Please put the following information in the Chat Box:

- 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?

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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!

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Office of Special Services

CDS

Data Collection:
Frequency, Rate and Event Recording

Zoom Meeting Date:

Tuesday 7/21/2020

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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: Frequency, Rate, Event **Tuesday 7/21/2020**	**Data: Frequency, Rate, Event – Extended *and* Duration** **Wednesday 7/22/2020**	**Data: Duration – Extended** **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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Caregiver Input

Evaluations/ Observations

CHILD

Centered IEP

LRE

Data

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Maine's Early Learning and Development Standards (MELDS)

Maine Department of Education Maine Department of Health & Human Services
March 2015

GUIDING PRINCIPLES AND ESSENTIAL PRACTICES

8. Specific to Data Collection and Determining Next Steps –

Intentional planning for young children involves integrating formative assessment that guides meaningful curriculum and child outcomes. When early childhood educators start with a plan for what children will learn, document what they do learn on an ongoing basis from multiple sources, and plan the next experiences based on that assessment, children keep progressing toward higher levels of mastery. Children show us what they know through multiple "voices". While it is important that curriculum and learning experiences reflect children's interests and are taught in ways that integrate domains of learning, children's individual learning needs will be best met when early childhood educators are clear about their learning goals and use multiple ways of documenting children's learning. When early childhood educators can show what each child learns from an experience, she/he can build upon that learning to bring each child to higher levels of mastery in future learning experiences.

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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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Operational Definition

A prerequisite for measuring behavior is to be able to Operationally Define the target behavior as well as the desired behavior.

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Operational Definitions of Target Behaviors

Target Behavior	Operational Definition	Possible Examples	Possible Non-Examples
Physical Aggression	Successful and/or unsuccessful attempts of any physical act directed toward others that has the potential to cause harm.	Hitting, kicking, pushing, pinching, punching, biting, scratching, pulling hair, head-butting, hitting with an object, throwing an object at someone	Banging fists on desk, stomping feet, glaring, clenching teeth, making fists with hands
Physical Contact	Unwanted touching by any part of the body that does not result in injury.	Pushing, shoving, poking	pinching, hitting, kicking, biting
Verbal Aggression	Interactions with another individual in a manner that is threatening or intimidating.	Swearing (at someone), threats, derogatory statements/name calling, yelling at someone, teasing, bullying	Interrupting, talking back, vulgar jokes (unless derogatory)
Verbal Disrespect	Interactions with another individual in a manner that includes, but is not limited to, verbalizations of a rude, vulgar, impolite, and/or insulting connotation.	Use of swear words/foul language toward another individual, interrupting, name calling, talking back/arguing	Bullying, derogatory statements, inappropriate jokes, intimidation, threats
Inappropriate Language	Delivery of a verbal message that includes use of words in an inappropriate way.	Making inappropriate jokes/comments, swearing, use of vulgar words	Threats, intimidation, bullying, derogatory statements

https://docs.google.com/document/d/1ZRrp3qPscJKyGdoOi5hbXyMHg8hd9aGNMPRVWyuM8jQ/mobilebasic

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Being able to <u>Operationally Define</u> a behavior is important because it helps teachers to:

- Collect consistent data on the behavior
- Collect accurate information about when the behavior occurs
- Optimize the available services or supports for data collection
- Focus on the interaction between the environment and student instead of assuming that innate issues are the behavior's source (e.g., "He's a troubled kid.")
- Describe what they want their students to do in an unmistakable manner so that others can assist
- Design an appropriate intervention
- Determine whether the behavior has changed once an intervention has been implemented
- Write individualized education program (IEP) behavioral goals and objectives, conduct functional behavior assessments, and communicate with others

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Frequency, Rate and Event Recording

Frequency or Rate Recording – defined as the number of responses per unit of time

Event Recording – encompasses a wide variety of procedures for detecting and recording the number of times a behavior of interest occurs

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

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Frequency, Rate and Event Recording

Best Used When:

- The behavior has a clear beginning and end so that you can easily tell when the behavior starts and when it stops.
- Behaviors occur with enough in between to distinguish between the end of one response and the onset of another.
- The behavior can be easily counted.
- The intent is to decrease or increase a behavior.

Do Not Use When:

- The behavior happens at such high rates that it is hard to document, such as pencil tapping.
- The behavior occurs for extended periods of time, such as a tantrum.

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

Why Choose Frequency Data Collection?

Advantages

- A quantitative measurement on which to base strategies for change
- A quick record, with no details, just tallies to record
- Useful for quantitative measures

Disadvantages

- Raw data ,with no details recorded
- Only measures one kind of data and makes the results highly selective and somewhat restrictive
- Can allow the recorders bias to enter the recording.

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https://prezi.com/gqxjbtu-75qq/using-frequency-counts-to-look-at-emotional-development/

Frequency, Rate and Event Recording

Examples:

- Task initiation
- Correct and/or Incorrect academic responses
- Tardiness
- Leaving seat during class
- Interrupting
- Requesting help
- Praising comments
- Littering

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

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Frequency Recording

Target Behavior – Hitting

Hitting is defined as: Any occurrence of making contact with any part of another person's body with an open or closed hand from a distance of six inches or more.

Non-Examples: Giving a High Five or other common social interactions

Date	Setting/ Activity	Length of Observation	Total # of Times
7/1/20	Lunch	10:00-10:30	3
7/2/20	Music	1:00-1:40	0
7/5/20	Lunch	10:00-10:30	1
7/7/20	Lunch	10:00-10:30	8
7/8/20	Lunch	10:00-10:30	6
7/9/20	Art	9:00-9:40	0

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Event Recording

Target Behavior: Interrupting/Talking Out of Turn
This is defined as: Any vocalization that is not teacher initiated and is disruptive to others, out of turn or unrelated to academic context.
Non-Examples: socially appropriate statements, “Excuse Me.” “Thank you” or similar

Date	Instances	Total
7/3/20	IIII	4
7/4/20	I ~~IIII~~	6
7/5/20	III	3
7/8/20	~~IIII~~	5
7/10/20	II	2

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Frequency, Rate and Event Recording

Procedures –

Every time you are observing the behavior:

- Write down the date
- Make a notation every time you see the behavior
- At the end of your observation period, total the number of notations for that day

Date	Time Period *When recording period begins and ends*	Recording *Tally every time that the behavior occurs*	Total number of times behavior occurred
11/5			7
11/6			4
11/7			6
11/8			5
11/9			8

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

Frequency, Rate and Event Recording

Student: Jamie **Behavior:** Leaving seat during math class.				
Date	**Time Start/Stop**		**Number of Observations**	**Total Count**
10/7/16	10:50	11:50	XXXXXXXXXXXX	12
10/8/16	10:50	11:50	XXXXXXXXXXXXXX	14
10/9/16	10:50	11:50	XXXXXXXXXX	10
10/10/16	10:50	11:50	XXXXXXXXXXXX	12

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

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Student Name: XXXXX
Target Behavior: Correct Responses in Math Class

Date	Time	Number of Occurrences	Total Count
5/8/2020	Math Period 10:00-10:30	✓ ✓	2
5/9/2020	Math Period 10:00-10:30	✓ ✓ ✓ ✓	4
5/10/2020	Math Period 10:00-10:30	✓ ✓ ✓	3
5/11/2020	Math Period 10:00-10:30	✓	1

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Event Recording Form

Student's Name: _____ Teacher: _____

Subject/Period: _____ Date(s): _____

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

_____

_____

Time Period of Observation: _____

Date	Tally every time that the behavior occurs	Total number of times behavior occurred

Tieghi-Benet, M. C., Miller, K., Reinors, 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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Frequency Goals

Frequency Data

Student's Name _____

Target Behavior:

Day	Mon.	Tues.	Wed.	Thurs	Fri.
Staff					
8:00					
8:30					
9:00					
9:30					
10:00					
10:30					
11:00					
11:30					
12:00					
12:30					
1:00					
1:30					
2:00					
2:30					
Total behaviors Notes:					

http://specialed.about.com

https://www.thoughtco.com/data-collection-for-iep-implementation-3110992

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Data Collection Techniques

Here are 5 options for easier and more discrete data collection. Each of these techniques offers its own unique advantages and disadvantages. Try them and see what works best for you!

1. Clicker Counters

Clicker counters are a great tool for counting high frequency behaviors and can easily be used to calculate rate (just calculate frequency/time).. Their major disadvantage is the clicking sound that they make. Avoid these for children whose behavior is reinforced by staff collecting data.

2. Small Objects in Pockets

Check out this low-tech option for tracking the occurrence of behavior. Put a collection of small objects in one pocket. As behavior occurs, transfer the corresponding number from that pocket into the other pocket. With this option, you risk accidentally dropping the items either back into the original pocket or on the floor when transferring them. In addition, you must count each item at the end of the session. While this creates additional work, it may be the best short-term option if you need a low-tech, discrete data collection method.

3. Beads on a Pipe Cleaner

Sliding beads on a pipe cleaner offers another low-tech option for frequency data collection. When done well, it appears as though staff are simply fidgeting with the beads or doing a craft while not attending to the child's behavior. Staff can slide a group of beads onto the top of the pipe cleaner and as behavior occurs, slide the beads to the bottom.

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https://accessibleaba.com/blog/frequency-data-collection

Data Collection Techniques

Here are 5 options for easier and more discrete data collection. Each of these techniques offers its own unique advantages and disadvantages. Try them and see what works best for you!

4. Technology

Technology offers a broad array of options from simple to complex. Many apps provide access to different methods to tally behavior as it occurs. Some apps export or graph this data for you as well. A simpler option is to open a note taking app and add an emoji or other character each time the behavior occurs.

5. Small Elastics on Fingers

A final low-tech and inexpensive option is to place small elastics on your fingers (hair elastics intended for young children work well). Place spares on one hand and as behavior occurs, roll them over to the other hand. To the child, this may appear as simple fidgeting.

This method may be inefficient for behaviors that occur at a very high frequency. In addition, some staff may find them uncomfortable on their fingers.

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https://accessibleaba.com/blog/frequency-data-collection

Frequency, Rate and Event Recording

Summarizing the Data –

- *Frequency:* At the end of the observation period, total number of occurrences.

  Example – Anna left her seat 5 times during 7th period

- *Rate*: Count the number of times the behavior occurred in the time observed. Divide the count by the length of time the behavior was observed.
  - Example – Anna kicked a peer 30 times in a 10 minute observation, the rate would be 3 kicks per minute (30 kicks divided by 10= 3 kicks per minute).

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

Frequency, Rate and Event Recording

Special Considerations –

- A *frequency* measure should be used only when the length of observation time is consistent from day to day (e.g., always 2 hours).

- A *rate* measure should be used if the length of observation time varies from day to day (e.g., 60 minutes on Monday, 300 minutes on Tuesday).

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

Chat Box Check-In

Consider

Frequency, Event and Rate Recording

as one form of Data Collection.

What goals, either academic or functional, might you track with this system?

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Frequency, Rate and Event Recording

Special Considerations –

- 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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REMEMBER…

- Avoid writing Outcomes, either Academic or Functional.
- We can not guarantee outcomes.
- Focus on **Distinctly Measurable and Persistent Gaps.**
- What skill deficits are interfering with the child's ability to reach those outcomes we expect for all children?
- What skills are you teaching?
- Goals and Data should focus on Skills.

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On an IEP,

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

<u>Present Level</u>.

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Section 5: Academic AND Functional/Developmental Performance Present Level

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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Academic Goal –

By June 10, 2020, given a variety of inset puzzles and specially designed instruction, XXXXX will demonstrate mastery of 5 inset puzzles, with 100% mastery across 3 consecutive presentations, as measured by data collection, teacher observation, work samples or similar. CCSS.Math.Content.K.G.A.3

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Section 5: Academic Performance
Present Level and Standards Based 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, XXXXX is able to independently complete 2 inset puzzles.

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, when presented with a variety of inset puzzles and specially designed instruction, XXXXX will independently demonstrate mastery of 5 inset puzzles across 3 consecutive presentations, as measured by data collection, teacher observation, work samples or similar. CCSS.Math.Content.K.G.A.3.

Objective(s) required? ☐ Yes ☒ No

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

If there is a goal, there should be a present level of performance directly above it.

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Program Name: Puzzles – Inset Numbers – 10 Pieces										
Date	**4/10**	**4/11**	**4/12**	**4/13**	**4/20**	**4/25**	**5/1**	**5/5**	**5/8**	
	3/10	**4/10**	**5/10**	**7/10**	**7/10**	**9/10**	**10/10**	**10/10**	**10/10**	**M 5/8**
	30%	**40%**	**50%**	**70%**	**70%**	**90%**	**100%**	**100%**	**100%**	
1	-	-	-	-	-	+	+	+	+	**M**
2	+	+	+	+	+	+	+	+	+	**M**
3	-	-	+	+	+	+	+	+	+	**M**
4	+	+	+	+	+	+	+	+	+	**M**
5	-	-	-	+	+	+	+	+	+	**M**
6	+	+	+	+	+	+	+	+	+	**M**
7	-	-	-	-	-	+	+	+	+	**M**
8	-	-	-	+	+	+	+	+	+	**M**
9	-	+	+	+	+	+	+	+	+	**M**
10	-	-	-	-	-	-	+	+	+	**M**

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Program Name: Puzzles – Inset Shapes – 7 Pieces										
Date	**5/1**	**5/2**	**5/3**	**5/5**	**5/6**	**5/7**	**5/10**	**5/11**	**5/12**	**M 5/12**
	3/7	**3/7**	**4/7**	**6/7**	**5/7**	**6/7**	**7/7**	**7/7**	**7/7**	
	43%	**43%**	**57%**	**86%**	**71%**	**86%**	**100%**	**100%**	**100%**	
										M
Square	+	+	+	+	+	+	+	+	+	**M**
Circle	-	-	+	+	+	+	+	+	+	**M**
Triangle	+	+	+	+	+	+	+	+	+	**M**
Oval	-	-	-	-	-	-	+	+	+	**M**
Diamond	-	-	+	+	+	+	+	+	+	**M**
Rectangle	+	-	-	+	-	+	+	+	+	**M**
Star	-	+	-	+	+	+	+	+	+	**M**

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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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Functional Goal –

By June 10, 2020, given prepared daily visual schedule and specially designed instruction, XXXXX will follow task analysis to transition through all activities in the day, with 80% mastery across 3 consecutive opportunities, as measured by data collection, teacher observation, work samples or similar.

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Section 5: Functional/Developmental Performance – Present Level and Goals

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 independently transition through daily activities with 45% 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 June 10, 2020, given a prepared daily visual schedule and specially designed instruction, XXXXX will follow task analysis to independently transition through all activities in the day, with 80% accuracy, 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.

If there is a goal, there should be a present level of performance directly above it.

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Program Name: Transitions				
Date	**5/1**	**5/2**	**5/3**	**5/4**
	67%	**80%**	**86%**	**100**
Number of Opportunities	9	10	7	6
Number of Prompts	3	2	1	0

Data Analysis –

5/1 – 67%

5/2 – 80%

5/3 – 86%

5/4 – 100%

MASTERED 5/4 – 83%

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Frequency Data Collection Activity Featuring Reyna

https://youtu.be/PFCFXlzhcZ0

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Review

Joanne will decrease her defiant behavior to 2 or fewer episodes per day.

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https://www.thoughtco.com/data-collection-for-iep-implementation-3110992

Do Not Write Goals Around Outcomes

Examples:

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

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Do Not Write
Outcome Based Goals

- Focus on →

Distinctly Measurable and Persistent Skill Gaps.

- Instead of: “XXXXX will reduce instances of defiant behavior”
- Consider the skill deficits that result in defiant behavior
- Write goal around the skills that you are teaching that will reduce the defiant behavior.
- “XXXXX will …”

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Chat Box Check In

What skill(s) might you teach to decrease the Defiant Behavior?

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Recording Data

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- Typically providing the student with biweekly probes in alignment with their goals provides good solid data tracking information.
- Keeping the expectation and environment consistent when administering the probes helps keep the data true.
- Having the student graph their own data as well maintains a record on their progress that they can see visually as well as motivation for them to try their best.

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Tracking and Graphing Data

- Keep data sheets consistent with each type of reading and/or math probe.
- Stay true to the schedule of administering probes.
- Graph data to make it more parent and IEP Team friendly.

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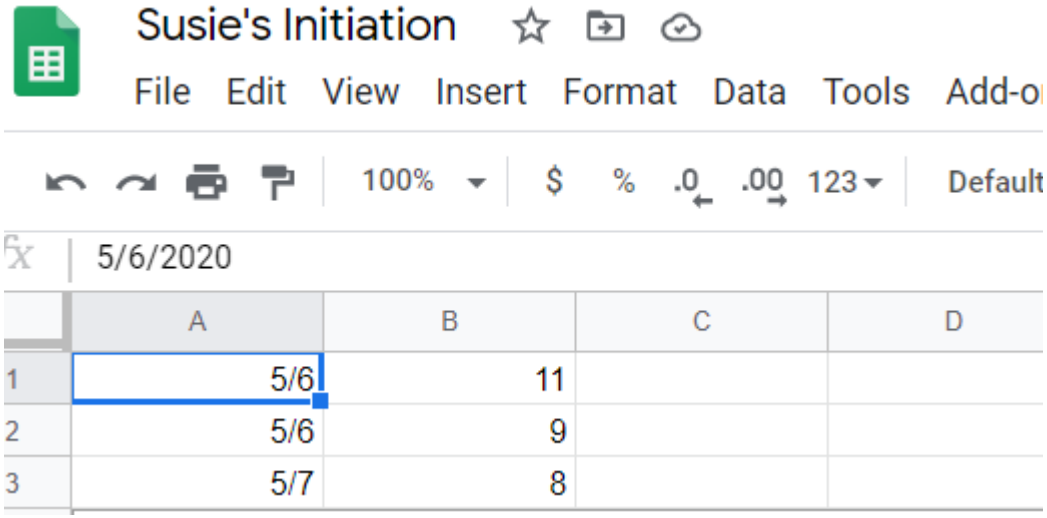
Graphing Data

Google Sheets

- Open a google spread sheet
- Create your headers, for example if you wanted to track data on a student; the students name would go in the first column and the dates would be listed across the top. The data would be added under each date.
- Enter the data that corresponds with each date



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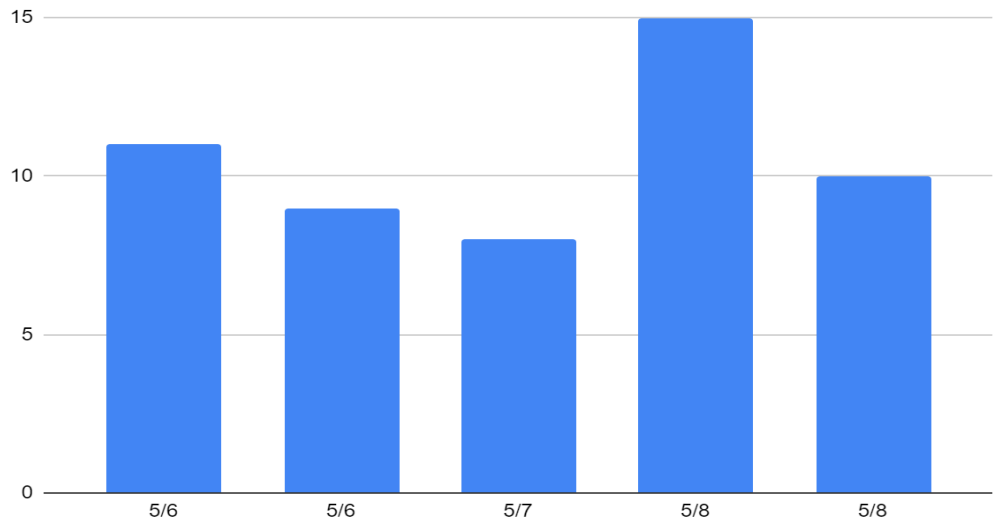
Creating a Graph in Google Sheets

- Click on "insert" and select "chart"
- "setup" will give you basic options for the design of the chart (Ex: line, bar etc.)
- "Customize" will give you more specific options like "trendlines"

Example:



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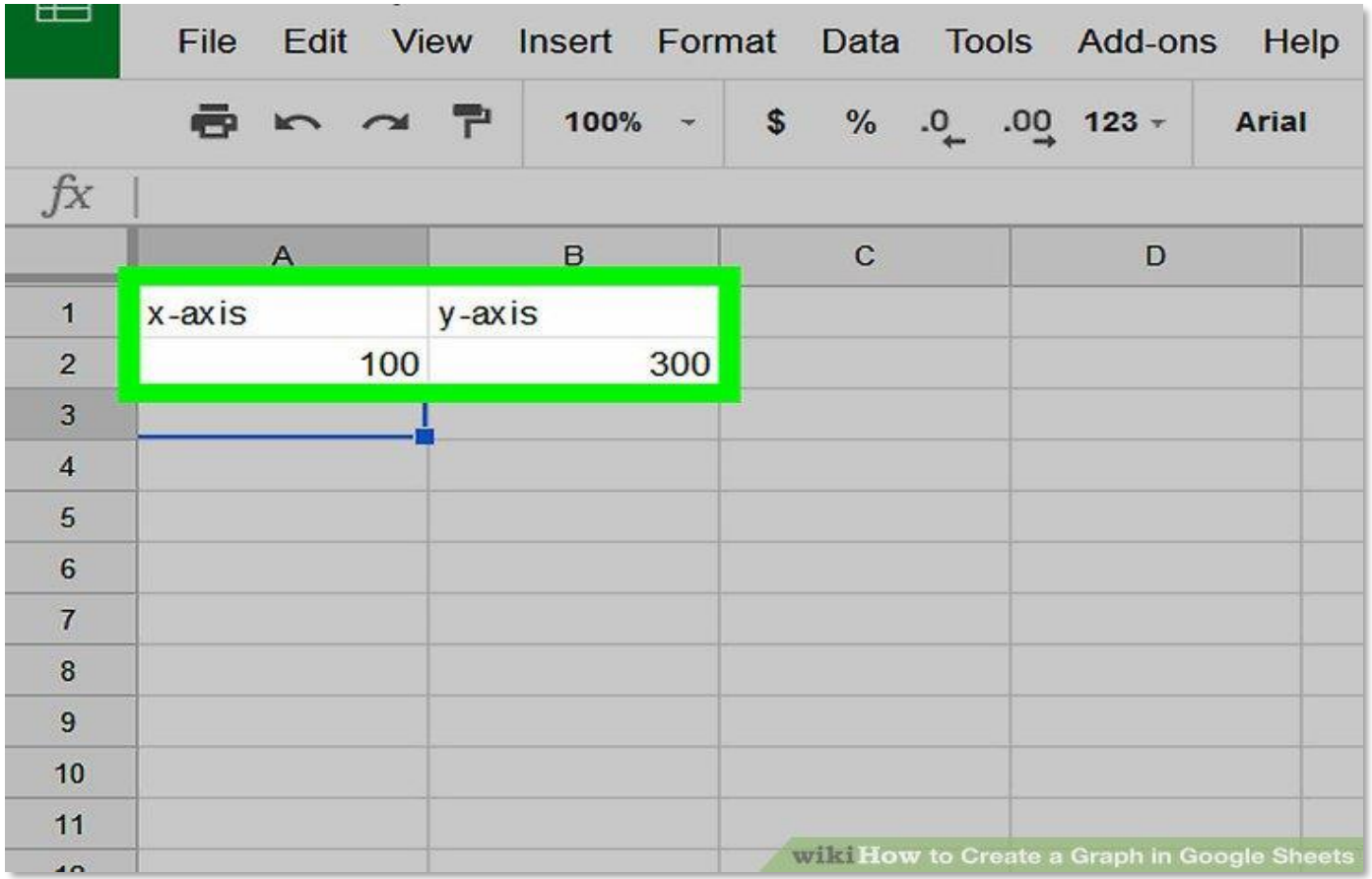
Example of Setting Up Google Data Sheet



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Creating a Graph in Excel

1. Use the keyboard shortcut, Ctrl + T to convert your data to a table.

2. Make sure you're working on the Home tab on Excel's ribbon, and click on Format as Table and choose a style (theme) to convert your data to a table.

https://www.tableau.com/trial/graph-template?utm_campaign_

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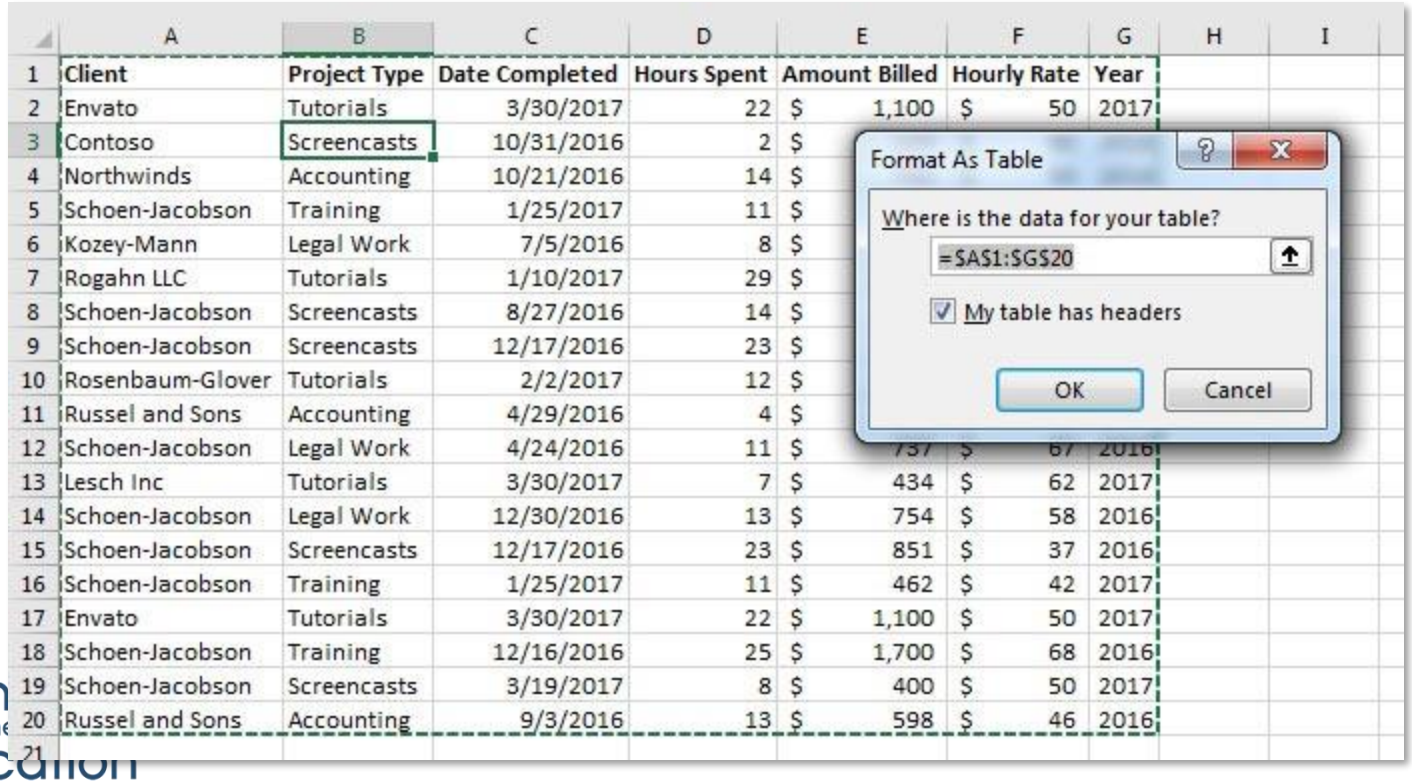
Example of Excel Data Chart

1. Use the keyboard shortcut, Ctrl + T to convert your data to a table.
2. Make sure you're working on the Home tab on Excel's ribbon, and click on Format as Table and choose a style (theme) to convert your data to a table.



	A	B	C	D	E	F	G
1	Client	Project Type	Date Completed	Hours Spent	Amount Billed	Hourly Rate	Year
2	Envato	Tutorials	3/30/2017	22	$ 1,100	$ 50	2017
3	Contoso	Screencasts	10/31/2016	2	$		
4	Northwinds	Accounting	10/21/2016	14	$		
5	Schoen-Jacobson	Training	1/25/2017	11	$		
6	Kozey-Mann	Legal Work	7/5/2016	8	$		
7	Rogahn LLC	Tutorials	1/10/2017	29	$		
8	Schoen-Jacobson	Screencasts	8/27/2016	14	$		
9	Schoen-Jacobson	Screencasts	12/17/2016	23	$		
10	Rosenbaum-Glover	Tutorials	2/2/2017	12	$		
11	Russel and Sons	Accounting	4/29/2016	4	$		
12	Schoen-Jacobson	Legal Work	4/24/2016	11	$		
13	Lesch Inc	Tutorials	3/30/2017	7	$ 434	$ 62	2017
14	Schoen-Jacobson	Legal Work	12/30/2016	13	$ 754	$ 58	2016
15	Schoen-Jacobson	Screencasts	12/17/2016	23	$ 851	$ 37	2016
16	Schoen-Jacobson	Training	1/25/2017	11	$ 462	$ 42	2017
17	Envato	Tutorials	3/30/2017	22	$ 1,100	$ 50	2017
18	Schoen-Jacobson	Training	12/16/2016	25	$ 1,700	$ 68	2016
19	Schoen-Jacobson	Screencasts	3/19/2017	8	$ 400	$ 50	2017
20	Russel and Sons	Accounting	9/3/2016	13	$ 598	$ 46	2016

Chat Box Check In

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Maine DOE is offering Contact Hours for each Special Services Zoom meeting you view.

Please follow these steps:

1. Email Leora Byras at leora.byras@maine.gov at **the completion of the Training** with the codes for each Zoom meeting you viewed. You may have up to 21 codes.
2. You **may** re-watch both Zoom meetings that have been previously recorded.
3. Allow at least **5 business days** to receive your certificate of participation.

Code for Contact Hours

- Code will be shared in Chat Box

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So…

Understand that Data collection during COVID-19 includes many variables outside our control.

THEN –

Keep your data focused.

Track the data that is most impactful.

AND

Use your Data to –

Maintain Equal Access

And

Paint the story of what's happening right now

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Utilize Data to Make Decisions About Program Effectiveness

- Data should be a continuous, ongoing process.
- Data helps determine trends.
- Data highlights **increases** or **decreases** in performance.
- Look for trends of 3 or more data points in the same direction.

http://iseesam.com/content/teachall/text/behavior/LRBIpdfs/Data.pdf

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Use of Data

Data should be used to:

- ✓ assist in program effectiveness
- ✓ determining the need for change

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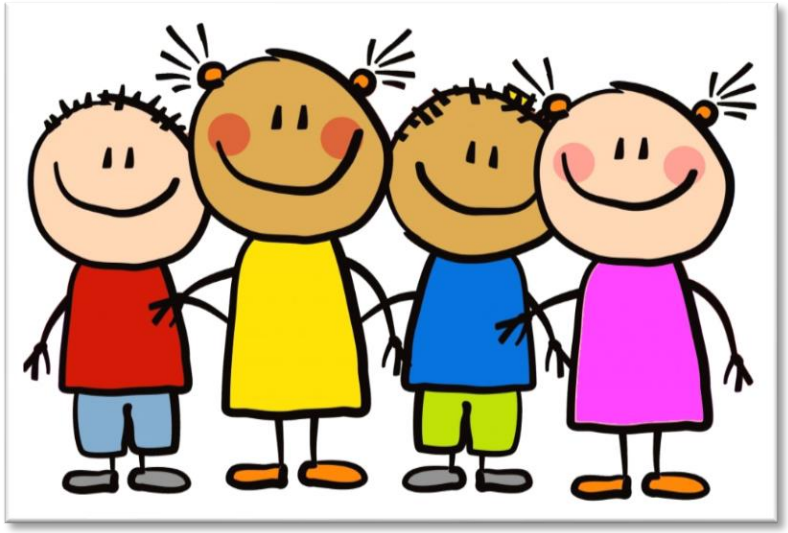
Please let us know...



What questions do you have?

Department of Education

Team Members

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Maine Department of Education

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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