intervention
- ☐ Implementing the intervention
- ☐ Data collection
- ☐ Determining appropriate reinforcements
- ☐ Other (please specify)

[ ]

* 12. When you are implementing an intervention on your child/student, typically what are the main reasons for the intervention's lack of success? Select all that apply.

- ☐ Progress Monitoring – lost data
- ☑ Intervention not implemented correctly
- ☐ Insufficient time allocated for intervention
- ☐ Inaccurate target behavior
- ☐ Poor documentation
- ☐ Lack of home support
- ☐ Other (please specify)
- ☐ Not enough time
- ☐ Student absence
- ☐ Multiple interventions occurring at once
- ☐ Reinforcement was ineffective
- ☐ Not implemented across multiple settings

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Part 2 - Understand

* 13. What two or three activities or situations does GS enjoy the most?

G enjoys reading and library.

* 14. What activities or situations does GS dislike?

G does not like lunch.

6%

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Personality

* 15. How would you describe GS's personality? Select the one word that is the best fit.

- ○ Loving
- ○ Happy
- ● Affectionate
- ○ Good sense of humor
- ○ Shy
- ○ Engaging
- ○ Energetic or Active
- ○ Curious
- ○ Other (please specify) POSITIVE TRAITS ONLY

  [   ]

* 16. How would you describe GS's learning style?

- ● Visual
- ○ Verbal
- ○ Auditory
- ○ Physical (Kinesthetic)
- ○ Logical (Mathematical)
- ○ Other (please specify)

  [   ]

* 17. What activities or situations frighten or upset GS?

G does not like loud activities or loud places.

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* 18. What does GS do when "G does not like loud activities or loud places." occurs?

She elopes or cries.

* 19. Which of the following is most effective to help GS calm down when frightened or upset?

○ Distract him or her

○ Ignore

○ Give in

● Remove from setting

○ Place in time-out

○ Give a favorite toy or object

○ Talk it through

○ Other (please specify)

10%

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Communication and Learning

* 20. How does GS express him/herself? Select the form of communication that is most frequently used.

- ☑ Speaks in sentences
- ○ Single words
- ○ Sign language
- ○ Augmentative device
- ○ Gestures (i.e., pointing)
- ○ Picture system
- ○ Other (please specify)

- ○ Repeats what was said
- ○ Makes sounds
- ○ Uses "scripts"
- ○ Leads by hand
- ○ Makes eye contact

* 21. Name several new things that GS has learned recently.

She's reading chapter books.

12%

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Behavior

* 22. What behavior(s) are creating a problem for GS and you? Choose only those that apply.

- [ ] Hurting himself/herself (e.g., scratching, pinching, biting, pulling hair, hitting, kicking, slapping)
- [ ] Hurting others (e.g., scratching, pinching, biting, pulling hair, punching, kicking, slapping)
- [ ] Attempting to cause any form of physical harm to another person
- [ ] Making verbal threats or comments to cause physical harm to another person
- [ ] Teasing others (e.g., making negative comments to peers)
- [ ] Spitting on others
- [ ] Yelling/screaming
- [x] Crying

- [ ] Using profanity/curse words
- [ ] Calling out during classroom instruction without permission
- [ ] Taking things from others without permission
- [ ] Breaking things
- [ ] Throwing things
- [ ] Rolling/falling on the floor
- [ ] Spitting
- [ ] Walking around the room or area without permission

- [x] Leaving room or assigned area without permission
- [ ] Running away from or avoiding peers
- [ ] Running away from adults
- [x] Doing other things (e.g., putting head on desk, saying "no") when instruction given by an adult
- [ ] Talking to other students during classroom work time
- [ ] Repetitive vocalizations above conversational level
- [ ] Repetitive hand and body movements (e.g., hand flapping, waving arms)

- [ ] Other (please specify what the behavior looks like)

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* 23. Select the _one_ behavior that will be the focus of this plan.

Leaving room or assigned area without permission ⇕

* 24. Why did you select this behavior?

○ harms him or her

○ is getting worse

○ harms others

○ interferes with learning

○ damages property

○ is a problem in the community

○ interferes with social-emotional development

☑ negatively impacts his/her quality of life

○ Other (please specify)

15%

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Input and Data Collection

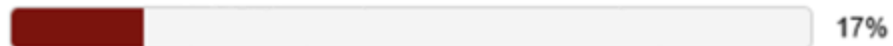* **25. Which sources were used in order to gather information about this behavior? (Check all that apply)**

- [x] Teacher/Staff Interviews
- [x] Parent Interviews
- [ ] Student Interview
- [x] Rating scales completed by teacher/staff
- [ ] Rating scales completed by parent
- [x] Record Review
- [ ] School-wide sources (i.e., ODRs/ISS/OSS Data)
- [x] Direct Observation
- [ ] FBA Team Meetings
- [ ] Other (please specify)

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* 26. Have you collected baseline data on GS's behavior of "leaving room or assigned area without permission"? If yes, when?

- ✓ This week
- ○ Within the last month
- ○ More than a month ago
- ○ We have not collected baseline data on this behavior
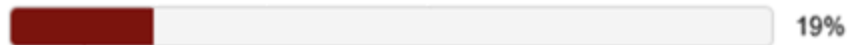- ○ Other (please specify)

17%

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Time spent responding to the behavior

* 30. When the behavior of leaving room or assigned area without permission occurs, I spend:

- ☑ an amount of time per incident dealing with the behavior
- ◯ an amount of time across the day dealing with the behavior
- ◯ an amount of time across the week dealing with the behavior
- ◯ an amount of time across the month dealing with the behavior

33%

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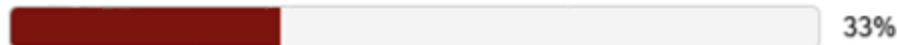
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Duration per incident

* 31. On average, how much time is spent dealing with this behavior?

- ○ <5 minutes per incident
- ● 5-15 minutes per incident
- ○ 15-30 minutes per incident
- ○ 30-60 minutes per incident
- ○ 1 hour per incident

- ○ 1-2 hours per incident
- ○ 2-3 hours per incident
- ○ 3-4 hours per incident
- ○ 4-5 hours per incident
- ○ >5 hours per incident

35%

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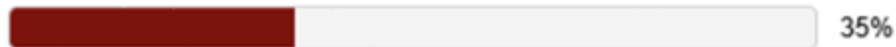
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Response Duration

* **32. How do you know this? (Select all that apply)**

- ☑ Direct Observation (e.g., frequency/duration/ABC data)
- ☐ Progress monitoring
- ☐ Videotapes
- ☐ Best guess
- ☐ Other (please specify)

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Times and Places

* 33. At which time is GS most likely to engage in the behavior of "leaving room or assigned area without permission"?

○ between 7am-9am

○ between 9am-11am

✓ between 11am-1pm

○ between 1pm-3pm

○ between 3pm-5pm

○ mornings

○ afternoons

○ any time of day

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34. Which situation or activity makes the behavior of "leaving room or assigned area without permission" MORE likely to occur?

○ having difficulty sleeping at night

○ he/she did not take medication

○ changes are made to medication

○ feeling sick (e.g., allergies, constipated)

○ feeling hot/cold

○ feeling hungry/thirsty

○ in pain (e.g., headache, stomach ache)

○ left alone for a period of time

○ in small/large group instruction with peers

○ around particular peers

○ parent/guardian is not present in the home (e.g., deployment, incarcerated, traveling)

● in a particular environment (e.g., loud, crowded, unstructured)

○ something or someone triggers a memory of a traumatic event

○ teacher is not present (e.g., stepped out of the room, substitute teacher)

○ on menstrual cycle

○ there are unexpected changes in routine

○ no one event seems to "sets the stage" for this behavior

○ Other (please specify)

35. When is the behavior of "leaving room or assigned area without permission" LEAST likely to occur and/or when are you more likely to observe GS engage in appropriate behavior?

during quiet, less stimulating activities

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* 36. Do any of the following seem to be a "fast trigger" for this behavior? (i.e., the antecedent) Select the antecedent that most frequently occurs immediately before the behavior.

- ○ given an instruction
- ○ completing a difficult task or activity (e.g., puzzles, tying shoes, worksheet/assignment)
- ○ peers make a negative comment or gesture
- ○ teachers or adults are talking to others
- ○ peers are talking to others
- ○ told can't have preferred item or activity
- ○ a preferred item or activity is taken away
- ○ told "no" or to stop doing something
- ○ teachers or adults give positive attention (verbal or gesture)
- ○ peers give positive attention (verbal or gesture)
- ○ Other (please be as specific as possible)

- ○ told to "wait" or is expected to wait
- ○ told to work with a peer or in a group
- ○ a transition begins
- ○ peers laugh
- ○ peers enters the room
- ○ adults or teachers enter the room
- ○ peers take preferred items away
- ○ peers ask a question or makes a request
- ● loud noises or sounds are heard (e.g., bell rings, announcement, fire drill)

46%

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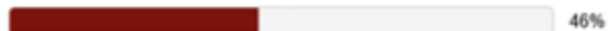
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How others respond

* 37. What usually happens most often after the behavior occurs?:

- ○ giving a different work task
- ○ giving positive verbal attention (e.g., consoles/soothes)
- ○ giving the preferred item, activity, or privilege
- ○ giving negative verbal attention (e.g., scolds/reprimands)
- ○ giving positive physical attention (e.g., pat on the back, hi-five)
- ○ ignoring the behavior
- ○ offering an alternative preferred item or activity
- ✓ physically guiding to complete the task
- ○ physically guiding to stop the behavior from occurring
- ○ Other (please specify)

- ○ placing the student in "time-out"
- ○ removing peers from the room or assigned area
- ○ removing the student from the room or assigned area
- ○ sending the student to the office, counselor, or administrator
- ○ taking away the preferred item, activity, or privilege
- ○ talking to the student
- ○ telling the teacher or adult what happened
- ○ withdrawing the request
- ○ engaging in physical aggression towards the student

48%

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* 38. Who typically provides the response of "physically guiding to complete the task" to GSs behavior of "leaving room or assigned area without permission"?

○ peers/other students

● teachers/adults

○ peers and adults

50%
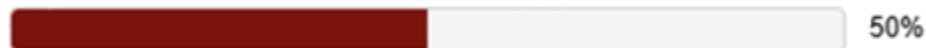
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Why do you think the behavior is occurring?

The information written below is based on your responses.

The behavior of "leaving room or assigned area without permission" most often happens during the following times: "between 11am-1pm" when GS is "in a particular environment (e.g., loud, crowded, unstructured)" and when "loud noises or sounds are heard (e.g., bell rings, announcement, fire drill)". It was reported that "teachers/adults" respond to the behavior of "leaving room or assigned area without permission" by "physically guiding to complete the task".

The four functions of behavior explained:

Escape/Avoid - to stop or delay something/to get away from something or someone

Attention - to get access to any form of social or physical attention/reaction from others

Tangible - to gain access to preferred items or activities

Sensory/Automatic - for some form of self-stimulation - to access/gain OR to remove/decrease specific stimulation (this behavior will continue to occur even when the individual is by themselves)

* 39. **What do you think is the purpose of GS's behavior of "leaving room or assigned area without permission" based on this information?**

- ◕ to escape or avoid
- ○ to access attention
- ○ to access tangibles
- ○ for sensory stimulation/automatic reinforcement

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Escape

* 40. From which situation/activity would GS most likely engage in the target behavior of "leaving room or assigned area without permission" to escape or avoid?

○ difficult tasks

○ lengthy tasks

○ any instruction

○ certain peers

○ certain adults

○ attention/social interaction

○ certain activities

● loud noises or sounds

○ certain areas/environments

○ Other (please specify)

[   ]

54%

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Hypothesis

41. Below is a summary of your efforts at understanding GS's behavior written as a hypothesis. The information written below is based on your responses.

GS engages in the behavior of "leaving room or assigned area without permission". This behavior "negatively impacts his/her quality of life" and it occurs "at least 3x per day". When the behavior of "leaving room or assigned area without permission" occurs, "5-15 minutes per incident" is spent dealing with the behavior. The behavior of "leaving room or assigned area without permission" most often happens during the following times: "between 11am-1pm" when GS is "in a particular environment (e.g., loud, crowded, unstructured)" and when "loud noises or sounds are heard (e.g., bell rings, announcement, fire drill)". It was reported that "teachers/adults" respond to the behavior of "leaving room or assigned area without permission" by "physically guiding to complete the task". It is possible that the function of GS's behavior of "leaving room or assigned area without permission" may be "to escape or avoid loud noises or sounds".

Do you agree with this hypothesis?

☑ Yes

◯ No. (if no, you will be redirected to revise your answers)

62%

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Create a Brief Behavior Intervention Plan

You will now create a plan based on your hypothesized function of the target behavior. You will choose function-based strategies to prevent the target behavior and function-based replacement behavior(s) to teach the child to allow their need to be met in more appropriate ways.

* **42. What was the hypothesized function of GS's behavior of "leaving room or assigned area without permission"?**

- ☑ Escape/Avoid
- ◯ Attention
- ◯ Tangible
- ◯ Sensory Stimulation/Automatic Reinforcement

65%

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The behavior of "leaving room or assigned area without permission" most often happens during the following times: "between 11am-1pm" when GS is "in a particular environment (e.g., loud, crowded, unstructured)" and when "loud noises or sounds are heard (e.g., bell rings, announcement, fire drill)".

Below are a few strategies that adults can implement to modify the trigger for escape-maintained behavior:

Difficult and/or lengthy tasks and assignments:
1. Pre-teach the information or task.
2. Chunk the assignment by dividing longer tasks into shorter sections and allow short breaks in between.
3. Set a timer for a short time interval and explain how long expected to work on assignment.
4. Offer more breaks throughout the assignment.
5. Sit with or stay near the student when giving the assignment to provide help.
6. Remind the student that an adult is available to help.

Working with peers in groups:
1. Allow student to make the choice of who to work with.
2. Preferential or assigned seating next to preferred peer(s).
3. Assign preferred peer(s) to work the student.
4. Give a warning prior to group assignments.

Instructions/Demands:
1. Fade in demands by giving one simple instruction and immediately giving a break for compliance. Gradually increase the number of demands as compliance increases.
2. Use behavioral momentum by placing 3-4 quick and easy instructions that you know the student will do and then ask the target instruction.
3. Use novel or preferred staff to give the instruction.
4. Decrease the overall number of instructions given at one time.
5. Tell the student what to do instead of what not to do ("walk" vs "don't run").

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Social interaction/Attention:
1. Make peer attention enjoyable by pairing/associating the student's preferred items and activities with peer(s). Avoid aversive interactions (e.g., teasing, taking things away).
2. Make adult attention enjoyable by pairing/associating student's preferred items and activities with adult(s). Avoid aversive interactions (e.g., demands, reprimands).
3. Allow student to make the choice.

Loud sounds/noises:
1. Provide noise cancelling headphones before transitions or entering areas that are loud.
2. Warn student that loud sound or noise is about to occur (e.g., fire drill, bell ringing).
3. Reduce the number of announcements in rooms the student is in.

Certain locations:
1. Modify the environment and remove or reduce aversive stimuli.
2. Make the environment enjoyable by pairing/associating preferred items, peers, adults, and activities with that location.
3. Avoid the location altogether.

Certain activities:
1. Make activity fun by pairing/associating preferred items, peers, and adults with that activity. Avoid aversive interactions (e.g., placing demands).

Painful stimulation:
1. Ask parent or guardian to take student to the doctor to rule-out medical issues.

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Replacement Behavior (Escape)

Below are a few examples of behaviors that a student can learn to replace problem behavior that is used to escape or avoid undesirable activities, people, or environments:

Asking for a break
Asking for help
Indicating "all done" or "finished"
Following an activity schedule
Identifying and expressing feelings appropriately (e.g., "I'm scared")
Setting goals for himself/herself

44. What specific skill will you teach GS that will be focus of the plan and make the behavior of "leaving room or assigned area without permission" unnecessary?

Indicating "all done" or "finished"
Following an activity schedule
Identifying and expressing feelings appropriately

45. Why did you select this as the skill to teach GS.

I want G to be able to tolerate busier, louder areas.

75%

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Instructional Plan

Now that you've chosen a replacement behavior, you will need to develop an instructional plan to teach the student this new skill.

* 46. What strategies will you use to engage/establish rapport with GS? What will motivate the student to learn the new skill? (UDL Engagement)

pre-teaching and modeling paired with visual
supports

* 47. How does GS learn best? (UDL Representation)

○ The student seems to learn best by practicing/rehearsing the behavior

○ The student seems to learn best by observing teachers or peers modeling the behavior

○ The student seems to learn best by observing himself/herself doing the behavior (e.g., watching a video)

◉ The student seems to learn best by being told what to do using verbal instructions

○ The student seems to learn best by following visual images, diagrams, or charts

○ The student seems to learn learns best by reading written instructions

○ Other (please specify)

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* **48. What method do you think would be best for teaching GS the new skill of "indicating "all done" or "finished" following an activity schedule identifying and expressing feelings appropriately "?**

○ **Direct instruction** – Identify all the steps in completing the skill, teach one step at a time by asking clearly and directly, reward correct responses – or closer and closer responses. Begin by modeling and prompting the skill at times the student usually does well. Fade prompts. You may start with the student alone and then add in others.

○ **Social Story** – Construct a story with pictures and words in which the student confronts a difficult situation and demonstrates the desired behavior, including self-reminders the student may use. The story can be read at a regularly scheduled time, as well as in preparation for situations expected to be difficult.

○ **Incidental Teaching** – Find (or create) teaching opportunities by setting up high interest activities for th student interests that motivate his or her engagement, respond always to self-initiated behaviors.

○ **Pre-teaching** – Preview tasks or situations before they occur so that student can practice correct responses, then prompt use of the skill in a real-life setting.

◉ **Behavioral Skills Training** (4 Steps)- 1. Instruction: Explain to the student what the skill is, what to do, and why it is important to use the skill. 2. Modeling: Demonstrate to the student exactly what that skill looks like. Recruit a peer or adult to help during this step, if necessary. 3. Rehearsal: The student must practice the skill. 4. Feedback: Provide immediate and descriptive praise for correct implementation of the skill. Provide corrective feedback for incorrect implementation of the skill. (Be sure to practice BST outside out of context and then practice within the natural context.)

○ Other (please describe in detail)

83%

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Instructional Strategies

* 49. Who is the best person to teach GS the new skill?

- ✓ Teacher
- ○ Assistant Teacher
- ○ Counselor
- ○ Academic Coach
- ○ Other (please specify)

[ ]

* 50. When is the best time or situation to teach the new skill of "indicating "all done" or "finished" following an activity schedule identifying and expressing feelings appropriately " to GS?

during lunch and other areas of concern

* 51. How will you reinforce the new skill of "indicating "all done" or "finished" following an activity schedule identifying and expressing feelings appropriately " that will result in the same outcome to escape or avoid loud noises or sounds?

reinforce with preferred items

* 52. How will you know that GS has learned the new skill? (UDL Action & Expression)

- ○ He/she will demonstrate the replacement behavior at 80% proficiency in the practice context
- ✓ He/she will demonstrate the replacement behavior at 80% proficiency in the natural context (i.e., in the location that the challenging behavior occurs)

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* 53. What can you do to ensure that the new skill will generalize or "carry-over" so that GS will "indicating "all done" or "finished" following an activity schedule identifying and expressing feelings appropriately " in multiple settings and with other people?

- ( ) Teach with peers

- ( ) Use multiple teachers

- (✓) Teach in multiple settings

- ( ) Use multiple examples

- ( ) Other (please specify)

  [   ]

85%

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Despite our best hopes and intentions to prevent problem behaviors, they are still likely to occur. When this happens, we want to respond to the behavior in a way to avoid reinforcing the behavior. Always remember to consider the function of the behavior. That is, if the problem behavior is a way of gaining attention, try to minimize the amount of attention given. Similarly, if the behavior is a way of getting out of demands, try to return to the original demand as soon as possible.

54. How will you respond to the behavior of "leaving room or assigned area without permission" if/when it occurs?

☑ Use least-to-most prompting to complete the task. Example -- tell the student what to do, show the student what to do, gently prompt the student to engage in the appropriate behavior.

○ Provide minimal attention to the behavior and use a prompt or gesture to redirect the student to the task or activity.

○ Ignore the behavior, then provide reinforcement for any appropriate behavior the student engages in.

○ Block the behavior from occurring.

○ Block or prevent access to the preferred item or activity.

○ Redirect the student to items or activities that are available.

55. Is there a need for a crisis plan for GS's behavior of "leaving room or assigned area without permission"?

○ Yes

☑ No

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* 59. How often will data be collected GS's use of the new skill of "indicating "all done" or "finished" following an activity schedule identifying and expressing feelings appropriately " following implementation of this plan?

daily

* 60. What method of data collection will be used?

☑ Frequency/Rate

○ Duration

○ ABC data

○ Other (please specify)

* 61. Who will collect these data?

All Teaching Staff

94%

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Review

65. What is today's date?

5/27/2020

66. When will progress monitoring and fidelity data be reviewed?

6/27/2020

67. Please write the names of the people who will review the data and the plan to ensure it is carried out as outlined.

Susie Q

98%

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The following is an outline for <u>GS</u>.

Note, this information is based on the information you provided in your responses to the questions in this survey. The goal of this plan is to develop a profile that will serve as a guide to what might happen with the <u>GS</u> every day. Hopefully, even people meeting <u>GS</u> for the first time will understand better how to teach and respond to <u>GS</u>. The plan offers some specific ways of preventing behavior problems and reacting to them if they do occur. It also highlights teaching skills that will help the student in the long run.

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Background Information for GS

Favorite activities: <u>G enjoys reading and library</u>.

Disliked/less preferred activities: <u>G does not like lunch</u>.

Personal characteristics: <u>Affectionate</u>.

Behavior when upset:

Routine or responses that aid in calming: <u>Remove from setting</u>.

Regular mode of communication: <u>Speaks in sentences</u>.

Recent goals mastered: <u>She's reading chapter books.</u>

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Hypothesis Statement:

GS engages in the behavior of <u>Leaves room or assigned area without asking permission</u> during the following time: "<u>Afternoon</u>" and when the following situation is occurring "<u>in a particular environment (loud, unstructured)</u>" and when the following happens "<u>loud unstructured times</u>". The typical consequence for the behavior includes the following "<u>we try to distract him/her</u>." GS is trying to say "<u>I want to escape</u>" through the behavior, which suggests that this is the function of the behavior.

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Brief Behavior Questionnaire and Intervention Plan

Behavior Intervention Plan:

Prevention: The following strategy(ies) "Use a timer" have been identified as ways to make the behavior of "leaves room or assigned area without asking permission" less likely to occur.

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Brief Behavior Questionnaire and Intervention Plan

Behavior Intervention Plan:

Replacement: "managing self" has been identified as a skill to increase.

A good way to teach this would be through the use of "Direct instruction – Identify all the steps in completing the skill, teach one step at a time by asking clearly and directly, reward correct responses – or closer and closer responses. Begin by modeling and prompting the skill at times the student usually does well. Fade prompts. You may start with the student alone and then add in others."

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***Skills Instructor(s)*:** The following person/people "Teacher" would be the best person to teach this skill.
A good time to teach this would be at the following time or during the following activity: "all activities."

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Generalization: To increase generalization of the newly learned skill, adults should do the following: "Use multiple teachers."

In the event of a behavioral incident problem, we will use the following strategy: "Use least-to-most prompting. Example -- tell the child what to do, show the child what to do, gently prompt the child to engage in the appropriate behavior."

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Commitment:

Grayson developed this plan on 5/27/2020.

The team will review it on 6/27/2020.

Teacher will ensure that this plan is carried out as outlined.

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Remember...

We are glad you are here with us.

Thank you for joining and for the feedback that has been offered.

Please continue to let us know how we can be supportive.

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<u>Disclaimer</u>:

The links and websites shared in this PowerPoint are for information and reference only and are not endorsed in any way by the Maine Department of Education.

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Ongoing Resource List:

Maine DOE is offering Contact Hours for each <u>Special Services</u> Zoom meeting you view.

<u>Please follow these steps</u>:

1. Email Leora Byras at <u>leora.byras@maine.gov</u> at **<u>the completion of the Training</u>** with the codes for each Zoom meeting you viewed. You may have up to <u>21 codes</u>.

2. You **<u>may</u>** re-watch both Zoom meetings that have been previously recorded.

3. Allow at least **<u>5 business days</u>** to receive your certificate of participation.

<u>Code for Contact Hours</u>
- Code will be shared in Chat Box

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Team Members

Roberta Lucas – Federal Programs Coordinator

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Leora Byras – Special Education Consultant: Worked as Special Educator in an SPPS for 25+ years. Taught all grades over the course of that time in a self-contained classroom. Has been with the MDOE since September 2018.

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Anne-Marie Adamson – Special Education Consultant: Special educator public K-12 resource room and SPED coordinator for 12 years. Facilitated CDS transition meetings during that time. Taught Pre-K and K in private sector for 10 years. At the MDOE since March 2020.

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Colette Sullivan – Special Education Consultant: Worked as a Special Education teacher for 30 years, primarily with students with Autism. Also worked at CDS York for 3 years, in a variety of roles, and have been with MDOE since August 2018.

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Who's Who at MDOE

- **Pender Makin** – Maine State Commissioner of Education
- **Erin Frazier** – State Director of Special Services B-20
- **Roberta Lucas** – Federal Programs Coordinator
- **Mary Adley** – Coordinator of State Agency Programs and Special Projects
- **Roy Fowler** – State Director Child Development Services
- **Barbara McGowen** – Finance Coordinator
- **Shawn Collier** – Data and Research Coordinator
- **David Emberley** – Due Process Consultant
- **Tracy Whitlock** – Special Education Consultant/Special Projects
- **Colette Sullivan** – Special Education Consultant
- **Leora Byras** – Special Education Consultant
- **Anne-Marie Adamson** – Special Education Consultant
- **Colene O'Neill** – Secretary Specialist
- **Julie Pelletier** – Secretary Associate

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